FAR EASTERN UNIVERSITY

PRESIDENT'S REPORT 2019

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SAGISAG NG PANGULO NG FAR EASTERN UNIVERSITY •

PRESIDENT'S REPORT

Michael M. Alba
President

For the FEU Group of Schools, Academic Year (AY) 2018–2019 was a season of reorienting bearings (FEU Manila and FEU Cavite); adopting and adapting FEU Manila's aspiration framework as well as assimilating policies, processes, and systems (FEU Tech, FEU Diliman, and FEU Alabang); starting- or restarting-up (FEU Alabang, FEU High School, and FEU Roosevelt); and birthing (Edustria); in other words, it was a year marked by a plethora of responses (that can be gleaned from the reports of the schools), occasioned by the Group's careful consideration of the challenges confronting Philippine education and timely midterm review of strategic directions.

Gleaned as the challenges were: how to

(a) help the country maximize its demographic dividend

Box 1. The Demographic Dividend

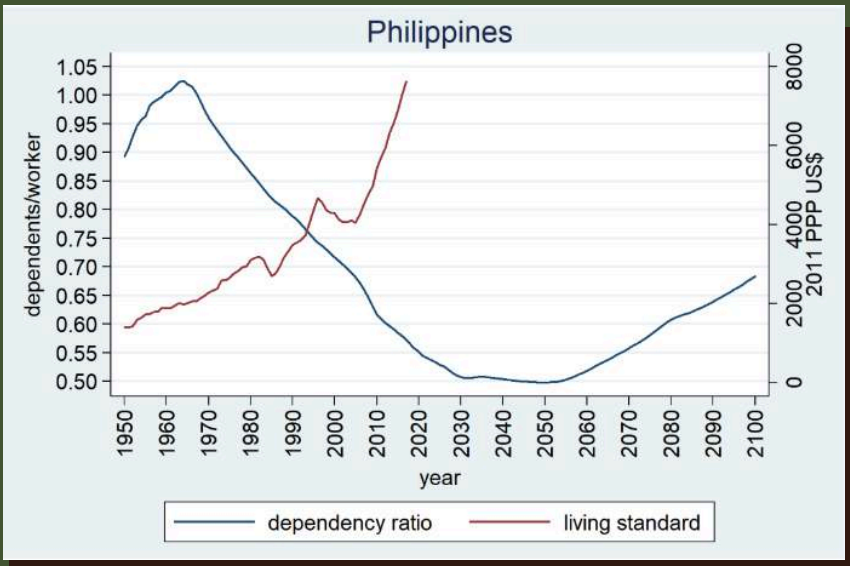
The demographic dividend hypothesis states that when a country has a falling dependency ratio and it is able to provide gainful employment to its working-age population, then its household saving rate rises and, in turn, the country is able to make strategic investments that sets it on a higher economic growth trajectory over a long period. In the process, the country attains rich-economy status (currently roughly defined as a living standard or per capita real Gross Domestic Product of US$25,000 at 2011 purchasing power parity exchange rates).

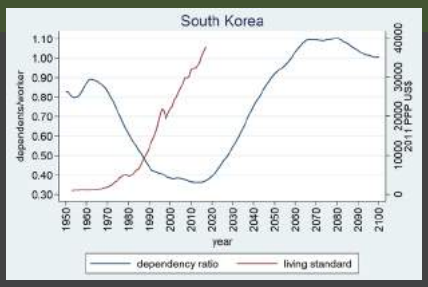
Defined as the number of young and elderly dependents divided by the population of working ages (operationalized as between 15 and 64 years old), the dependency ratio measures how many dependents each working-age person supports (in a social security sense), on average. The demographic dividend hypothesis thus suggests that, when there are relatively few dependents and workers are employed, resources are freed up (from consumption) for investments, which then spur sustained high economic growth.

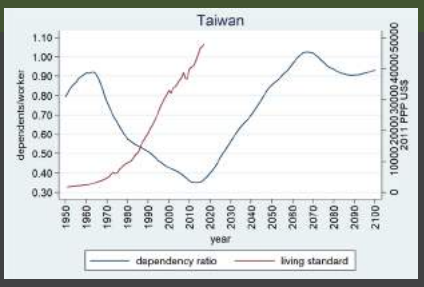
Chart 1 below shows that the Philippines' dependency ratio peaked at 1.013 in 1964, is at 0.545 in 2019, and will bottom out at 0.478 in 2050.

It also indicates that the living standard was at US$1404.7 in 1950 and US$7628.8 in 2017, which implies that between 1950 and 2017 the living standard grew at an average annual rate of 2.5% (which is on the low side).

But if henceforth the living standard were to grow at 5.0% per year, the Philippines will be on track to break the US$25,000 rich-economy living standard in 23.7 years or in 2041 (i.e., earlier than 2050 when the dependency ratio is projected to reach its trough).







By way of comparison, Charts 2 to 4 show the same graphs for Singapore, South Korea, and Taiwan, each of which was able to achieve rich-economy status as its demographic dividend.

The charts indicate that the secular trends of the dependency ratio and the living standard are negatively correlated. Specifically, during the period when the dependency ratio is declining, the living standard exhibits high and sustained increases.

Table 1 describes the data in another way. It shows the dependency ratios at the year when the dependency ratio peaked (y_0) and when the US$25,000 living standard was breached (y_T) as well as the average annual growth rate (r) of the living standard during this period.

The information summarized explains in part why these countries are considered economic miracles. During the period from when the dependency ratio peaked to when the US$25,000 living standard was reached – in each case, a period of more than 30 years – the living standard grew by more than 6.5% annually.

Country	y_0	y_T	$y_T - y_0$
	Dependency Ratio		r
Singapore	1963	1994	31
	0.866	0.351	6.8%
South Korea	1962	2003	41
	0.882	0.370	7.6%
Taiwan	1963	1995	32
	0.911	0.450	6.9%

The demographic dividend narrative of the three countries is thus a hopeful prospect for the Philippines, given that its living standard only needs to grow at 5.0% per year for 24 years to attain rich-economy status.

But there is a cautionary tale to the demographic dividend narrative as well. It turns out that the demographic dividend may be a one-time opportunity or perhaps one that occurs only over a century, if at all. Because once the dependency ratio starts to rise again (as it does for Singapore, South Korea, and Taiwan – see the charts), the increasing number of dependents to be cared for will again shift resources toward consumption. In other words, the country has to reach rich-economy status before the dependency ratio bounces back up. Otherwise, it would have failed to cash in on its demographic dividend.

How is the demographic dividend a challenge for the education sector? The other half of the demographic dividend narrative states that the working age population must be gainfully employed before they can save. This means that the Filipino workforce must be globally competitive, which in turn implies that the education sector must provide mass access to quality education.

Notes:

1. Population data are taken from the United Nations' World Population Prospects 2019. Data from 1950 to 2019 are estimates of actual population levels, while those from 2010 onwards are medium projection estimates.

2. Data on the living standards are taken from the Penn World Table 9.0.

(b) navigate legislative acts, specifically of Republic Acts 10533 (the Enhanced Basic Education Act of 2013) and 10931 (the Access to Universal Quality Tertiary Education Act)

Legislative Changes

Two acts of Congress are exerting profound, lasting effects on the private higher education sector: RA 10533 and RA 10931.

