



PRESIDENT'S REPORT

Introduction

July 2021 to July 2022 – the months spanning School Year (SY) 2021-2022 for the FEU Group of Schools¹ – was a disquieting time for many Filipinos. On the health front, they had to decide whether to be vaccinated and, if so, using which brand. Then, they had to (im)patiently wait for the vaccine rollout to reach their priority category and residential area. Not least among their concerns were: (a) the logistics of vaccination – from registering for the procedure to showing up at the vaccination site; queuing for the shot; and ensuring that the data generated were accurately recorded in the government database (in case the information would be required for travel and other purposes) – all of which, with the exception of the Janssen vaccine, had to be undergone twice and at least roughly a month apart; and (b) surges in (breakthrough) infections, which resurrected concerns about the whole ordeal, this time with respect to booster shots.

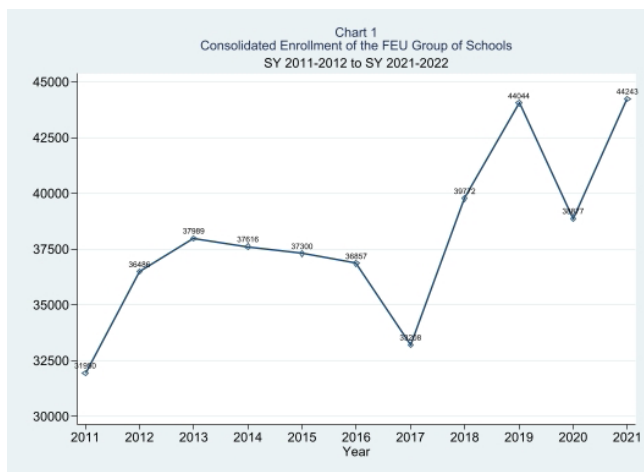
On the political front, from around the third quarter of 2021 Filipinos became increasingly preoccupied with the May 2022 national elections, initially with respect to voter registration problems due to the pandemic, then with the slates of candidates, the campaigns, and finally with the voting and vote counting.

Meanwhile in the education sector, SY 2021-2022 was the second year during which in-person schooling was disallowed with few exceptions by the regulatory authorities and remote learning modes remained the norm. Given the helter-skelter fashion in which they had rushed into online, off-campus modalities of education delivery in SY 2020-2021, it was perhaps to be expected that, with just two semesters or three trimesters worth of experience, education institutions still needed to make some adjustments.

Surprisingly, though, it was a relatively quiet time in the FEU schools. By SY 2021-2022, operations had gained a semblance of smooth normality with many of the client touchpoints conducted in on-line platforms. Indeed, by then the schools had resumed their march toward academic excellence in furtherance of their shared education mission.

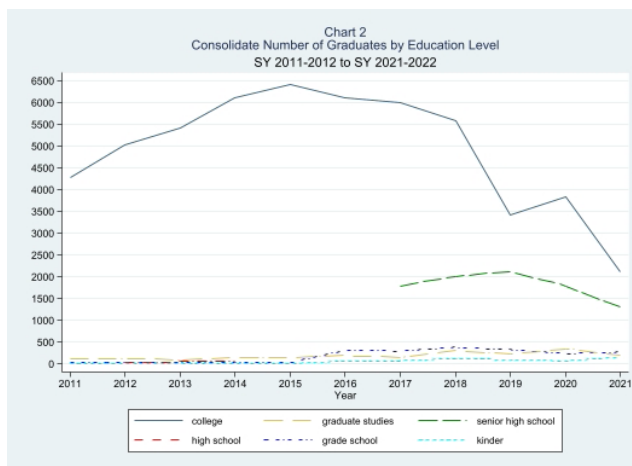
1. Enrollment

One evidence of the FEU Group's successful handling of education delivery under pandemic conditions was its consolidated enrollment figures (Chart 1). The student population had dipped in SY 2016-2017 and SY 2017-2018 when, because of RA 10533 (The Enhanced Basic Education Act of 2013), Grade-10 completers had to detour to senior high school. But enrollment levels had picked up with a vengeance in SY 2018-2019 and SY 2019-2020 (to 39,772 and 44,000, respectively) with the entry into college of the first two cohorts of K-12 graduates, before being stifled by the pandemic in SY 2020-2021 (to 38,877). In SY 2021-2022, however – the public health crisis notwithstanding – the students returned, perhaps buoyed by the favorable feedback on the FEU schooling experience of the previous year. The result was an increase in enrollment to 44,243, its highest level ever in the last decade.



