I. EXECUTIVE SUMMARY

The Sorsogon State College, upon its conversion in 1993, envisioned being a center of excellence in the formation of a progressive, productive, self-reliant, responsive, nationalistic, ecology-friendly and value -oriented people for a united, peaceful and agri-industrialized Sorsogon. After 14 years of existence, SSC has become a leading institution of higher learning committed to produce quality and competitive graduates.

Much has been done in the four fold functions of instruction, research, extension and production. There is a need to enhance its programs and services and come up with the comprehensive development plan that would catapult it into a better College and a springboard of development in the province.

Thus, the Board of Trustees in its Board Resolution NO. 86, s. 2007 approved the conduct of planning activities to prepare a long term comprehensive development plan of Sorsogon State College. The Office of the President has created a Planning Committee to undertake the review and finalization of the long term plan which covers the period 2008-2017. It also includes the Medium Term Development Plan 2008-2012 under the term of the second President of the College, Dr. Antonio E. Fuentes.

The Planning Task Force and the Planning Committee arrived at unprecedented strategies for development: people empowerment through ***decentralization of funds***; re-engineering or harnessing potential of faculty and staff through **comprehensive faculty and staff development program** with a target ***10/20 graduates in Phd/MA/MS*** among the faculty members for greater productivity and efficiency; ***re-alignment of program offerings***; ***contributory to trained power, research & development and extension services interfacing with production efforts*** that **address poverty reduction and concerns of the environment,** and **programs & projects in support of student welfare and development.**

Strategies in support of student welfare and development include: ***555 strategy for Library Services*** or 5 books per major subject within 5 years and 5 work stations for internet access per library per campus. ***Online registration*** and computerization of student records, ***mobile admission test, test prepared by SSC team of experts***; ***free tuition fee for enrollees in priority courses of agriculture and fisheries, comprehensive placement program in agriculture and fisheries;***; institutionalized guidance program; 100% health maintenance and preventive care among SSC clients and upgrading of facilities, laboratories, shops ad equipment.

Along with these is the diversification of the curricular offerings in the Graduate School. Aside from the existing Master in Management, and Master in Teaching, the school envisions offering Doctoral Programs in the future. Additional program offerings utilizing the kasanggayahan grounds is also being studied for ladderized and distance learning programs for wider access to education.

These dreams are about to unfold as the faculty and non-teaching personnel commit to work together for a much **better Sorsogon State College**, envisioning *College of Industrial Technology and Education* with four colleges; College of Education, College of Engineering, College of Architecture, and College of Industrial Technology; *College of Fisheries and Fisheries Based Technology*, with *College* of Fisheries Technology, College of Marine Sciences & Engineering; the College *of Management and Information Technology* the hub Information Technology and Management having College of Information Technology, College of Technical Education and College of Public Governance & Business Management; and the *College of Agriculture and Agriculture Based Technology*, the leader in agriculture technology of the province.

CHAPTER 1. LEGAL FRAMEWORK AND GUIDING PRINCIPLES

The National Development Agenda is focused on poverty reduction and improving quality of lives for every Filipinos. This is outlined in the 10 point agenda of the President Gloria Macapagal Arroyo and the vision for development which states:

> *'in a world where knowledge has become a crucial element for nations to prosper and compete, we put primacy to quality and accessible life-long learning, from early childhood development to primary, secondary and tertiary learning. The Filipino youth's capacity to actively participate in national development and rightfully claim opportunities for improving their quality of life can only be achieved through enhancing their knowledge and skills, and providing them with the avenues to ;ead productive lives."*

The Medium Term Development Plan for Higher Education 2005-2010 aims to contribute to the attainment of this national development goals thru human resource development, research and extension. The vision and mission of higher education in the Philippines spells out the intents and purposes of higher education institutions, that:

Vision

The higher education institutions shall be the key players in advancing new knowledge for the improvement of academic instruction, productivity enhancement, job creation and in addressing the key issues confronting the local communities and Philippine society. The CHED is thus envisioned to be the lead catalyst in transforming the country as the prime knowledge center in Southeast Asia by revitalizing HEIs and ensuring that their renewed roles in the dynamic environment are fulfilled.

Mission

To provide higher education institutions that are innovative, responsive, accessible and effective towards the social transformation of the country.

These HEIs shall be dynamic and conscious of quality in promoting the academic pillars of instruction, research and extension. Their programs and activities shall be relevant to the needs of their clientele, stakeholders and the communities they serve.

Access to quality higher education will be provided to capable Filipinos regardless of socio-economic status.

Responding to these challenges, the Sorsogon State College has renewed commitment to articulate these vision and mission thru visible actions that would reduce poverty incidence in the province and the region. Through life-long learning which is crucial in enabling workers to compete globally. Introducing education and training that improves people's

ability to function as members of the community and is expected to generate employment and uplift standard of living of Sorsoganons and the Filipinos in general.

Emphasis was made on consistency with the bicol development plan for one region, achieving economic growth and social development through the optimum use of natural resources that would facilitate poverty reduction in the region.

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The plan is also anchored on the following legal framework and guiding principles:

1. Constitutional Mandate (Art. XIV, Sec. 3(2)
2. The Sorsogon State College charter- Republic Act No. 7666
3. Higher Education Act of 1995 (R.A. 7722)
4. Long Term Higher Education Development Plan & MTDP 2005-2010
   with the CHED's thrusts on:
   4.1 Quality and Excellence
   4.2 Relevance and Responsiveness
   4.3 Access and Equity
   4.4 Efficiency and Effectiveness
5. The Bicol Development Plan for 2004-2010
6. The DBM Staffing Pattern and Standards
7. Higher Education Modernization Act of 1997 (R.A. 8292)
8. Agriculture and Fisheries Modernization Act (R.A. 8435)
9. Fisheries Code of 1986 (R.A. 8550)

Other considerations are: Central Philippines Investment Plan, Joint DBM-CHED Circular No. 2, s. 2004 dated August 3, 2004 (Normative Funding), NBC Circular No. 501, s. 2005 dated October 10, 2005 (Agency Performance Review), CHED Memo No. 31, s. 1995, (Policies on Program Accreditation), CHED Memo No. 15, s. 2005, (Institutional Monitoring and Evaluation for Quality Assurance), and the Provincial Development Plan.