RA 10533 is the Enhanced Basic Education Act of 2013, which added kindergarten and senior high school (Grades 11 and 12) to the basic education curriculum. Some of its disruptive consequences include the following:

- Starting School Year (SY) 2016-2017, Grade 10 completers were diverted to senior high school, interrupting student flows to college. In effect, it introduced a five-year transition period during which one or two year-levels of college would not have students and only in SY 2021-2022 would all college year-levels be fully populated again.
- As a result of the decline in their college populations, many colleges and universities retrenched personnel.
- On the bright side, some colleges and universities took advantage of the hiatus to send faculty members to graduate school, funded by CHED scholarship grants.
- There was a mushrooming of senior high schools, another positive, if disruptive development.
- New curriculums for general education and major-subject courses were required to be designed by the CHED so that higher-education academic programs would be aligned with the senior high school programs.

RA 10931, otherwise known as the Universal Access to Quality Tertiary Education Act, has four features: it provides for (a) free college education in SUCs and LUCs, (b) free tech-voc education and training in post-secondary tech-voc institutions of TESDA, (c) a tertiary education subsidy (TES) to indigent students, and (b) a student-loan program.

Of the four features, free tuition in SUCs and LUCs has had the biggest impact thus far. It is segmenting the market for college education, with students who are concerned about affordability opting to attend SUCs and LUCs while others have heightened concerns about the value propositions offered by private HEIs.

(c) prepare for the fast-approaching disruptive future

The disruptive future is coming!

In *21 Lessons for the 21st Century,* the historian Yuval Noah Harari warns that information technology and biotechnology – specifically, artificial intelligence (AI), robotics, and bioengineering – are on convergent development paths, and their merger will radically change both the world of work and life. Many traditional jobs will disappear, and those that remain or replace them will demand high levels of expertise. Moreover, the new jobs are likely to require human-AI interaction, the nature of which will be constantly changing as automation takes over more and more of what workers do.

Harari is also concerned that, as biotechnology and AI algorithms improve, their applications involving big data may pose a danger to democracies and individual liberties as well as to political and economic equality – with power becoming concentrated on the owners of these algorithms and data troves. From people's data trails, AI will increasingly be able to hack and know them better; without people being aware of it, AI algorithms may exploit their preferences and predilections such that the choices they make (or votes they cast) in fact advance the hidden agendas of firms and organizations that control AI and big data.

How do schools prepare its students who would have to live in a world where uncertainty is the norm, where workers may have to change professions every ten years, where humans have to deal with super-intelligent machines, engineered bodies, with AI algorithms that manipulate their emotions and choices?

Recast, the issues were about enhancing access to quality education, exploiting opportunities to expand the delivery of education services and improve capabilities, finetuning the value proposition of an FEU education, and "future-proofing" the FEU school experience.

To address these challenges, the FEU Group of Schools

- further honed its student-centered orientation by focusing on the FEU schooling experience based two important insights: (*i*) quality education is education that "capacitates" the learner to achieve the life that he or she aspires for and (*ii*) education is an experience good.

  That quality education is a capacitating process for the aspired life draws on the Nobel Laureate Amartya Sen's Capability Approach to Welfare Economics. Its implication is that a school's product – the service provided to each student – must be a credible transformative process, taking the learner from who she is at entry in the school system and building her up to who she will be at exit or graduation, i.e., her capacitated self.

  That education is an experience good suggests that it is a service whose quality depends on the user experience; the more immersed and engaged the student is in the schooling experience, the greater the likelihood that it will be a transformative and "capacitating" journey.

- expanded the delivery of education services by offering senior high school programs in FEU High School, FEU Alabang, FEU Cavite, and FEU Diliman and incorporating Edustria as a joint venture with the Technological Institute of the Philippines.

  FEU Alabang also admitted its first batch of students in college (as in senior high school), offering the same set of academic programs as FEU Tech.

  And Edustria was incorporated on August 7, 2019.

- improved the academic credentials and training of the faculty.

  In particular, FEU Manila and FEU Tech took advantage of the five-year hiatus in college enrollments brought about by the addition of Grades 11 and 12 to the basic education program to send faculty members to graduate school. FEU Manila also provided extensive training in digital literacy, effective communication, and critical thinking to its faculty, especially but not limited to the teachers of general education subjects.

- sharpened the value proposition of an FEU education.

  Recognizing that even as the higher education sector is still underpopulated – there being significantly fewer sophomore and junior students in AY 2018-2019 – RA 10931's provision of free college education in state universities and colleges (SUCs) and local-government universities and colleges (LUCs) would likely decrease the demand for private higher education, FEU schools polished their articulation strategies and messages to emphasize the value of quality education and the competitive edge of having an FEU education.

- reconsidered the fostering of (soft and life) skills in the light of how they would enable FEU graduates to thrive in a world of disruptive technology.

  From Harari (2018), Bok (2013), and Lemann (2014), the soft skills that are deemed particularly important for an individual to succeed in the

technology-disrupted world of the 21st century include critical thinking (specifically, the ability to make sense of the flood of information, distinguish fact from fiction, synthesize disparate bits of data to form a comprehensive and meaningful view of the world, and think deeply), communication (the skill to clearly express in oral and written forms ideas that are absorbed from critical thinking), collaboration (the adeptness to work as an integral part of a team), and creativity (the knack of being resourceful and the ability to generate original, imaginative, and inspired ideas).

Needed as well are the life skills to navigate a world where uncertainty is the norm, such as adaptability (to constantly changing circumstances), resilience (i.e., remaining emotionally stable in the face of adversities), the entrepreneurial spirit to take the initiative, and moral sensitivity and the capacity for self-reflection (so as not to be easily swayed by artificial intelligence algorithms).

In addition to these mostly system-wide responses, the office of the president focused on three interrelated initiatives, which are deemed to be critical support infrastructures backstopping the FEU school experience: FEU on Canvas, the development and use of curriculum maps, and the adoption and deployment of data science and analytics tools.