2. Graduates

But the pandemic did have an adverse effect on the consolidated number of graduates in SY 2021-2022 (Chart 2). Comparing Charts 1 and 2, one may glean that the historical trend in the size of the college graduating class roughly corresponds to that of enrollment with a four-year lag. In SY 2020-2021, however, the number of college graduates exceeded that of the previous year, despite SY 2017-2018 being the trough of the enrollment timeline. This possibly suggests the smaller college populations during the years of transition of RA 10533 resulted in the higher graduation rate – an outcome of improved education quality and throughput efficiency. Unfortunately, this trend was arrested by the pandemic for SY 2021-2022.

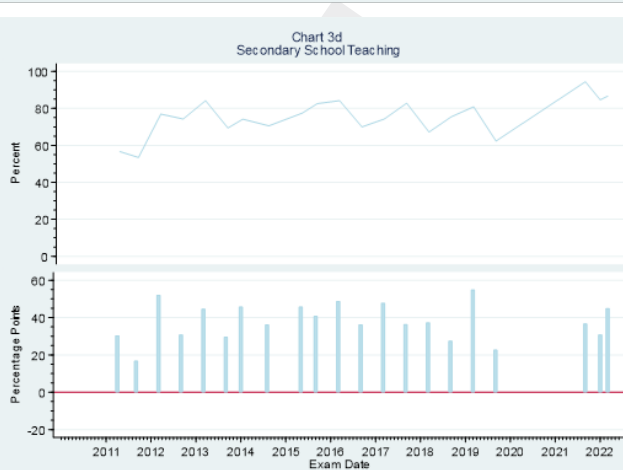
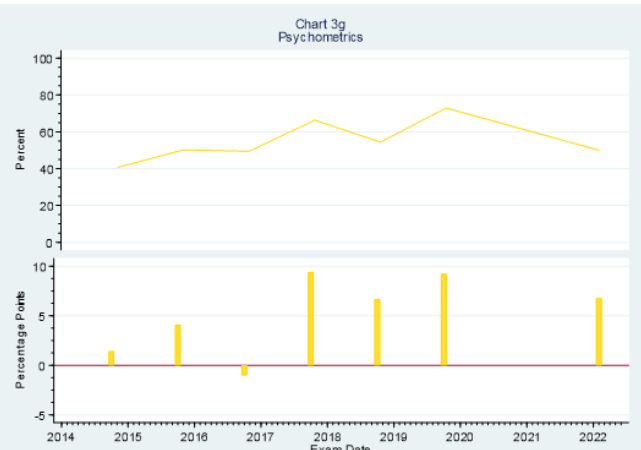
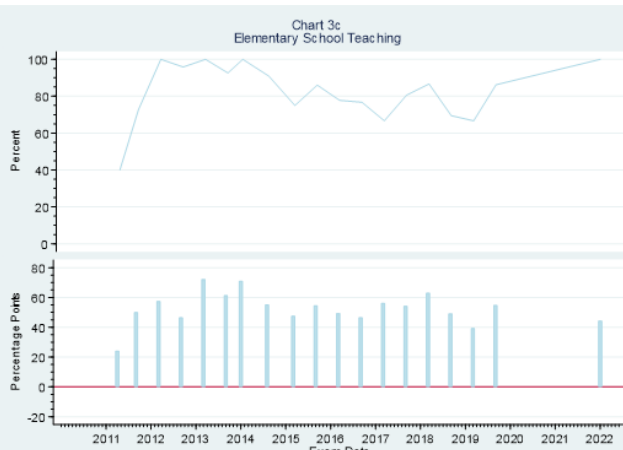
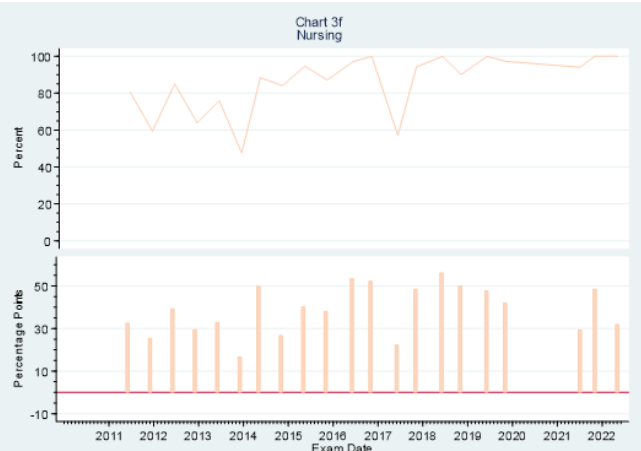
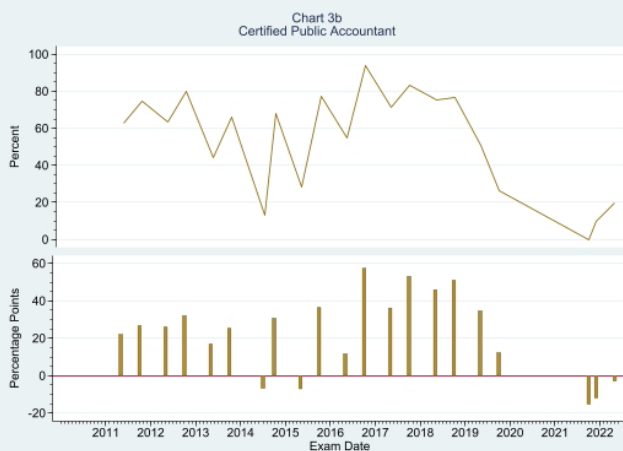
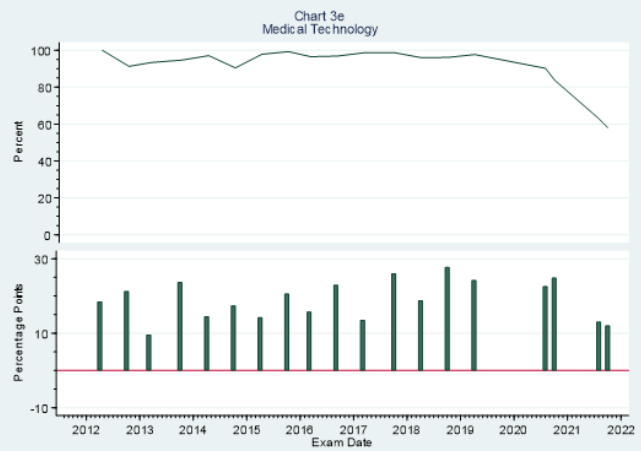
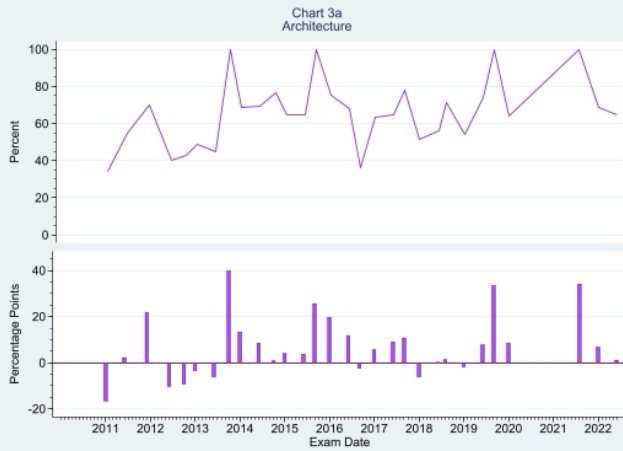