SSC Vision, Mission, Goals and Thrusts

Vision

A Center of excellence in the formation of progressive, productive, self-reliant, responsive, nationalistic, ecologically friendly, and value oriented people for a united peaceful and agri-industrialized Sorsogon..

Mission

A premier institution of higher learning committed to produce quality graduates who are research, value and service oriented, and entrepreneurially-inclined for the sustainable agri-industrial development of Sorsogon and beyond..

Goals

To provide quality and relevant instruction which is accessible to all; conduct and promote scientific and technological studies; extend appropriate knowledge, skills and

technologies of practical application and undertake income generating projects to meet the needs and demands of various sectors to improve and sustain the quality of life of every Filipinos.

Program Thrusts and Priorities

1. Provide instruction to produce quality graduates of teacher education, management, information, technology with specialization in fishery, agriculture and industry that would enhance the development of the province and assist the government in improving the competitiveness of Filipino manpower.
2. Develop the present instructional facilities to promote ideal teaching-learning environment, library facilities, classrooms; and instructional materials, instruments, tools and equipment; and
3. Develop highly competent instructors, professors, and support personnel to enhance effective delivery of services
4. .Conduct researches that would lead to the improvement of the quality of life of the people and the productivity of the industrial production sectors.
5. Provide extension services that would improve productivity attain food security and raise the income of farmers and fishermen.
6. Provide appropriate knowledge, skills and technology of practical applications to people living in the depressed areas.
7. Enhance and intensify income-generating projects to be able to derive the much-needed funds in support of its expanding operations.

Methodology

A consultative-participative planning process was utilized in the development of this long term plan. Series of planning seminars and workshops were conducted and participated by the top and middle management, rank and file employees were first invited in a pre-planning seminar. An institutional planning conference was conducted together with invited guests from NEDA, CHED, PPDO, DTI and PCCI to give pointers on the needs and direction of the province in the coming years. The strategic planning framework is utilized for the preparation of the plan as illustrated below.

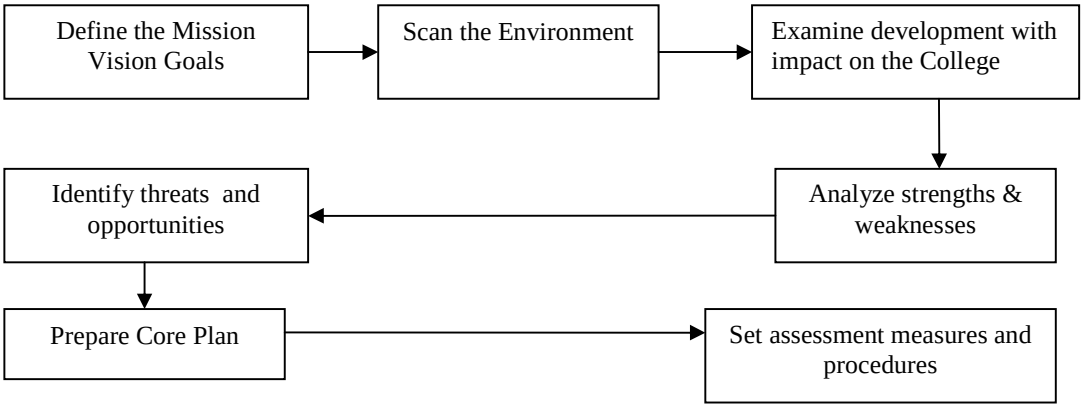


Figure 1. The Strategic Planning Framework

Based on the standard framework for planning, assessment was made using a bottoms-up approach, participative and consultative to arrive at significant changes in the College.

A.	Internal Assessments	
	a.1 Pre-planning Conference	Participated by Rank & File
	Identification of strengths and weaknesses	employees (April 16, 2007)
	a.2 Institutional Quality and Productivity	Jan-Dec, 2006
	Assessment using KRA & Rubrics	
B.	Environmental Scanning	
	b.1 Surveys	March –April, 2007
	b.2 Data gathered from various offices	Jan 2006-December 2006
	b.3 Institutional Planning Conference	April 23, 2007
C.	Executive Planning	Top and Middle Management
	c.1 Direction Setting Workshop and Strategic Planning	May 2-3, 2007
	c.2 Internal and external analysis	Participated by Executive Planning and Review Board
D.	Consultative Meeting	
	d.1 ADCO	January, 2008
E.	Finalization of the plan and packaging	
F.	BOT Reporting	February, 2008

Assumptions

It is assumed that there will be no drastic changes in the College that would substantially affect the implementation of this plan. Changes in the structure, form, and substance of the College by way of universityhood or integration to university system. It is also expected that no extremely political, social, economic and demographic changes in the

external environment that would create an impact in the development of the College within ten years.

Internally, it is assumed that tuition fees will increase in 2010, 2011 and 2012 to cope with the development cost of programs, projects and activities lined up for the entire duration of the plan. The slight increases in other fiduciary fees are expected but this would not create substantial effect in enrolment.

Procedures

The system of key result areas, rubrics, interview, consultative conference, and result of researches were applied in the internal assessment of the four mandates of SSC. The objective is to know exactly how the SUC is performing and to assess the level of productivity, and efficiency of the institution as aligned to the other evaluations like the Report on the Review of Twin Processes on Formulation and Implementation of Policies and Programs in State Universities and Colleges (SUCs), AACCUP Accreditation and Agendy performance Review of DBM.

CHAPTER 2. SITUATIONER

The State of the Region
Socio-Economic Data

The Bicol region is located at the midsection of the Philippines archipelago extending to the southern tip of Luzon. It comprises the 4 mainland provinces of Camarines Norte, Camarines Sur, Albay, Sorsogon and 2 island provinces of Catanduanes and Masbate. It has 14 congressional districts, 7 cities, 107 municipalities and 3471 barangays. Land use is 50% agricultural land; 30% grassland; 13% forestland; 5%wetland; and 2% for miscellaneous uses. It is home to 4,674,855 or 6% of the country's total population in year 2000. Population growth rate is considered very rapid and is expected to double within 25 years in all provinces.

It has a high age dependency ratio of 75 percent, which implies a great burden to satisfy food and other basic needs. Seventy-two percent of this population resides in the rural areas..