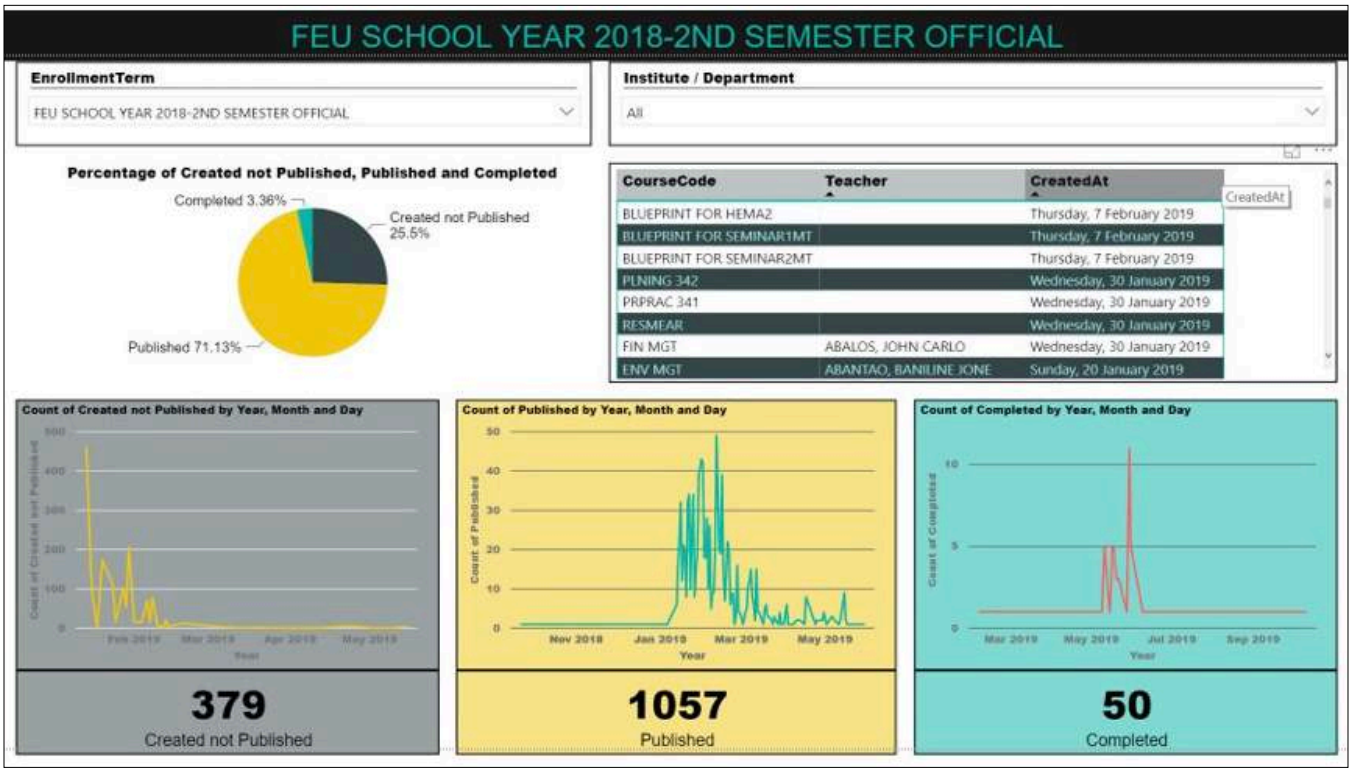
FEU on Canvas

Canvas is the learning management system used in many of the top universities in the world, such as Harvard, Stanford, and Yale. The FEU Group of Schools signed on to Canvas in AY 2016-2017 and rolled out its extensive use as the Group's learning platform in AY 2017-2018. The objectives of FEU on Canvas are to (a) organize content and delivery in an integrated and technology-enhanced platform that is easy and fun for both students and teachers to use and (b) extend the administrator-teacher-student interfaces such that learning outcomes improve significantly and the student school experience is considerably enhanced.

AY 2018-2019 saw two important developments in Canvas. First, the administration of Canvas was standardized and organized across all schools. In each school, a campus administrator was appointed to manage the academic-support and technical-support activities, and to communicate directly with the Canvas project manager in the office of the president regarding the school's initiatives and concerns; the academic support group would help faculty and students in managing courses and course content; while the technical support group would take care of user accounts and be responsible for troubleshooting technical problems.

To ensure that Canvas would be utilized in a cohesive and consistent fashion across all schools, the Canvas administrators met on a regular basis, and with key people from Instructure (the company that owns Canvas) in some sessions. A somewhat surprising development is that the interaction and collaboration fostered some diversity in that each school started its own Canvas initiatives, conditioned only by these initiatives being consistent with agreed upon policies.

Second, administrators' dashboards on the Canvas usage of teachers started to be developed. The dashboards allow Canvas administrators to easily monitor whether courses are "published" on Canvas



(a first school day requirement) and have content (i.e., are not just shells), and they track what activities are being done in the courses and what features of Canvas are used.

The next steps being planned are the development of administrators' dashboards on the Canvas usage of students and the finalization of Canvas policies and key performance indicators.

Curriculum maps

The objective of a curriculum map is to produce the ideal graduate, specified in terms of the complete and exhaustive list of her competencies, values, and behavioral traits. Constructed by backward design, i.e., starting with the graduate attributes, the curriculum map must be able to show where each and every intended outcome is developed and fostered in a student's learning trajectory.

Following Janet Hale (2008), the curriculum maps in FEU-system schools will consist of four types. The essential map, which is common to all schools, is the DepEd or CHED curriculum plus a few hallmarks of FEU (such as the values of fortitude, excellence, and uprightness and an acquaintance with culture and the arts). The consensus map is the essential map plus aspects that stakeholders in a school consider important in their context. Teachers work with the last two maps: The projected map is a schedule of when connected sets of topics bunched in learning units are intended to be covered in the school calendar; the diary map is the teacher's reflections on how successfully (or not) his learning-unit plans worked with the class as a whole and with particular students.

At the end of each school year, using the reflections in their diary maps, the teachers hold a workshop to do a postmortem on the curriculum map as implemented and to improve on it for the next school year. Teachers across subjects in a grade- or year-level evaluate whether the desired outcomes were attained and identify which strategies worked (or didn't) with the batch and where there could have been better integration of the curriculum. Teachers of a common subject across grade- or year-levels (i.e., "prerequisite-related" subjects) exchange notes on how to better prepare students for the spiraling curriculum so that students in a lower grade- or year-level are primed for the challenges of the next level. For the rest of the summer, they then work to tweak their projected maps, revise their learning-unit plans,

and prepare all the materials they will use in the next school year.

Having a curriculum map provides at least two benefits: First, it sets out an explicit road map of the student's learning journey, which tends to be taken for granted. Second, it inculcates a culture of continuous improvement in the school.

As of AY 2018-2019, various components of the curriculum maps have been developed and are in use. The basic education departments of FEU Cavite and FEU Diliman are implementing fully developed learning-unit plans in English, science, and mathematics in all grade levels. FEU Cavite has also worked on developing its consensus map for the entire basic education curriculum.

In FEU Manila, the accountancy department is slowly building up the curriculum map of the BS Accountancy program, starting with the maps for the basic accountancy subjects. The outputs are then shared with FEU Cavite and FEU Diliman, ensuring that the accountancy program would have a uniform standard throughout the FEU Group of Schools.

In the meantime, FEU Tech has developed a web-based curriculum-map app. Its essential map component is being populated with the DepEd basic education curriculum for all schools to share.