(An aside: From Chart 2, it can also be seen that the FEU Group of Schools still predominantly serves higher- rather than basic-education students. But since SY 2017-2018 its senior high school programs have produced the second largest number of graduates, and since SY 2016-2017 modest increases have been observed in the numbers of kindergarten and grade-school graduates due to the FEU Roosevelt schools.)

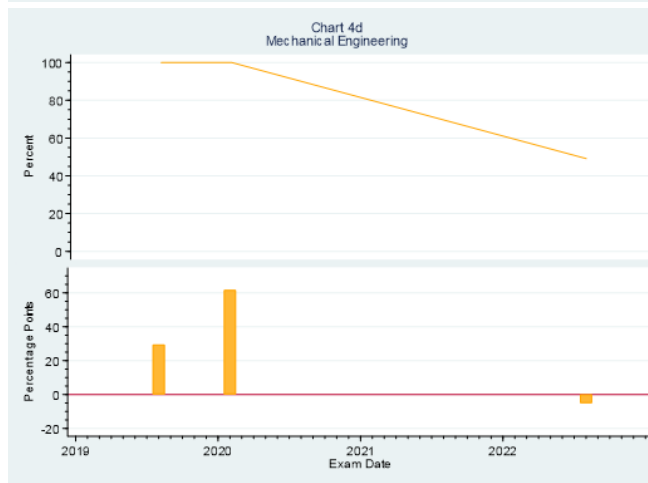
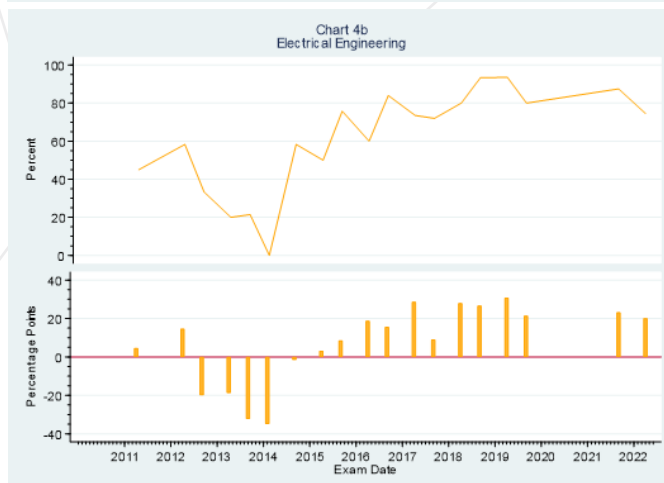
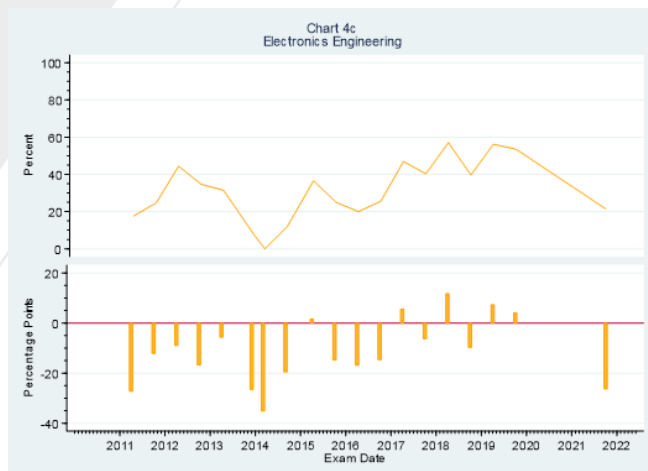
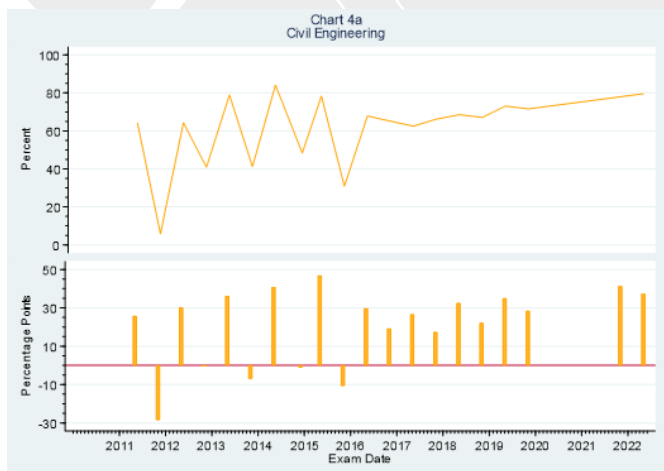
3. Licensure Exam Performance

An indicator of the education quality of the FEU Group of Schools is the licensure exam performance of its graduates. Charts 3a to 3g review the passing rates of FEU Manila's first-time examinees, with the top chart showing the graph of FEU's percentage of successful takers and the bottom chart showing the percentage-point difference between the passing rates of FEU examinees and all examinees.²

The following observations may be made on the charts: It is a rare event that the FEU passing rate is below the national rate. Indeed, in the last decade it hasn't happened at all in the licensure exams for elementary and secondary school teachers, medical technologists, and nurses. It has occurred only once in the psychometrician exam, five times in the CPA exam (though the last three were during the pandemic), and a bit more frequently in architecture (though not since 2019).



Tracking the same statistics for the engineering programs of FEU Tech, Charts 4a to 4d show that, except in electronics engineering (which has yet to gain its footing), the first-time examinees of the school have done quite well since 2016, with their passing rates well beyond those of the national averages.³




4. Distinctions, Recognitions, and Accreditations

That the FEU Group of Schools continues to scale the heights of academic excellence is validated by the inclusion of its two best schools in the 2022 Global Top 100 Innovative Universities of the World's Universities with Real Impact (WURI). FEU Manila placed 74th (from 79th last year and 97th in 2020), while FEU Tech placed 98th. They were the only Philippine higher-education institutions to make the top 100 list.

Moreover, FEU Manila ranked in the top 50 in four of the six categories of the WURI assessment: 13th in Crisis Management, 15th in Ethical Value, 28th in the Fourth Industrial Revolution, and 38th in Entrepreneurial Spirit. It was also slotted in the 51-100 grouping in Industrial Application.

For its part, FEU Tech garnered the 19th place in the Fourth Industrial Revolution category, 30th in Entrepreneurial Spirit, 37th in Crisis Management, 44th in Social Mobility and Openness, and 51-100 in Ethical Values and in Industrial Application.