Table 1. Total Population, Number of Households, Average Household Size, Population Growth Rate, Land Area, and Population Density by Province, Bicol Region, as of May 1, 2000

Province	Total Population	Number of Households	Average Household Size	Annual Population Growth (%) 1995-2000	Land Area (sq.kms.)	Population Density (persons/ sq.kms.)
Albay	1,090,907	208,640	5.22	1.77	2,553	427
Cam. Norte	458,840	89,574	5.12	0.94	2,112	217
Cam. Sur	1,551,549	288,172	5.37	1.72	5,267	295
Catanduanes	215,356	41,019	5.25	1.33	1,511	142
Masbate	707,668	138,945	5.09	1.71	4,048	175
Sorsogon	650,535	125,191	5.19	2.04	2,141	304
Total-Region	4,674,855	891,541	5.24	1.68	17,632	265
Total-Phils.	**76,498,735**	**15,271,545**	**5.00**	**2.36**	**300,000**	**255**

Source: National Statistics Office (NSO) V

The region is said to be the poorest in Luzon and ranked fourth poorest region in the country in terms of percentage of poor families and population. It has the second most number of poor families next to western Visayas. About half or 40.6 % are considered poor families while 48.6% of the Bicol region population are poor. Those who cannot satisfy their food requirements, and are, therefore, living below subsistence level. It also rank third in terms of percentage of subsistence families.

Poverty threshold is pegged at P12,379 in 2000 and increased to 14,460 in 2006 and 14,908 in 2007 all areas.

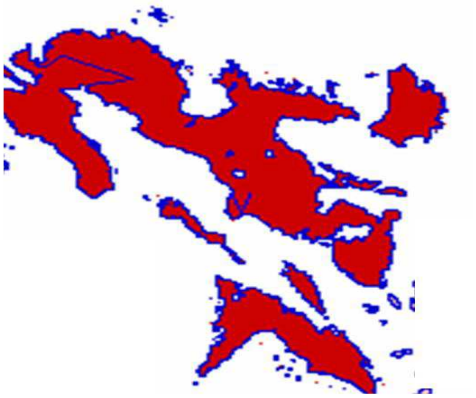
Table 2. Annual Per Capita Poverty Thresholds by Province, 2006 - 2007

(preliminary estimates as of 02 March 2007-NSCB)

Region /	2006 Poverty Threshold (in PhP)			2007 Poverty Threshold (in PhP)		
V	14,460	17,572	13,675	14,908	18,247	14,066
Albay	14,969	17,665	13,915	15,407	18,343	14,259
Camarines Norte	14,928	17,704	13,691	15,440	18,418	14,115
Camarines Sur	13,737	17,055	13,017	14,139	17,705	13,365
Catanduanes	14,230	21,980	13,527	14,554	22,841	13,803
Masbate	14,772	16,402	14,542	15,234	16,976	14,988
Sorsogon	14,631	19,056	13,572	15,161	19,807	14,049

The Philippine Institute of Development Studies in its GIS based socio economic profile per region has seen no improvement in the poverty incidence of the region from 2000 to 2003, , denoting the same problem unaddressed for the past 3 years.

Employment rate is 95.2% in 2005 of the active labor force. Roughly 34.9% are underemployed while 66.% is the region/s labor participation rate. The most number of employed persons are in the agriculture sector followed by the services and industry sectors.



The Poverty Map of Bicol Region 2003 (Source: PIDS)

Table 3. Magnitude and Incidence (%) of Poor Families and Population By Region, Philippines, 2003

Region	Poor Families		Poor Population	
	Magnitude	%	Magnitude	%
Philippines	**4,022,695**	**24.4**	**23,836,104**	**30.0**
NCR	110,864	4.8	742,549	6.9
CAR	72,084	25.8	454,184	31.2
I Ilocos	213,846	24.4	1,262,799	30.2
II Cagayan Valley	113,298	19.3	659,666	24.5
III Central Luzon	242,820	13.4	1,535,784	17.5
IV-A Calabarzon	316,911	14.5	1,899,827	18.4
IV-B Mimaropa	199,485	39.9	1,163,867	48.1
V Bicol	**383,625**	**40.6**	**2,332,719**	**48.5**
VI Western Visayas	397,073	31.4	2,374,772	39.2
VII Central Visayas	286,478	23.6	2,016,910	28.3
VIII Eastern Visayas	266,423	35.3	1,619,731	43.0
IX Western Mindanao	258,497	44.0	1,427,722	49.2
X Northern Mindanao	278,538	37.7	1,567,963	44.0
XI Southern Mindanao	231,068	28.5	1,346,269	34.734.7
XII Central Mindanao	227,093	32.1	1,319,563	38.438.4
XIII CARAGA	195,622	47.1	1,111,901	54.0
ARMM	228,970	45.4	1,373,620	52.8

The National Economic and Development Authority, Region V states that the Bicol's GRDP reached 34.4 billion pesos (at constant 1985 prices) in 2005. A growing 5.0 percent from the previous year. It ranked 7th highest among regions but seen to be still low having a per capita income of P6,632 which is the second lowest in the country next to ARMM. This is attributed to the share in industry of the employed sector which is predominantly agriculture. Other major economic sectors are trade, electricity/gas/water, ownership of dwellings/ real estate, and private services. The mining/quarrying and transport/communication/storage sub sectors, likewise, were identified to bring about marked contribution to the Bicol region economic development.

Table 4. GRDP Growth Rates and Percent Contribution, by Sector, Bicol Region, 2005

(At constant 1985 prices)

Sector	Growth Rate (2004-2005)	Percent Contribution
GRDP	**5.00**	**100.00**
Agriculture, Fishery, Forestry	**7.70**	**33.90**
Agriculture and Fishery	7.70	33.90
Forestry	-45.30	0.00
Industry	**4.40**	**22.60**
Mining and Quarrying	9.20	4.80
Manufacturing	3.40	1.30
Construction	0.50	5.60
Electricity, Gas, Water	4.70	10.90
Services	**3.20**	**43.40**

Transport, Communication, Storage	3.10	6.20
Trade	4.60	12.20
Finance	7.30	1.40
O. Dwellings and Real Estate	2.20	8.60
Private Services	3.00	8.60
Government Services	1.40	6.40

Source: National Statistical Coordination Board /NEDA

The total agriculture land area of the region is 1 million hectares, 622,000 hectares are underutilized. Among the major crops produced, coconut still ranked first as the major contributor in agricultural production followed by palay, corn and pineapple. With the dwindling production in abaca industry, pineapple production has replaced the popularity of the abaca industry in the region.