Data science and analytics

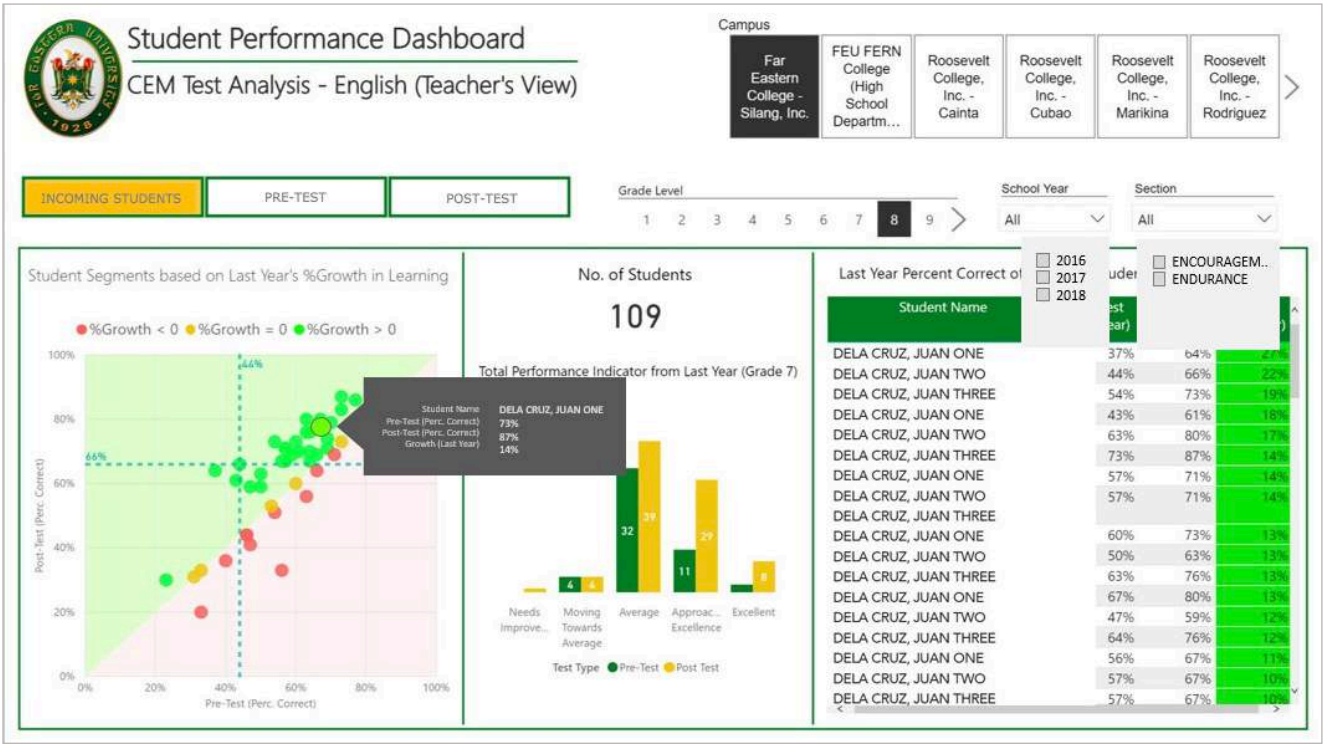
It is increasingly claimed that in today's world the most important currency is data. Information technology has facilitated the proliferation, storage, and mining and analysis of data, all of which are being harnessed to improve the user experience of a service. Leveraging on this development, the FEU Group of Schools is beginning to make intensive and extensive use of data on various aspects of the student life cycle (from student admissions to alumni relations).

But the project that has made the most headway in this initiative is the CEM dashboards for teachers, which are intended to provide (third-party) feedback to teachers on their students' learning outcomes.

CEM stands for the Center for Educational Measurement. A service it provides is the assessment of learning outcomes through standardized achievement tests, the table of specifications of which is aligned with the learning competencies in the DepEd curriculum. In the FEU Group of Schools, all students from Grades 1 to 10 take the CEM achievement tests in English, science, and mathematics twice – a pre-test at the start of the school year and a post-test at the end. (The tests for Grades 11 and 12 are only starting to be available.) As soon as they are made available by CEM (roughly a month after these tests are taken), these test scores are quickly processed by FEU's information-technology services (ITS) unit using an automated set of programs developed for FEU by Z-Lîft Solutions, a data science firm.

Each teacher of an English, science, or mathematics subject is provided with a Microsoft Power BI (business intelligence) dashboard of the test results of his students. At the start of the school year, the teacher sees how his students performed in the subject (i.e., English, science, or mathematics) in the previous grade levels, for the section as a whole and for each student. He is thus able to identify which learning competencies of the previous grade levels his class has or hasn't attained and who among his students are fast or slow learners. The teacher then has to formulate plans on what to do with the information: Does he tweak his projected map to return to topics or competencies that were poorly learned? Does he recommend tutorials for the slow learners to bring them up to speed?

After the pre-test scores are processed, the teacher sees in his dashboard how prepared his class is for the learning competencies that are intended to be developed in the current grade level, again for the class as a whole and for individual students. He is tasked a second time to develop plans: In particular, he has to tweak his projected map to allocate less time on topics his students already know and more time on those that they don't. He also has to propose plans on what to do with individual students based on two principles: each student should be neither left behind nor held back in their development.



Finally, after the post-test scores are processed, the teacher receives feedback on his dashboard how effective his interventions were (relative to the pre-test results). He discusses the information with his subject coordinator and principal as an integral part of his professional development and of the culture of continuous improvement of the school. He is also expected to bring his insights to the teachers' summer workshops on the curriculum maps.

These dashboards and intervention templates were developed and beta-tested during the school year. The plan is to develop them further and extract the teachers' intervention data to develop a machine-learning model that would cull best-practice outcomes: what interventions work best for which competency and student-teacher combination.

Statistics

How did the FEU Group of Schools do on the usual school statistics? This section summarizes the data on enrollment, graduates, licensure exam outcomes, and the faculty.

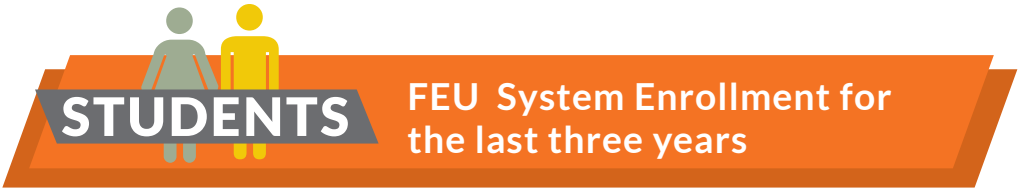
Enrollment

In AY 2018-2019, student enrollment in the FEU Group of Schools was registered at 40,289 an 11.1% increase from the immediately preceding academic year but only 1.6% and 1.3% higher than in AY 2016-2017 and AY 2015-2016, respectively.

These system-wide numbers contain the vicissitudes of different components of education resulting from RA 10533 (the Enhanced Basic Education Act of 2013) and RA 10931 (Access to Quality Tertiary Education Act). Due to RA 10533, the higher education departments of FEU schools still do not have the full complement of their pre-K-12 student populations; due to RA 10931, their very first intakes of college freshmen in the K-12 era may have been adversely affected by free tuitions in SUCs and LUCs.

In contrast, the basic education departments of FEU schools have benefited from the addition of Grades 11 and 12 to the basic education cycle. It is, however, more difficult to administer a large basic-education program, which explains the more modest growth of the basic-education student population in the FEU system.

Of the 40,289 students, 68.1% (27,426) are enrolled in higher education programs, which indicates that FEU schools are (still) skewed in favor of tertiary education offerings.