As may be expected, FEU Manila is recognized by the Philippine Commission on Higher Education (CHED) as one of the country's top universities. Since 2012 it has continuously enjoyed the Autonomous University status, with its latest term expiring in May 2023. In addition, the teacher education programs of the Institute of Education are a CHED Center of Excellence, while the BS Business Administration program of the Institute of Accountancy, Business, and Finance is a CHED Center of Development.

FEU Manila's laser focus on academic excellence has been such that, even during the pandemic, it had 12 of its academic programs successfully hurdle the tough ASEAN University Network-Quality Assurance (AUN-QA) assessment exercises. These included BS Accountancy, BS Biology, BS Business Administration, and BS Medical Technology in November 2020; the Bachelor of Elementary Education and Bachelor of Secondary Education as well as BA Communication and BS Psychology in March 2021; and BS Architecture, BS International Studies, BS Applied Mathematics, and BS Nursing in August 2021.

Most of FEU Manila's academic programs are accredited by local agencies as well. Eight – the Bachelor of Elementary Education, Bachelor of Secondary Education, BA Communication, BS Accountancy, BS Applied Mathematics, BS Biology, BS Business Administration, and BS Psychology – have Level IV (the highest) accreditations from the Philippine Association

of Colleges and Universities Commission on Accreditation (PACUCOA); three – the Doctor of Education, MA Education, and MA Psychology – are Level III reaccredited; and eight – the Bachelor of Fine Arts, BA International Studies, BA Language and Literature Studies, BA Political Science, BS Architecture, BS Hotel and Restaurant Management, BS Medical Technology, and BS Tourism Management – are Level II reaccredited. Two graduate programs – MA Communication and MS Biology – have Candidate status.

BS Nursing, the only program of FEU Manila that is accredited by the Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU), has Level III reaccreditation. MA Nursing has Candidate status.

In the case of FEU Tech, its BS Computer Science and BS Information Technology have Level III accreditations from the PAASCU, its BS Civil Engineering and BS Computer Engineering have Level I reaccreditations, and its BS Electrical Engineering has Level I accreditation, while its BS Electronics Engineering has Candidate status.

Five of the FEU Tech programs have also passed the quality standards of the Philippine Technological Council Accreditation and Certification Board for Engineering and Technology: BS Civil Engineering, BS Computer Engineering, BS Electrical Engineering, BS Electronics Engineering, and BS Mechanical Engineering.



5. Teaching and Learning Innovations

Starting in SY 2016-2017 (when the college faculty did not have teaching loads because of the then-new rule that required students to have graduated from senior high school to enter college), FEU Manila offered DLECCT training rather than retrench its teaching staff. The acronym for digital literacy, effective communication, and critical thinking, DLECCT was a semester-long program that fully deloaded participants from their teaching duties and instructed them not only in the aforementioned skills but also on student-centered pedagogies as well as on education technologies, such as the Canvas learning management system. Thus far, the program has had eight runs and certified 219 faculty members. The anecdotal feedback from students is that the skills passed on to them have been instrumental in changing their outlooks and behaviors as well as their achievements.

Not to be outdone, in SY 2020-2021 FEU Tech, FEU Diliman, and FEU Alabang jointly took on the ambitious project of developing and implementing the futuristic Mastery-based Individualized Learning Enhancement System (MILES), a virtual campus ecosystem in which (a) course topics were organized in learning modules that branched out from the foundational concepts to the advanced materials and that students could learn at their own pace, (b) provided on-demand special mentoring and tutoring sessions to students, and (c) made access to academic support services, such as guidance and counseling, career placement, library assistance, available with a click of a button in the Canvas learning management system.

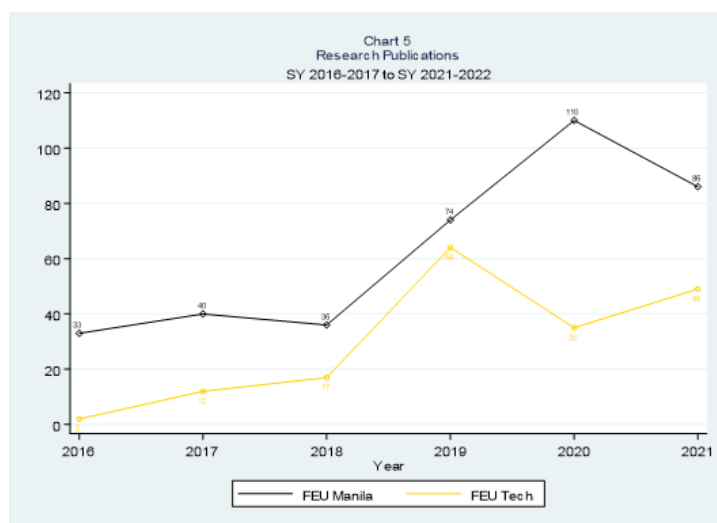
In basic education, on the other hand, FEU Alabang, FEU Diliman, and FEU High School incorporated computer programming into their curriculums on the thesis that coding trains students to think linearly and systematically and develops their critical- and creative-thinking skills as well as their problem-solving faculties.