Table 5. Crops Production Level, 2005

Crops	Production (in MT)	Area in Hectares	Yield per Hectare
Palay	981,918	304,549	3.2
Corn	118,115	80,237	1.5
Abaca	20,173	42,316	.5
Coconut	1,178,800	415,449	2.8
Cassava	112,195	24,913	4.9
Pineapple	104,295	3,482	27.1

The region is said to be contributing an average of 21-25% in coconut and acaba production to the national production. Despite these developments, food sufficiency is still low. Sustained agricultural productivity remains elusive due to lack of irrigation facilities, no new technologies or value adding of products introduced, low research and development that address agricultural problems, i.e. diseases and untrained manpower.

Other resources are metallic (271M metric tons) and non-metallic (620M metric tons) minerals- gold, silver, pyrite, limestone, marble, perlite, bentonite, iron, red and white clay, silica sand, pumice, copper, zinc, uranium, manganese, and lead.

Livestock and poultry production in the region in 2005 posted a total of 1,128,795 and 7,831,004 respectively. Camarines Sur, Albay and Masbate generating the bulk of production in said categories for the year 2005.

Table 6. Livestock and Poultry Inventory (No. of Heads)Bicol Region, By Province, 2005

Province	Livestock	Poultry
Bicol Region	**1,128,795**	**7,831,004**
Albay	183,480	1,327,724
Camarines Norte	115,295	481,336
Camarines Sur	390,899	3,718,605
Catanduanes	62,055	320,944
Masbate	233,122	1,223,037
Sorsogon	143,944	759,358

The fishery resources of the region remain vast and the richest in the country. It includes the vast coastlines, the major gulfs (Lagonoy, Lamon, Ragay,). Major seas (Sibuya, Visayan and Samar. A total area of 21,005 hectares are devoted to freshwaters filapia production.

Table 7. Fish Production (in Metric Tons), by Type by Province, Bicol Region, 2004-2005

Province	Commercial		Municipal		Aquaculture	
	2004	2005	2004	2005	2004	2005
Albay	3,394	4,557	4,935	6,951	1,139	1,879
Cam. Norte	3,461	4,017	17,580	18,257	11,682	20,916
Cam. Sur	22,706	24,136	25,958	27,867	10,876	20,914
Catanduanes	-	-	7105	6839	9	24
Masbate	10,051	9,859	30,962	31,217	784	784
Sorsogon	2,341	10,230	11,528	14,598	2,999	9,721
BICOL	**41,953**	**52,799**	**98,068**	**105,729**	**27,489**	**54,238**

Source: Bureau of Agricultural Statistics/NEDAV

Higher Education in the Region

Within five years from the year 2000, secondary education participation, cohort survival and completion rate remains low. In 2000, the results of National Secondary Achievement Test among public secondary high schools ranges from 48.41 to 51.73. A little higher than the results of National Elementary Aptitude Test on the same year which posted an alarming results of 44.91 to 48.48% which improved in 2005 to 59.18.

Table 8. Basic Education Indicators, Bicol Region, SY 2005-2006

Indicator	Elementary	Secondary
Basic Education Enrolment (Public and Private)	916,459	392,033
Participation Rate (%)	91.59	55.49
Cohort Survival Rate (%)	69.85	68.51
Completion Rate (%)	68.57	68.60
Drop-Out Rate (%)	1.26	6.49
Regional Achievement Rate (%)	59.18	-

Source: DepEd V/NEDAV

The same pattern of the number of graduates are recorded for Education and Teacher Training courses, Business Administration, Engineering, Medical and Allied Services and Mathematics/Computer Sciences program.

Higher Education Institutions in the Region

The Bicol Region has 138 higher education institutions, 110 are private schools and 8 are SUCs with 20 satellite schools. The total curricular programs offered by these educational institutions totaled 1,388. In the year 2003-2004 enrolment in SUCS is 49,178, while the private schools posted a total of 59,579 enrollees for said academic year or a total of 108,857 or 4.5% based on the national total.. Most of these students are female, and are either enrolled in the top five courses in Education or Teacher training courses, Business Administration, Engineering, Medical and Allied Services and Mathematics/Computer Science. in the undergraduate level.

Table 9. Number of Higher Education Institutions in Bicol Region SY 2006-2007
Updated March 13, 2007

Province/City	No. Of Private HEIs	SUC*	Total
1.Albay	16		19
2. Legasp City	12	1	13
3. Tabaco	7		8
4. Ligao	2		2
5. Camarines Sur	16	3*	27
6.Naga City	14		15
7. Iriga City	7		7
8.Camarines Norte	9	1*	13
9. Catanduanes	2	1*	4
10. Sorsogon (prov)	6		9
11. Sorsogon City	10	1*	11
11. Masbate	9	1	10
Totals	110	8/20	138

Source: CHED, ROV
*w/ 20 Satellite campus

The Socio Economic Profile of Sorsogon (2006) has listed 16 tertiary private higher education institutions in the province; Sorsogon-9, Bulan-4, Irosin 1, Juban-1 and Casiguran 1, apart from the extension campus of Bicol University in Gubat, Sorsogon State College is the only state college that offers agriculture and fisheries in the province. Same pattern of enrolment is seen on education, business administration, engineering courses in the province. It also noted 90% of Sorsoganons are literate. Twenty-six percent attended high school, 7.08% attended college/post baccalaureate courses and 52.19% attended primary school. The wide disparity in level of education accounts for the young population of the province, which is 41.6%. The total high school enrolment in 2004-2005 was 55,050, with a 5% increase in enrolment and 7% participation rate in tertiary level that would mean 4,000 or a rising demand of tertiary education in the province under prevailing economic circumstances.