Tertiary

		AY 2018-2019	AY 2017-2018	AY 2016-2017	AY 2015-2016
FEU Manila	*n*	17,695	15,870	20,704	26,760
	r		11.5%	-14.5%	-33.9%
FEU Tech	*n*	7,297	6,444	7,624	9,081
	r		13.2%	-4.3%	-19.7%
FEU Diliman	*n*	884	772	1,112	1,444
	r		14.5%	-20.5%	-38.8%
FEU Alabang	*n*	574			
	r				
FEU Cavite	*n*	630	671	930	1,141
	r		-6.1%	-32.3%	-44.8%
FEU Roosevelt	*n*	346	531	616	
	r		-34.8%	-43.8%	
TOTAL	*n*	27,080	24,288	30,986	38,426
	r		12.9%	-11.5%	-28.6%

Basic Education

		AY 2018-2019	AY 2017-2018	AY 2016-2017	AY 2015-2016
FEU Diliman	*n*	2,262	2,140	1,565	972
	r		5.7%	44.5%	132.7%
FEU Alabang	*n*	1,131			
	r				
FEU HS	*n*	4,516	4,048	1,958	
	r		11.6%	130.6%	
FEU Cavite	*n*	896	678	511	366
	r		32.2%	75.3%	144.8%
FEU Roosevelt	*n*	4,058	5,123	4,633	
	r		-20.8%	-12.4%	
TOTAL	*n*	12,863	11,989	8,667	1,338
	r		7.3%	48.4%	861.4%

Notes:

n represents the enrollment level for the academic year

r represents the growth rate of enrollment from a given academic year to AY 2018-2019

Graduates

In AY 2018-2019, the FEU Group of Schools graduated 11,999 students, 4.4% more than the number in the previous academic year (11,493), 61.5% (7,377) were conferred higher education degrees, which is consistent with the distribution of student enrollment discussed above.

	HIGHER EDUCATION		BASIC EDUCATION	
	AY 2018-2019	AY 2017-2018	AY 2018-2019	AY 2017-2018
FEU Manila	5,765	4,816		
FEU Tech	1,001	1,015		
FEU Diliman	253	337	917	836
FEU Alabang			41	
FEU HS			1,998	1,793
FEU Cavite	212	200	307	209
FEU Roosevelt	146	68	1,359	2,219
TOTAL	7,377	6,436	4,622	5,057

Licensure Examination Results

In general, the licensure exam passing rates of graduates of FEU schools tend to be above the national passing rates and continue to improve.

FEU Manila Programs	Date of Exam	No. of Takers	No. of Passers	Passing Rate		Index FEU/Nat'l
				FEU	National	
Architecture	June 2018	183	103	56.3	56.0	1.01
	Jan 2019	46	25	54.3	56.3	0.97
	June 2019	135	100	74.1	66.3	1.12
Bar	2018	34	17	50.0	22.2	2.25
CPA	Oct 2018	114	87	76.3	25.2	3.03
	May 2019	47	24	51.1	16.5	3.10
LET-Elementary	Sept 2018	36	25	69.4	20.3	3.42
	March 2019	6	4	66.7	27.3	2.44
LET-Secondary	Sept 2018	106	80	75.5	48.0	1.57
	March 2019	68	56	82.4	26.0	3.17
Medical Technology	Sept 2018	251	241	96.0	77.7	1.24
	Mar 2019	209	201	96.2	68.5	1.40
	Sept 2019	219	214	97.7	73.5	1.33
Nursing	June 2018	5	5	100.0	43.8	2.28
	Nov 2018	61	55	90.2	40.0	2.26
	June 2019	4	4	100.0	52.2	1.92
Psychometry	Oct 2018	250	136	54.4	47.7	1.14
Psychology	Oct 2018	no takers				

FEU Tech Programs	Date of Exam	No. of Takers	No. of Passers	Passing Rate		Index FEU/Nat'l
				FEU	National	
Civil Engineering	May 2018	141	98	69.5	36.0	1.93
	Nov 2018	71	47	66.2	45.1	1.47
	May 2019	168	123	73.2	38.1	1.92
Electrical Engineering	Sept 2018	15	14	93.3	66.7	1.40
	April 2019	31	29	93.5	62.8	1.49
	Aug 2019	20	16	80.0	67.2	1.19
Electronics Engineering	Oct 2018	61	24	39.3	49.5	0.79
	April 2019	63	39	61.9	48.9	1.27
Electronics Technician	Oct 2018	61	54	88.5	81.7	1.08
	April 2019	53	47	88.7	88.7	1.00

Programs (Subs)	Date of Exam	No. of Takers	No. of Passers	Passing Rate		Index FEU/Nat'l
				FEU	National	
CPA (Diliman)	Oct 2018	13.00	7.00	53.8	25.2	2.14
	May 2019	No. of Takers			16.5	-
CPA (Cavite)	Oct 2018	23	5	21.7	25.2	0.86
	May 2019	7	-	-	16.5	-
LET-Elementary (Cavite)	Sept 2018	3	1	33.3	20.3	1.64
	March 2019	1	-	-	27.3	-
LET-Secondary (Cavite)	Sept 2018	1	-		48.0	-
	March 2019	No. of Takers			26.0	-
LET-Elementary (RCI-Cainta)	Sept 2018	9	6	66.7	20.3	3.29
	March 2019	4	4	100.0	27.3	3.67
LET-Secondary (RCI-Cainta)	Sept 2018	9	8	88.9	48.0	1.85
	March 2019	7	4	57.1	26.0	2.20
LET-Secondary (RCI-Marikina)	Sept 2018	No. of Takers			48.0	-
	March 2019	3	1	33.3	27.3	1.22

FEU schools also have their shares of top-notchers in these exams.

Board Top-Notchers

	DATE OF EXAM	TOPNOTCHERS
Architecture	June 2018	Jonighna Cafirma Edralin, 10th Place
	June 2019	Miko Angelo de Jesus Balverde, 5th Place
CPA	Oct 2018	Lanz Adrian Martin Cruz, 5th Place
Medical Technology	Sept 2018	Ericson Lim Cua, 4th Place; Christine Joy De Leon, 5th Place; Jarina Alery Benguan, 6th Place; Kenneth Generoso, 9th Place; Lorenz Deduyo, 9th Place
	Sept 2019	Genfielou Anne Frias Olarte, 10th Place
Psychometry	Oct 2018	Tristan Stafford Rentoza Ross, 8th Place; John Michael Adman Tabla, 9th Place
Civil Engineering	May 2018	John Michael Vince R. Martin, 9th Place
Electronics Engineering	April 2019	Juan Miguel A. Villaroel, 3rd Place; Jomar Borbe Calauos, 6th Place; Rex Paolo Combalier Gamara, 7th Place
Electronics Technician	Oct 2018	Kyle Francis Pascual De Castro, 3rd Place

Faculty

In AY 2018-2019, the faculty complement in the FEU Group of Schools was 1,347 strong, of 64.6% (870) were full-time members.

Among the faculty members, 17.5% (195) had doctoral degrees. This percentage is expected to increase in the coming years as the faculty who were sent to graduate school earn their doctoral diplomas.