In the case of the Roosevelt schools (as in the basic education departments of FEU Diliman, FEU High School, and FEU Cavite), the strategy was to adopt off-the-shelf learning resources, such as, among others, educational video libraries, an app for individualized mastery paths in junior and senior high school math, digital assessment tools, vocabulary building and reading comprehension programs, and a virtual laboratory for science experiments.

6. Faculty Research Outputs


Becoming a research university is not an aspiration of the FEU Group of Schools. FEU founder Dr. Nicanor Reyes Sr. envisioned his schools to provide mass access to quality education in order to open career opportunities for graduates and help in the country's development (rather than give license to highly trained faculty to advance the boundaries of their academic disciplines, unburdened by constraints of the immediate practical applicability of their research pursuits). Nonetheless, FEU regards faculty research publications as an important output in that they validate the depth of understanding and range of interests of the teaching staff; these in turn enhance both the credibility and quality of teaching of the faculty.

Chart 5 reports the number of peer-reviewed research publications of the FEU Manila and FEU Tech faculty from SY 2016-2017 to SY 2021-2022. Over this six-year period, the outputs have significantly increased, even if still a bit low. But it is an area that will be seeing further improvements sooner rather than later.



7. Community Extension Projects

FEU Manila's flagship community extension project is to Save the Tamaraws. In 2022, project activities included providing financial support for the repair of the ecolodge in Station 2, which houses the Mount Iglit-Baco National Park (MIBNP) Tamaraw Rangers and implementing the *TAMGabay Pangkabuhayan* for the *Tau-Buid* Community in Calintaan, Occidental Mindoro. The livelihood projects for the latter program consisted of hog farming, carabao production dispersal, and bamboo and nito planting.



To improve the quality of life of persons deprived of liberty (PDLs) who are housed at the Manila City Jail Female Dormitory (MCJFD), the Community Extension Services (CES) team developed Project HOPE (Harnessing Offenders' Personal Empowerment) with the administrators of the facility. The intent was to train participants in livelihood projects. Supervised by the Institute of Tourism and Hotel Management's Chef John Lester Tuason, *Pandesal tungo sa Pag-asa* taught participating inmates how to bake pandesal as well as other Filipino sweet breads. The Bread of Hope bakery was then set up at the MCJFD so that its products may be sold at FEU's Café Alfredo.

Two webinars were conducted as a result: The mobile photography workshop, conducted by Babsie Morabe of Media Center and Corporate Affairs, imparted the basics of photography which the officers found helpful for their line of work. The psychological well-being awareness workshop, on the other hand, taught the officers how to take care of their own mental health and how to be sensitive to symptoms of emotional distress that may be exhibited by the PDLs under their care.

With limited fieldwork being allowed, the CES team resurrected the activities of Project Calatagan. Working with the National Fisheries Development Center of the Bureau of Fisheries and Aquatic Resources, the group completed the first phase of assessing whether oyster aquaculture development is viable in Barangay Quilitisan. The Quilitisan Cooperative is now being organized; a backyard poultry project is being undertaken with Youmanitarian International, a nongovernmental organization; and training is ongoing on oyster mushroom cultivation.

In addition, Project Mangyan which works with the Hanunuo community was reactivated. The Department of Psychology created modules for the Mangyan Empowerment Camp, a self-esteem development program. The Communication, Language and Literature, and Fine Arts Departments collaborated on putting together the Mangyan Children's Storybook to build on the health programs started by the Department of Medical Technology on the importance of handwashing and clean drinking water. And Chef Aleli Jihan Aseremo of the Institute of Tourism and Hotel Management taught Mangyan scholars how to bake pandesal using a *pugon* oven as an initial project. The plan is to eventually train them to make other types of bread using only locally available ingredients and following a signature recipe developed by Chef Aseremo.