The average total program fee by HEIs in the city during School Year 2006-2007 is P223/unit. Sorsogon State College charges fees 67% lower as compared to the 12 higher education institutions in Bulan and Sorsogon City, though Solis Institute charges P150/u for its 2nd year to fourth year students, it charges P160/unit to incoming freshman students. STI charges the highest tuition fees P405 in its ICT major subjects followed by St. Louise De Marillac in its Commerce/Accountancy program, P366. With respect to highest program fees,

ICT program charges the highest fees among other curricular program offerings in said tertiary schools. Province wide, the College charges the lowest tuition fees as compared to the private tertiary institutions.

Table 10. COMPARATIVE LIST OF TUITION FEES OF HEIS IN SORSOGON CITY
*figures as of SY 2006-2007

Name of Higher Education Institutions	Tel Nos.	TUITION FEE	Remarks
1. Sosogon College of Criminology	421-5417	253/unit 241/unit 229/u	1st year 2nd& 3rd 4th year
2. Aemilianum College	211-1297	200/unit	All programs
3. The Lewis College	211-3845	290/unit	All programs
4. Bicol Marine Merchant School	211-2430	293.15/unit	Allprograms
5. St. Louise De Marillac	211-1186	356/unit 356/unit 366/unit	Bus Adm IT, AB, 2yrs BSC-BSA
6. System Technology Institute 7. Veritas College 8. Dr. Sun Yat Sen Mem Maritime	480-4877 557-3249 411-1452	405/365	Major/minor
9. Asian School of Science and Tech 10. AMA 11.CCDI	 211-1251 4215575	 256/unit 190/unit	
12. R. G. De Castro College 13. Villaroya Institute 14. Solis Institute of Science and Tech 15. Asian Computer Technology School 16. Speed Computer School		185/unit 150/unit 160/150 195/unit	 1st/2nd year all levels/prog
17. Sorsogon State College	211-1869	150/unit 125/100	1st yr/2nd&3rdyr/ 4th year

Nationwide, the critical industry needs as recommended by industry leaders/decision makers consulted by TESDA in its National Manpower Summit last 2006 are: agribusiness, aviation, cyber services, health, hotel and restaurants, medical tourism (wellness) and mining. While the priority industry sectors as identified by TVET with critical mass and emerging

Table 11. Estimated Demand, Supply and Surplus per Industry Sector (CY 2006-2010)*

SECTOR	DEMAND			CERT	DEMAND	ESTIMATED	
	Local	Abroad	Total	WORKERS	GAP	SUPPLY	SUPLUS
Agribusiness	2,047,755	1,119	2,048,874	1,147	2,047,727	1,073,302	-974,425
Aviation	16887	2466	19353		19353	16887	-2,466
Cyberservices	962,259		962259		962259	406,089	-556170
Health	23587	9684	33271		33271	94275	61,004
HRM	369,348	89,962	456,310	20,355	435,955	251,777	-184,178
Medical Tourism	12400		12400		12400	12400	
(Wellness)							
Mining	-39,054		-39,054		-39064		
Total	3,432,236	100,231	3,532,467	21,502	3,510,965	1,854,730	-1,656,235
*Data taken from TVET Outlook 2006-2010. Based on the result of National Manpower Summit conducted by TESDA March 2006. Used as resource materials by PCCI, Aprail 23, 2007							

skills requirements for Sorsogon are: automotive, construction, decorative crafts, electronics, food and beverage, footwear, furniture and fixtures, garments, health services, heating ventilation and airconditioning, ICT, land transport, maritime, metal engineering and tourism.

Table 12. Industry Sectors with Critical Mass and Emergin Skills Requirements CY 2006-2010

SECTOR	DEMAND			CERT	DEMAND	ESTIMATED	SUPLUS
	Local	Abroad	Total	WORKERS	GAP	SUPPLY	
Health Social & other comm services	33683	1173000	1206683	19122	1187561	71315	-1116246
Maritime	16,319	763,102	779,421	200,950	578,831	30,573	-548,258
Garments	90853	53311	144164	6618	137546	39000	-98,546
Construction	214,951	59670	274261	34325	239936	174,648	-65289
Land Transport	3933	35061	38994	1734	37260	19227	-18,032
Furniture/Fixtures	45,594	959	46,553	1,106	45,447	32,271	-13,176
Decorative Crafts	42586	17854	60440	185	60255	50000	-10255
Electronics	64824		64824	12849	51975	44064	-7911
Food and Beverages	6093		6093	226	5867	11295	5428
Tourism	145835		145835		145835	176000	30165
Footwear	7151		7151		7151	38812	31661
Metals &Engineering	57018	4870	61888	9574	52314	90219	37905
HVAC-R	12419		12419	6117	6302	46589	40287
Automotive	12781	7296	20077	28936	-8859	36266	45125
ICT-IT	23824	1034	24858	9483	15375	83741	68366
Total	777,864	2,116,157	2,893,661	330,865	2,562,796	944,020	-1,618,776

Seemingly, career choices in the province are significantly brought about by the capability of the parents to send their children to school, not on the prevailing needs of the industry. In retrospect, the gap between producing experts to meet the current and emerging needs are not yet given priority by parents and educational institutions.

Corollary, the key development issues in education as raised by the PPDO is the high level of education of Sorsoganons but creating mismatch between the acquired skills and skills required by the available job market. Urgency in addressing this issue together with providing appropriate technology in agriculture, fishery and forestry sector is a must to achieve sustained growth in the province.

The State of the Province

Sorsogon lies in the southeastern tip of Luzon island located 376 km of Manila with a total land area of 214,144 hectares. It has 14 municipalities and one component city ratified on December 16, 2000 thru Republic Act No. 8806. These municipalities comprise 541 barangays and 2 congressional districts.

Topography of the province is very irregular. Mountains cover the northeastern, southeast and western portion of the province. Its tallest peak, Mt. Bulusan, is 1,560 meters above sea level. There are 4 major water bodies, 55 rivers, 31 creeks and streams. Average rainfall is 253.22 mm with 17 days average rainy days in a month during rainy season.

It is endowed with vast resources. It has 4 power generating plants, 9 power sub-stations, 4 major power transmission lines, rich in non-metallic desposits- pumice, pumicite, limestone and perlite.. There is 287 km of coastline for fishing industry and 376.79 ha of fish pond area. It rank 4^{th} in tourist arrival in bicol region for its eco-tourism sites. and increased investors in manufacturing 71% higher than that of 2001.