Total number of faculty by educational attainment, based on First Semester, AY 2018-2019				
FEU Schools	**Doctoral**	**Masteral**	**Baccalaureate**	**TOTAL**
FEU Manila	160	450	98	708
FEU Tech	15	115	103	233
FEU Alabang (HEd)	1	18	7	26
FEU Alabang (SHS)	2	3	25	30
FEU Diliman (HEd)	3	24	17	44
FEU Diliman (BEd)	-	4	75	79
FEU SHS	-	9	84	93
FEU Cavite (HEd)	2	20	28	50
FEU Cavite (BEd)	-	2	41	43
FEU Roosevelt (HEd)	12	25	4	41
TOTAL	**195**	**670**	**482**	**1,347**

Conclusion:

And so, appropriating and loosely quoting the very first words in Charles Dickens's *A Tale of Two Cities,* AY 2018-2019 for the FEU Group of Schools could be said to be the best of times and the worst of times, … , the season of Light and Darkness, … the spring of hope and the winter of despair – in short, an academic year much like any other. Except that we in FEU see that the positive developments in our school system outnumber the problems we face, and we are more hopeful than ever about the prospects of the FEU Group of Schools. Far Eastern Onward!

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FEU SCHOOLS

FEU Manila

In Academic Year 2015-16, FEU Manila embarked on an ambitious project to get ourselves recognized as a top school through regulatory, matched, and adaptive excellence. By "regulatory excellence," we meant excellence recognized by regulating bodies like the Commission on Higher Education and accrediting bodies like the Philippine Accrediting Association of Schools and Universities (PAASCU) and the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA). The concrete measure of regulatory excellence is higher levels of accreditation and university classification as well as the recognition of our programs as Centers of Development and Excellence. By "matched excellence," we meant excellence recognized by our industry partners, the concrete measure of which is the employability of our graduates as evidenced in surveys such as that put out by Jobstreet and our by our own tracer studies. By "adaptive excellence," we meant excellence recognized by ourselves as educators, the concrete measures of which are evidence of increased ability in critical thinking, effective communication, and digital literacy.

These different excellences that we strive for are connected to and rooted in our mission and our core process which is the creation and maintenance of the ideal teaching and learning environment which can be characterized as having:

- classes that are run professionally and efficiently, that is with punctuality (class starts on time, requirements and feedback are submitted on time), transparency (students know where their grades come from), and with clarity of purpose and direction (specific skills are targeted at the start of the semester and the semester ends with the outcome of attainment of that skill);

- students who think critically about a problem or issue, can identify and themselves gather sound evidence to understand that problem or issue, take a stand on the issue or problem that is fair to all concerned, and communicate this knowledge effectively.

Everything we do at FEU, all the programs we run, policies we create, efficiencies we improve upon are all rooted in and leading to our one core process and mission. We pursue our aspiration and carry out our core process/mission fervently and have, over the past year, been able to

establish some innovations and make progress, ensuring that we have:

Competent and Connected People through

- a tenure track program that is characterized by a careful and exacting screening process (where only about 20% of the applicants are accepted) and a rigorous (432 hours) teaching engagement program. There are currently seventy-nine (79) faculty in our tenure track program.

- a rigorous (432 hours) teacher engagement program focused on student-centered learning, critical thinking, effective communication, and digital learning. One hundred seventy-one faculty members have gone through this program since 2015.

- the encouragement of the pursuit of doctoral degrees. In 2015, seven percent (7%) of our faculty had doctoral degrees, the specialization of which was related to the department they belonged to. Today twenty percent (20%) of our faculty have doctoral degrees with specializations aligned to the department they belong to with 40 more faculty funded by FEU to pursue their doctoral degrees.

Innovative Learning Spaces through

- classroom spaces converted from the traditional lecture room to spaces that encourage interaction, collaboration, and discussion. Twenty-eight (28) classrooms were converted last year and an additional thirty-two (32) were created for use in 2020.

- the creation and promotion of digital learning spaces through the FEU Learning Management System powered by Canvas. In 2017, fifty-one percent (51%) of all FEU courses had content on Canvas and last year, seventy-one (71%) of al FEU courses had content on Canvas, an increase of twenty percent (20%).

20%
of faculty have doctoral degrees

171
faculty members have undergone DLLECT

432
hours of teacher engagement program

Holistically-developed Students through

- the Wellness and Recreation Program (WRP) where all students are required to sign-up for a minimum of fourteen hours of fitness classes a semester. Last year there were twenty-six different classes available (including zumba, yoga, belly dancing, hip-hop, and Polynesian dancing) and six thousand three hundred ten (6,310) classes were offered.

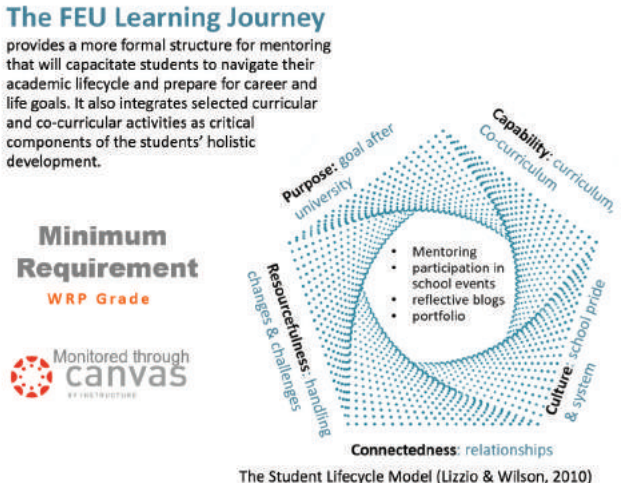
- gender-sensitivity initiatives were carried out such as gender-sensitivity training for the whole FEU community (1,620 individuals took the training) and the establishment of nine (9) all-gender bathrooms.

LINKAGE

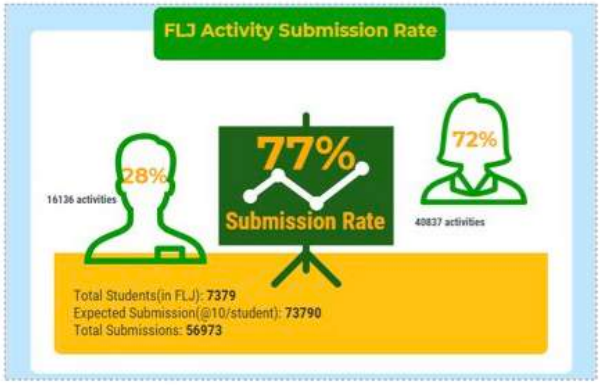
1,100+
industry partners

30%
are in the **top 1000** corporations

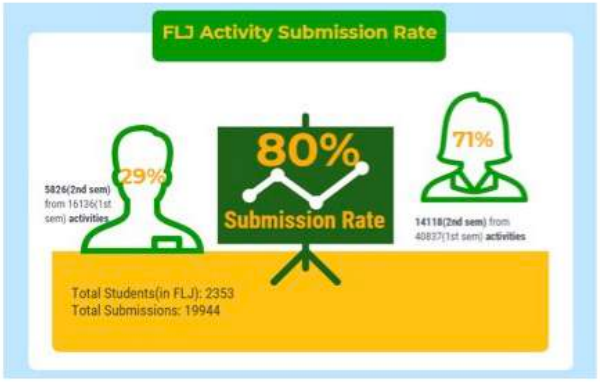
- the establishment of the FEU Learning Journey (FLJ) Program, a venue for students to reflect on their learning process and to receive mentoring from experienced volunteers. Last year, students submitted 76,917 reflections.



1st Semester



2nd Semester



As we approach our final year of the five-year aspiration, FEU Manila reaffirms its commitment to pursue this key aspiration and core process with fortitude, excellence, and uprightness. It is in this steadfast pursuit that we will achieve regulatory, matched, and adaptive excellence; it is how we will receive acknowledgement of our excellence by both the regulatory institutions and our industry partners and it is how we will know that we are fulfilling our mission.