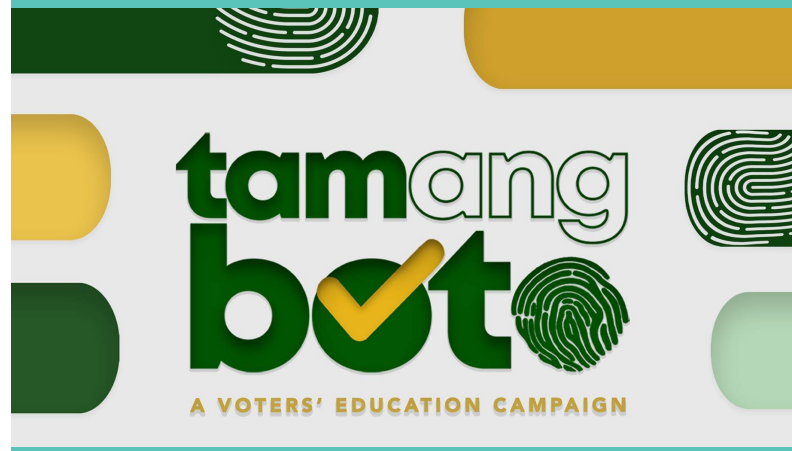
In the case of the Department of Fine Arts, faculty member Julieta Gonzales gave online lectures on painting techniques, color theory, and other fine-arts concepts, and Fine Arts student-volunteers shared their art works as a way to inspire inmates on how to develop their artistic talents. The initiative, named "Mistula: A Painting Workshop," has led to a successful sale of the PDLs' initial art works. A bigger public exhibit is now planned; it is being organized by the CES team with the Marketing faculty of the Department of Business Management and artists of the Department of Fine Arts.

To address the expressed needs of the jail officers themselves, the CES team conceived of Project JOInT (Jail Officers In-Training).



Two projects stand out in the case of FEU Tech. First, to provide an emergency lighting facility as well as a charging station for residents of Barangay Pila-Pila, a small community in Binangonan, Rizal, the school donated a concentration-photovoltaics (CPV) enhanced solar panel developed by Electrical Engineering students, Emmanuel L. Paralejas and Immanuel John L. Ukhilam, with the Electrical and Electronics Engineering Department faculty. The technology uses a smart tracking system to follow the sun and continuously focus sunlight onto the solar panel (at a 90° angle) to more efficiently generate electricity.

Second, FEU Tech developed a website for the Sisters of the Poor of St. Catherine of Siena to help feature and promote the congregation's activities in and programs for poor communities. To ensure the proper maintenance of the website, the school's College of Computer Studies and Multimedia Arts conducted a training session with the religious community to enhance their knowledge of and skills in web technology.



For its part, the FEU Oratorical and Debate Council (ORADEC), represented by Isaac Bagalawis, Remle Kate Cadelina, and Johanna Trisha Cinco, bagged the 2021 Philippine Intercollegiate Debating Championship (PIDC) Sinag Cup. The premier student debate tournament in the Philippines, the PIDC has a nationwide reach that in the 2021 edition included 350 participants. After seven grueling preliminary rounds, four of the best teams – one each from Luzon, Visayas, Mindanao, and the National Capital Region – competed in the championship round. This achievement by the ORADEC was evidence of the FEU students critical thinking and communication skills.

FEU tends to get its share of delegates to the prestigious Ayala Young Leaders' Congress, a nationwide search for "student leaders who embody effective, principle-based leadership skills and potential; promote service as the value orientation of leadership; and possess a deep sense of idealism, societal responsibility, and nation building." The official representatives of FEU in 2022 included: Gebrel Al Bari (BA Communication), Christian Emmanuel Fampulme (BA International Studies), Joshua Mague (BS Medical Technology), and Pauline Palad (BS Nursing).

Finally, the following students had outstanding rankings in the licensure exams:

8. Student Achievements

Perhaps the most outstanding student achievement in terms of impact in SY 2021-2022 was the *TAMang Boto*: FEU Campus Tour, a voters' education campaign undertaken by the Political Science Society for the May 2022 elections. Led by Rigel Alvaran, Jonathan Suguitan Jr., and Dianne Nicole De Leon, the organization conducted seminars and roundtable discussions for each member of the FEU Group of Schools on voters' registration, the voting process, how to choose the right leaders, and the importance of youth participation in the elections. For its initiative, the group was declared the winner in Community Relations (Division 1, Category 10) and Social Media (Division 4, Category 23) of the 9th Philippine Student Quill Awards and was a strong contender for the Top Award for Communication Management and Communication Skill. The recognition, however, was just icing on the cake; by their work alone, the students conferred honor on FEU in that they showed that they were developing into upstanding citizens in a democracy, concerned about their civic responsibilities.

Name	Exam	Date	Rank
Joshua P. Mangila	Civil Engineering	November 2021	4th
Allyn Grace Amor M. Bada	Nursing	November 2021	4th
Carina Joy A. Iletto	Architecture	January 2022	8th
Audrey Nicole D. Tape	Medical Technology	March 2022	1st
Mervynn Joshua A. Reyes	Bar	February 2022	Excellent
John Maynard L. Torres	Electrical Engineering	April 2022	8th
Johnlarn D. Paden	Civil Engineering	May 2022	2nd

9. Academic Services

In SY 2021-2022, the outstanding achievement in academic services was gained by the Career and Placement Office. In the 19th Philippine Quill Awards for Business Communication, three of its activities – the Pre-Employment Preparation (PEP) Talk webinar series, Online Mock Interview with Coaching, and Student Exposure to Partner Organizations (Student EXPO) – won in Communication Skills (Division 4). In addition, PEP Talk also won in Communication Education and Training (Division 3).