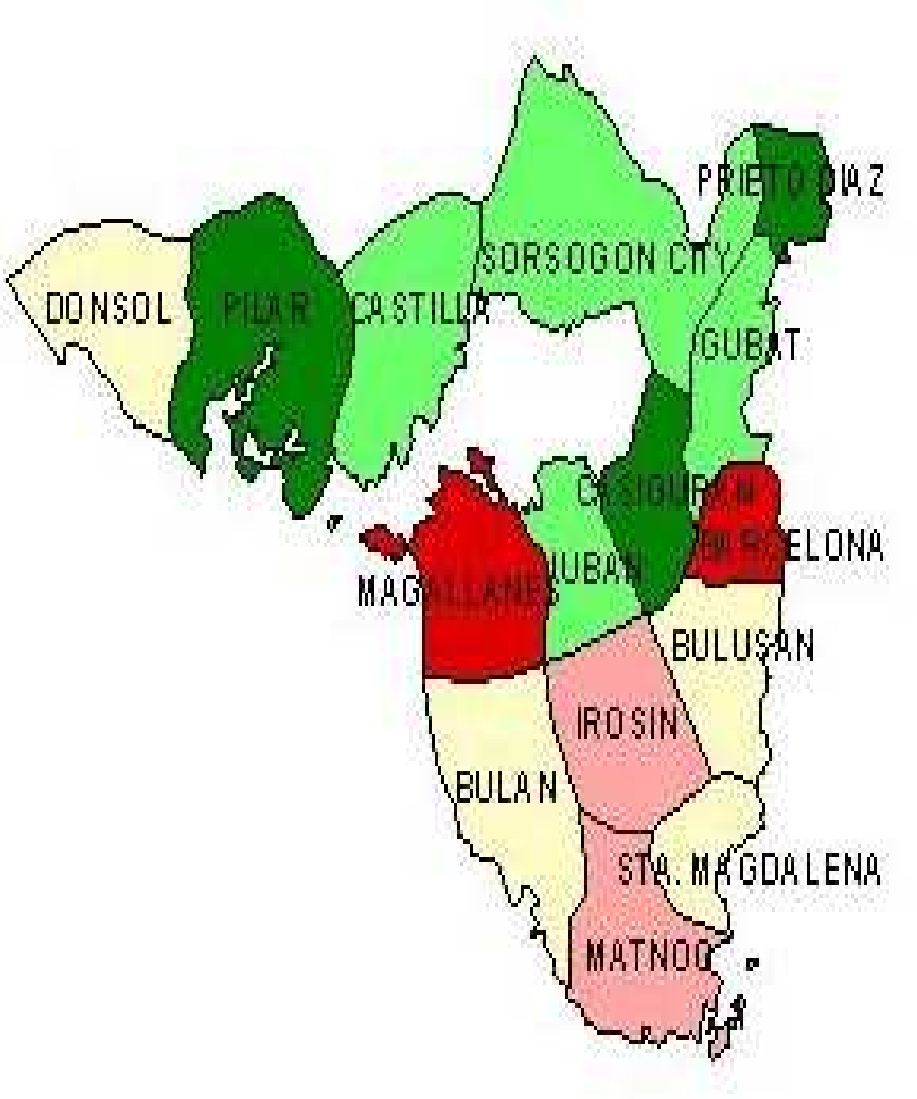
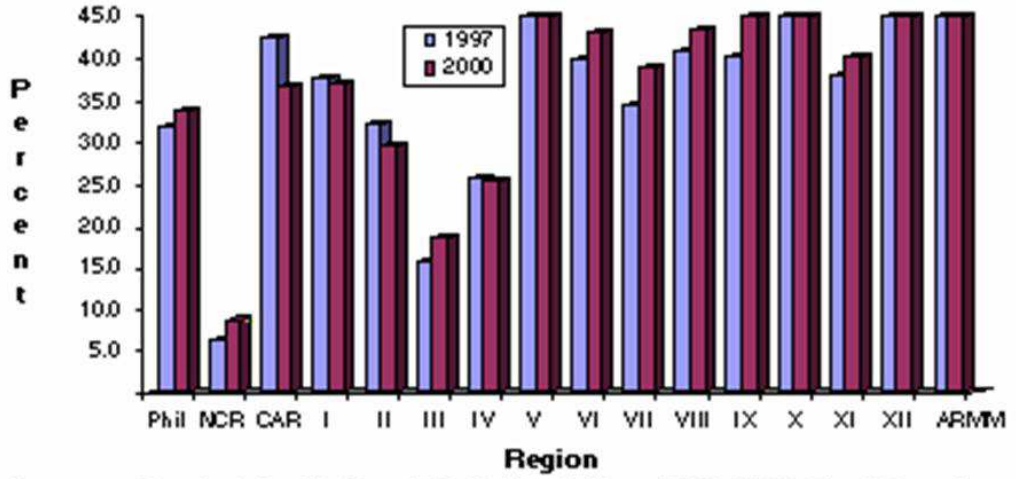


Figure 2. The 2006 Poverty Map of Sorsogon Province (Source: PPDO, NSCB)

Figure 3 **Percentage of Families Below the Poverty Threshold By Region: 1997 & 2000**



Source of basic data: National Statistics Office, 2000 FIES Final Results
Source of Poverty Statistics: TWG on Income Statistics

Sorsogon ranked 4th highest populated province in the region. Total population is 650,535 while household population is 125,191 with a household ratio of 5.19/family in FY 2000. This figure is believed to double by 2035 with a growth rate of 2.04%. Most densely populated are Sorsogon City, Bulan, Prieto Diaz, Gubat, Irosin and Castilla.

It also ranked 5th with highest poverty incidence among the provinces in the region. The National Statistics Census Board and the Provincial Planning and Development Office has prepared the poverty map of the province listing among others Magallanes and Barcelona as the municipalities having the worse and/or alarming situation in terms of poverty incidence. Following them are shades in pink which show worse situation compared to provincial performance. While the dark green shades are in the best situation compared to other municipalities in the province. The province also ranked 5th in the state of human development in the region. Human development index of Sorsogon is .569 just ahead of Masbate. Though it has high educational index, and Sorsoganons live longer in the age of 72, it has the lowest per capita income level among the six provinces.