FEU Institute of Technology

Originally incorporated in 1992, East Asia Computer Center, Inc. (EACCI) began operating under the name and style of FEU Institute of Technology (FEU Tech or FIT) in 2014.

In 2018, because of the increasing success of EACCI as FEU Tech in the academic fields of Engineering and IT, FEU's Board of Trustees extended the entity's management to FEU Alabang and FEU Diliman. FEU Tech's management team was leveraged to guide and restructure the management and teaching personnel of the two additional schools, and to develop and assist in the implementation of innovative operations and management plans. FEU Alabang and FEU Diliman also adopted FEU Tech's tried-and-true formula for specialized Board Exam courses to help improve student passing rates, resulting in a more solid foundation of academic excellence.

The implementation of the K to 12 program had a tremendous impact on FEU Tech's enrollment in AY 2016-2017 and AY 2017-2018. This continued to affect the student population in AY 2018-2019. Despite the downtrend in enrollment, however, the Institute pooled its human capital and resources to come up with innovative learning tools. It launched Canvas, an e-learning tool that enables interaction between the learners and the teachers. The faculty members were also tasked to design and create their learning and teaching materials that maximize available library and e-learning resources.

Conversely, there was an uptrend in the number of graduates, particularly for the Information Technology Program, Computer Science, Electrical Engineering, and Electronics Engineering programs. This trend was an offshoot of the number of incoming freshmen in AY 2015-2016.

FEU Tech pursued regulatory excellence through accreditation by the Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU). In AY 2018-2019, two of its Engineering programs have achieved Level I status while Computer Studies programs were granted Level II status.

FEU Tech also increased its focus on collaborative research and innovation. The foundation of the **FEU Tech Innovation Center** vis a vis the research center is a significant stride to expand the academic breadth and problem-solving capabilities of students. Meanwhile, with the administration's strengthened support for research, around 52% of the full-time faculty members have been engaged in research.

The Institution, through the different academic and administrative departments, is now working towards attaining autonomous status.

FACULTY PROFILE

Distribution of Faculty Members per Term, and Highest Academic Degree attained

TERTIARY	PhD/EdD/DBA	MA/MS/MBA	BA/BS	TOTAL
First Trimester	13	93	60	166
Second Trimester	68	95	58	172
Third Trimester	19	91	56	166

FEU Diliman

In Academic Year 2018-19, FEU Diliman experienced various changes in management, academics, and internal policies. The management team is bolstered as East Asia Computer Center, Inc. (EACCI) implemented a systematic process for the change initiative. Ambitious agenda are being pursued to reform internal policies. In the process, the new management identifies the best traditions without traveling the same paths taken by older administrations.

Key brand positioning and strategic marketing have helped boost overall awareness and preference for the FEU Diliman brand. There is also improvement in the operations, marketing, and customer relationships of the Admissions Office. Academic programs were enhanced with the introduction of the Business-IT fusion for College and blended learning approach in Basic Education Department (BED). This translated to a significant increase in enrollment by 13% in College and 6% in BED.

One of the most pressing issues in any academic institution is on-time graduation of the students. There was a 25% decrease in the graduation rate in College due to the 60% to 40% ratio of irregular and regular students. A major factor in the deflation of graduation rate is the decreased enrollment in College due to the implementation of K-12. The K-12 program, however, had a reverse impact on BED, which registered a 9.7% increase in the graduation rate. Enrollment for Senior High School created an opportunity for BED to expand its population.

This school year, the College department witnessed a 30% decrease in academic honors because of the influx of irregular students in the three academic programs offered by FEU Diliman. Only 1% of the graduating seniors received Latin awards.

Thanks to the talented and committed FEU Diliman Tamaraws, faculty and staff, and the new visionary leadership at the helm, FEU Diliman is well positioned to realize its goals and further advance its noble mission. Its students excelled in academics and leadership as demonstrated by the regional and national awards won by accountancy and IT students.

FEU Diliman students also showed excellence in sports. In the concluded UAAP Season 81, FEU-Diliman bagged the 9th straight UAAP juniors' football title.

Whether in academics or sports, much of what we have accomplished this academic year sprang from our collaborative approach. Together we are working to transform FEU Diliman and make envisioned learning innovations a reality.

FACULTY PROFILE

Distribution of Faculty Members per Term, and Highest Academic Degree attained

	PhD/EdD/DBA	MA/MS/MBA	BA/BS	TOTAL
Basic Education		4	75	79
TERTIARY				
Basic Education	3	24	17	44
Second Trimester	3	24	13	40
Summer	3	23	15	41

FEU Cavite

Academic year 2018-2019 exposed FEU Cavite to different 'road blocks' and 'situational shocks.' Among these were the implementation of the free tuition law (RA 10931) which adversely affected the freshman enrollment of the Higher Education Department (HED) which achieved only 50% of its projected number of enrollees, the resignation of the executive director, admissions officer and staff resulting in difficulty in executing planned marketing efforts, and the movement of the Senior High School (SHS) class opening from June to July due to certain building construction delays. Additionally, the result of the October 2018 CPA Licensure Examination is unsatisfactory. Moreover, roof and basement leaks in FEU Cavite buildings continued to cause problems.

Despite the unfavorable encounters, the FEUC team, guided by its strategic goals, remained steadfast, brave, and determined in achieving its objectives. With this outlook, the team has efficiently managed to produce significant milestones. The school's initiatives were aligned with the Dual Transformation Model. FEU Cavite Board of Directors promoted Dr. Marcon Espino as the school's new Executive Director, while concurrently serving as the HED Dean. The Admissions, Marketing, and Communications Office (AMCO) structure was improved and its staff was completed, enabling the Office to continue building the brand and making the community aware about FEU Cavite. The floor dedicated for the SHS department at the Basic Education building was finally completed. The school complied with the Data Privacy Act requirements. Overall, substantial achievements were realized, such as completion of the curriculum maps, implementation of CEM assessment and CEM result utilization, completion and compilation of FEUC's Learner Profiles and Attributes, implementation of the revised college curriculum, full roll-out of CANVAS, improved performance in the May 2019 CPA Licensure Examination (above national passing rate), notable performance of the BS Psychology graduates in the Psychometrician examination (ranked number 1 in Cavite area), the BS Psychology program's inclusion in the 22 best Psychology schools in the Philippines for 2018, high employment rate for HED graduates at 94.88% (or 95%), and improvement in industry tie-ups from 10 to 59 partner-companies.

Furthermore, students, teachers, and employees continued to rake-in awards and recognitions locally, nationally, and internationally. FEU Cavite and Sekolah Pelita Utama in Batam, Indonesia forged an academic alliance. Offices and laboratories were refurbished and constructed. Importantly, judicious resource utilization led to prudent and efficient financial management, thereby achieving operational excellence indicators.