10. Initiatives for the Future

In April 2022, the FEU Group of Schools became the first and, thus far, only set of education institutions in Asia to sign up for the offerings of the World Bank Group's International Finance Corporation (IFC) in the education sector – a strategic move that would draw on the deep resources and international expertise of the World Bank to accelerate FEU's institutional development, improve the schooling experience of its students, enhance the relevance of its program offerings, and signify its commitment to environmental sustainability.

The Digital for Tertiary Education Program (D4TEP) is an IFC-Deloitte collaboration initiative that would locate a school's bearings in a digitalization map and work with the school to design and execute a customized digital transformation journey, thereby improving the schooling experience of students.

Vitae is a 360° assessment of the employability of a school's graduates, which considers five dimensions: the world-of-work relevance of the intended outcomes of the academic program, the alignment of school's governance infrastructure and strategies with graduate employability, the school's relationship with its graduates' employers, career guidance and services, and alumni management. Its objective is to empower a school to be more responsive to the fast-changing demand for skilled manpower and connect graduates to career opportunities by providing best-in-class employability support services using data analytics.

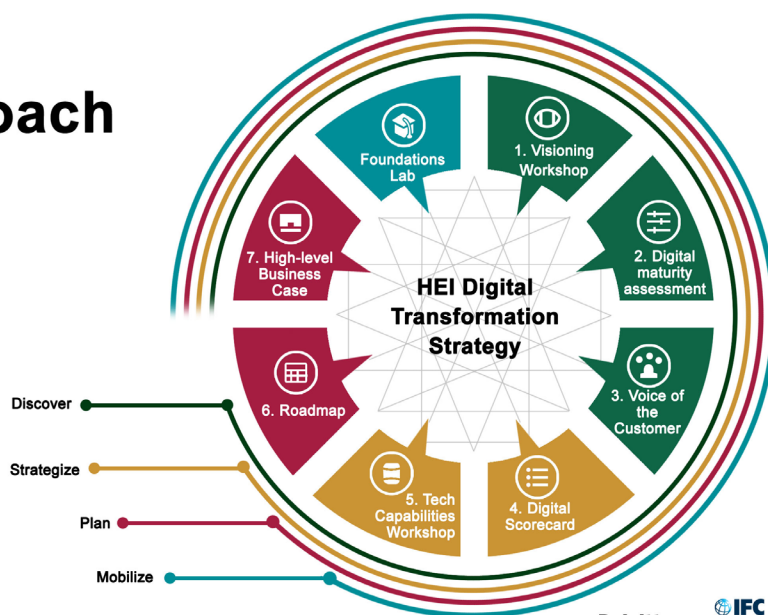
EDGE is the IFC's green-building certification program. It helps building owners identify cost-effective strategies that would reduce their carbon footprint.

D4TEP program approach

This program dives deep to build a comprehensive strategy and roadmap in collaboration with your institution. The program uses eight core accelerators that will be facilitated by an IFC team to ensure the institution has **assessed its current capabilities, explored the digital possibilities, and designed for the future.**

D4TEP

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CONCLUDING REMARKS

Due to the persistence of the Covid-19 pandemic, in SY 2021-2022 in-person schooling was generally still disallowed by regulatory authorities. But by then, with one school-year's experience in online modes of education delivery, the FEU schools had adapted and resumed their pursuit of institutional aspiration goals. The achievements documented in this report speak of FEU's resilience at this difficult time and unwavering commitment to its education mission. In the last ten years, through regulatory, legislative, and natural-calamity shocks, it

persisted in making inroads toward academic excellence and relevance; but not resting on its laurels, it continues to lay the groundwork for its transformation journey. Its future prospects – institutionally and for students, faculty and staff, and shareholders – remain as bright as ever.

Michael M. Alba
President
October 2022
Manila

¹ The schools don't follow the same calendar. SY 2021-2022 went from August 2021 to July 2022 in FEU Manila, FEU Cavite, and FEU Roosevelt as well as FEU Tech, FEU Alabang, and FEU Diliman; and July 2021 to June 2022 in FEU High School.

² The line and bar charts use the colors of the academic programs: blue violet for architecture, drab for business, light blue for education, kelly green for medical technology, apricot for nursing, and yellow for psychometrics.

³ The line graph and histograms use the academic colors of engineering, which is orange.