Table 13. HUMAN DEVELOPMENT INDEX BY PROVINCE/REGION V Year 2000

Province	Life Expec	Index	Literacy	Educ		Per Capita	Index	HDI
Albay	69.26	0.74	85.31	83.2	0.826	13,404	0.194	0.586
Camarines Norte	65.75	0.68	90.01	79.7	0.866	13,954	0.208	0.584
Camarines Sur	70.17	0.75	85.97	83.1	0.85	13,681	0.201	0.601
Catanduanes	66.75	0.7	87.01	85.6	0.865	17,310	0.296	0.619
Masbate	66.1	0.68	75.21	86.2	0.789	9,031	0.08	0.518
Sorsogon	68.42	0.72	79.38	89.8	0.828	11,919	0.155	0.569

Predominant livelihood of Sorsoganons is farming, fishing and services sector. In 2003, total labor force was 387,000, 61.2% are economically active in the field of agriculture, industries and services. Unemployment is 8.0%, employment rate is 92% and visible underemployment is pegged at 7.9%. Agriculture sector generated the highest employment. Private sector share in employment is 36.56%: 49.33% –agriculture, 11.66% industry and 39.01% in service sector or 110,000 employed in agriculture, 26,000-industry and 87,000 for service sector. This figure in agriculture consists of the farmers mostly located in the rural areas.

Table 14 . Economic and Labor Statistics 2001-2003

LABOR AND EMPLOYMENT	2001	2002	2003
Total Population 15yo+	378	386	387
Total Labor Force (Thousand)	258	244	236
Total Employment	241	227	223
Total Unemployment	17	17	13
Labor Force Participation Rate	68.3	63.1	61.2
Employment Rate	93.4	93.2	92
Unemployment Rate	6.4	6.8	8
Visible Unemployment Rate	9.9	12.9	7.9

Table 15. Employment by Industry/Sector

TYPE OFINDUSTRY	2001	%	2002	%	2003	%
Agriculture	116	48.13	116	51.11	110	49.33
Industry	32	13.28	28	12.33	26	11.66
Services	93	38.59	83	36.56	87	39.01
Total	241	100	229	100	223	100

The 2000 Survey of the Department of Agriculture accounted 22,035 fishermen, 143 brackish water pond operators, 106 freshwater pond operators majority ofof them situated in

Juban, Magallanes and Prieto Diaz, Irosin, Casiguran and Sorsogon City. Magallanes and Juban posted the highest pond production of 178 and 141 MT respectively. Magallanes also had the largest area for brackish water pond production. While reports indicated it had the highest volume in production, it failed to excel in value adding and processing of its marine resources.

Table 16. Fish Production (in Metric Tons), by Type by Province, Bicol Region, 2004-2005

Commercial		Municipal		Aquaculture	
2004	2005	2004	2005	2004	2005
3,394	4,557	4,935	6,951	1,139	1,879
3,461	4,017	17,580	18,257	11,682	20,916
22,706	24,136	25,958	27,867	10,876	20,914
-	-	7105	6839	9	24
10,051	9,859	30,962	31,217	784	784
2,341	10,230	11,528	14,598	2,999	9,721
41,953	**52,799**	**98,068**	**105,729**	**27,489**	**54,238**

Source: Bureau of Agricultural Statistics

Among the provinces in the region, Catanduanes and Albay posted a marked decrease in fish production. While Masbate has sustained production level in fisheries during the period 2004-2005. Aside from fisheries and agriculture, the industries provided by the province are on manufacturing, wholesale, retail, and services sector.

It generated major increases in investment for the past five years 2001-2006. Sorsogon was also identified as primary supplier of aquamarine and abaca based products. Per record in 2006, it posted $1.19M exports of aquamarine product. This is followed by home furnishings of $.88M, wearable $.35M and food $.01. (DTI-Sorsogon).

Table 17. Investments (in Million pesos) per Industry Sector in the Province of Sorsogon (CY 2001-2006)
Source: DTI-Sorsogon

SECTOR	2001	2002	2003	2004	2005	2006
Agri/Fishery/Forestry	44.21	11.21		5.2	9.34	11.27
Mining/Quarrying			3.27	0.03		
Manufacturing	122.68	6.7	3.6	24.55	92.33	98.45
Construction	26.29	10.9	10.45	5.33	17.2	7.6
Wholesale/Retail	126.37	74.91	43.39	94.8	167.34	109.52
Trans/Storage/Comm	26.13	1.43	7.43	11.92	28.18	13.81
Fin/Real State/Bus Ser	14.3	65.93	68.96	21.22	71.46	36.47
Community/Social/PS	74	125.25	35.84	26.66	61.75	83.8
Electricity/Gas/Water						2.02
Total Investment	433.56	296.23	180.47	189.69	447.6	362.93
No. of Registered Firms	712	838	888	1005		1026

The development issue confronting the province and the College is **reducing poverty level through competitive graduates that would match its present needs,** even beyond. The strategy is geared on supplying expert human resources required by the available market and employment generation specifically in the rural areas.

CHAPTER 3. INSTITUTIONAL PROFILE

A. Historical Background

The Sorsogon State College was originally Sorsogon Provincial Trade School established in 1906. It was renamed Sorsogon School of Arts and Trades by virtue of RA 704 in June 1953 and again renamed Sorsogon College of Arts and Trades in 1976. In December 1993, after 87 years of existence, it was converted into a state college with three national vocational high schools in the province integrated to it. This was thru R.A. 7666 authored by then Cong. Salvador H. Escudero III and Sen. Leticia Ramos Shahani.

The College was operationalized through a province- wide umbrella system where four vocational schools were integrated. The Sorsogon College of Arts and Trades (SCAT) became School of Industrial Technology and Education (SITE) to concentrate on Teacher Education and Technology. The Sorsogon National Agriculture School (SNAS) became School of Agriculture and Agriculture Based Technology (SAABT), to concentrate on Agriculture and Agriculture Based Technology. Bulan Vocational High School was renamed School of Arts and trades (SAT) and became Institute of Management and Information Technology (IMIT) to concentrate on Business Management and Information Communication Technology (ICT), and Magallanes School of Fisheries became School of Fisheries and Fisheries Based Technology (SFFBT) to concentrate on Fishery Technology and Fisheries Resource Development.