FACULTY PROFILE

Distribution of Faculty Members per Term, and Highest Academic Degree attained

	PhD/EdD/DBA	MA/MS/MBA	BA/BS	TOTAL
Basic Education		1	21	22
Senior High School		1	20	21
TERTIARY				
First Semester	2	20	28	50
Second Semester	2	18	28	48
Summer	2	10	12	24

FEU Alabang

FEU Alabang has collectively worked together in AY 2018-2019 to achieve significant outcomes and milestones. It continuously builds its existing strengths by hiring outstanding personnel; by implementing new programs for the holistic development of students, faculty, and staff; by providing academic and non-academic intervention for students; and by instituting a comprehensive approach to organizational excellence that allows it to effectively manage its limited resources.

Upon assessment of FEU Alabang's initial academic year, the following challenges were observed:

- Transferring out of students, 58.47% of whom transferred because of financial difficulties and 22.47% because of inability to cope with coursework due to poor adjustment from Senior High School to College.

- The proposed construction of more local institutions within the market radius of FEU Alabang may cause further complications in terms of number of enrollees.

The aforementioned challenges, however, are deemed common to all institutions undergoing their preliminary years, considering that the Alabang campus is only beginning to integrate itself within the community. To ensure student retention, the administration put in place several support services and projects, including the expansion of its scholarship offerings for brilliant but financially-incapable students, mentoring and remedial programs for those with learning gaps, and an active and visible marketing campaign to attract more enrollees from the community.

In its quest to deliver outcomes toward quality education, FEU Alabang keeps scanning its environment to ensure that the education and services it offers meet the clients' expectations, as well as the industry and workplace requirements in the local, regional, and international arenas. Institution-wide philosophy and objectives and strategies were aligned to the needs of various stakeholders. To show its commitment, FEU Alabang courageously started working on international certification—ISO 9001. This would ensure improvement on its systems and processes leading to good customer satisfaction and contributing to higher retention of its students and engagement of its associates.

It is also essential to equip all faculty members with the latest information and practices in their fields of specialization. The institution provided necessary trainings and workshops to its faculty and associates. Meanwhile, to ensure that we get enough full-time faculty members, FEU Alabang processes applications throughout the school year.

In the end, the institution was able to surpass challenges and achieve feats through the commitment, dedication, and hard work of every member of the FEU Alabang community.

FACULTY PROFILE

Distribution of Faculty Members per Term, and Highest Academic Degree attained

	PhD/EdD/DBA	MA/MS/MBA	BA/BS	TOTAL
SENIOR HIGH				
First Semester	2	3	25	30
Second Semester	3	3	27	33
TERTIARY				
First Trimester	1	8	7	26
Second Trimester	1	18	11	30
Third Trimester	1	17	14	32

FEU Roosevelt

FEU Roosevelt operated three campuses for Academic Year 2018-2019. Basic Education, from Developmental Kinder to Senior High School, was offered in Marikina, Cainta and Rodriguez, while Tertiary Education was offered in Marikina and Cainta. Graduate Programs were also offered in Cainta through the Institute for Teacher Education.

Basic Education remained as the top contributor to enrollment across all campuses with total enrollment reaching 4,058. Of the three campuses, Rodriguez generated the highest enrolment at 2,403. Tertiary enrollment was at 67, almost evenly split between Cainta and Marikina, and shared by Education, Business Administration, Information Technology and Hospitality Management. The Graduate School had 279 enrollees.

For the school year, FEU Roosevelt was able to graduate 1,356 Basic Education students, 24.5% of whom received honors. For tertiary and graduate studies, FEU Roosevelt had 147 graduates, mostly from the Master's in Education program. Of these, 6.6% and 18% received honors from the tertiary and master's program, respectively.

Continuous strengthening of the Education program resulted in improved performance of the graduates in the Licensure Examination for Teachers. For Elementary Education, it posted passing rates of 66.67% and 100% for first-time takers in the September and March exams, respectively, going way above the national passing rates of 20.29% and 27.28%. For Secondary Education, the passing rates for first-time takers were 88.89% in September and 57.14% in March. These are still above the national passing rates of 48.03% and 25.95%, respectively.

Following the appointments of Dr. Alma V. Dela Cruz as Senior Vice President and Ms. Maria Regina Corazon Sibal as the Basic Education Executive Director, in November 2018, a more intensive faculty development program is in place with a new College Dean, Dr. Victor Tabuzo's appointment in December 2018. To strengthen the teaching force, FEU Roosevelt continued to hire faculty with master's and doctorate degrees.

Investments in scholastic enhancement tools and learning management systems were also sustained. These tools include Scholastic Literacy Pro, CEM, SAP and CANVAS.

All campuses launched and conducted their own community extension programs while the school pursued external linkages and partnerships with the community, feeder schools, industry players and regional academic associations. These partnerships provide FEU Roosevelt with promotional opportunities to generate enrollment, as well as offer enriched immersion programs for students.

FEU High School

FEU High School (FEU HS), Inc., was established as a subsidiary of Far Eastern University, Inc., in 2013 in response to Republic Act No. 10533 series of 2013, otherwise known as the "Enhanced Basic Education Act of 2013," which extended the Philippine basic education program to 13 years, adding Grades 11 and 12 to the secondary education level. Nestled inside the FEU Manila Campus, FEU High School opened its doors to its first batch of senior high school students in June 2016.

Guided by the core values of Fortitude, Excellence, and Uprightness, FEU High School provides quality education that prepares its graduates for college, the world of work, and life. Its curriculum is student-centered, values-oriented, and competency-laden; its delivery methods are technology-enabled, and its learning activities are project-based.

FEU HS offers the following strands under the academic track of the senior high school program: Science, Technology, Engineering, and Mathematics (STEM); Accountancy, Business, and Management (ABM); Humanities and Social Sciences (HUMSS); and the General Academic Strand (GAS). Unlike any other GAS Strands, the General Academic Strand in FEU High Schools is divided into three specializations namely: GAS – Sports and Health, GAS – Arts and Design, and GAS – Tourism.

In its third year of operation, FEU High School welcomed 2,197 freshmen — thirty-eight percent of whom enrolled in STEM, 28% in ABM, 19% in HUMSS, and 15% in GAS. It graduated 1,998 students at the end of Academic Year 2017-2018 with over 54% of the graduating body joining FEU higher education schools.

The academic offerings of the school are complemented by special programs that foster experiential learning and development of leadership, social skills, and service in students. The school offers over 70 clubs and organizations, ranging from sports and arts to special interest groups, which students can join. Many of these clubs and organizations have brought honor to the school by performing well in events and often winning in competitions.

Aside from participating in external events, FEU HS clubs and orgs also organize events and competitions for other schools, such as the Cinemorayta Film Festival. The Cinemorayta Film Festival is a program that provides FEU High School students from different FEU Basic Education units the opportunity to show their talents, skills, and interest in Film Making. The event had a very promising start with 20 entries submitted and 12 films produced.


FEU HIGH SCH
SAPIENTIA REG
EASTERN U
HIGH SCH

CORE VALUES

Fortitude
Fortitude refers to the ability to persevere, not give in or give up, to be committed to an ideal, and to pursue it with hard work and courage.

Excellence
Excellence refers to the ability to do rigorous, meticulous, innovative, creative, and relevant endeavors that are comparable to the highest standards, effectively communicated to the stakeholders, and steeped in critical thinking.

Uprightness
Uprightness refers to moral and ethical integrity, selflessness, fairness, and a commitment to the greater good.

FEU | BRAVER TODAY

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