The first president of SSC was Dr. Augusto R. Nieves. He was appointed on September 18, 1995 and took his oath on November 21, 1995. Having served for two terms, Dr. Nieves introduced dynamism in instituting reforms by implementing academic and administrative policies that placed the College in the map of academic excellence and high administrative performance in the region.

On November 24, 2005, Dr. Antonio E. Fuentes, was sworn in as the second President of the College. A seasoned administrator of SSC-Agriculture and Agriculture Based Technology, Castilla, Sorsogon, he has a vision for Sorsogon State College of an empowered faculty and personnel, effective student development by providing quality instruction & facilities in support to students, expansion of extension services, strengthened research and development program, and enhanced capability in production efforts.

For almost a year under the administration of Dr. Antonio Fuentes, the College took off with a comprehensive faculty development program by sending 11 faculty members to scholarships through the CHED Faculty Development Program, attendance of teaching and non-teaching personnel in trainings, immersion and seminars, intensive curriculum development, program accreditation of its 6 programs, physical facilities development, and titling of its lots in the four (4) campuses.

The College now offers 20 undergraduate degree programs, 3 graduate programs, and 3 non-degree programs. Three programs are accredited Level II by AACCUP, and 6 are

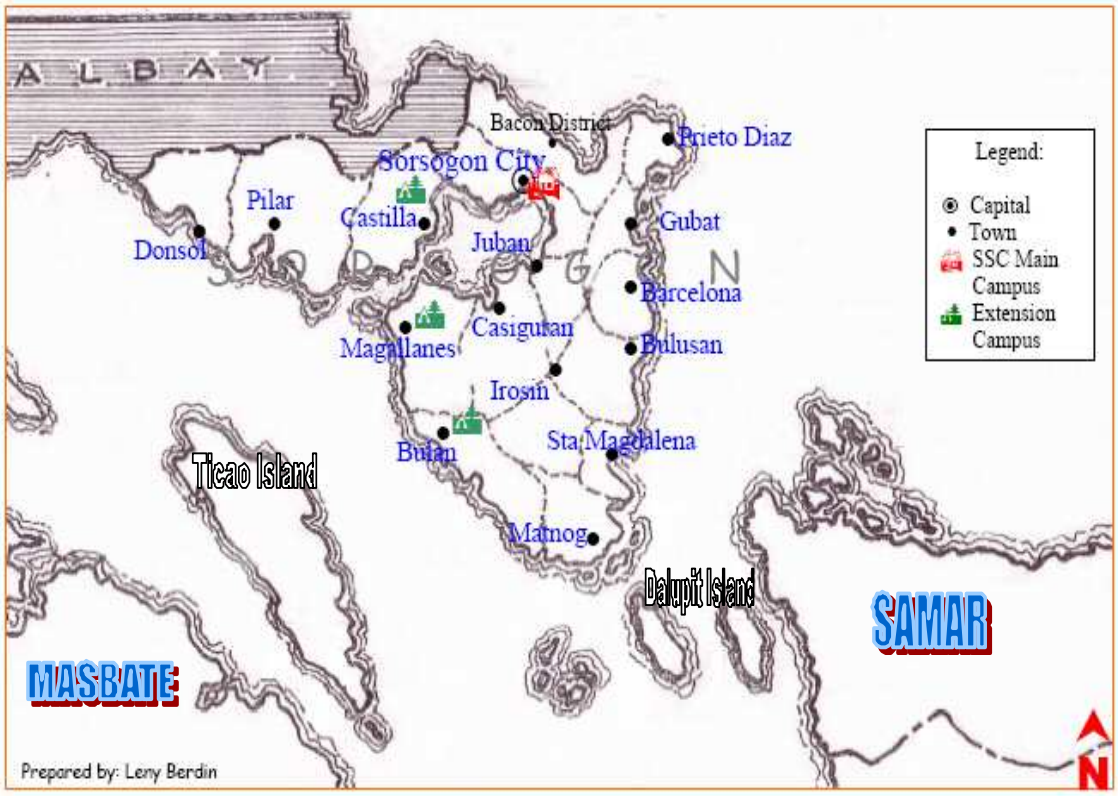
on Candidate status. Its 49 curricular offerings are being handled by 205 faculty members and 79 support personnel.

For the past ten years it graduated competitive students in BT, Engineering, Education Information Technology/computer science, Management, Fisheries, Agriculture, and other allied courses. It produced 3 board placers in Education and Electrical Engineering. Its education licensure performance surpassed that of the national passing rate in the years (2005, 2004, 2003, 2002, and 2001).

It also started a bold move of encouraging research and development endeavors by providing incentives to researchers; increasing the budget allocation for research and development from P300,000 to P1,056,000 in 2006 and creating wider linkages. It has served an average of 380 beneficiaries per year in its extension services projects, and provided consultancy and technical services to farmers and fisher folks in the localities.

It has 24 income generating projects with seed money provided by the College through a meager revolving fund that posted a total of P1,338,230.48 for AY 2005-2006.

Location and Service Area



Profiles

Curricular Programs

The College offers 20 degree programs. Main Campus-8 & 1 ladderized course, Bulan Campus-6& 1 ladderized course, Magallanes Campus- 2 with 1 diploma course; and Castilla Campus- 4 with 2 diploma courses, and one laboratory high school. Three of the 8 programs in Sorsogon Campus were accredited Level II and 5 offerings had undergone preliminary visit by AACCUP. While Magallanes, Bulan and Castilla has each one program that underwent preliminary visit last July 13, 2006. and November 22-24, 2007 respectively.

Table 18. No. of Degree Programs/Curricular Offerings per Campus

Accreditation Level

Campus	Degree Program	Non-Degree Programs	Curricular Offerings	Accreditation Level
Sorsogon	5(BT,BSE,BEEDEngg, Arch) 3 (MM, MAT, MAED	1 ladderized course	22 7	Level II :BT, BSE/BEED Candidate Status (MAT., Engineering Courses)
Bulan	6 (BSCS, BSIM, BSIT, AVT, BSM, Accountancy)	1 ladderized course	7	None
Magal Lanes	2 (BSE, BSF)	1 diploma course	6	Candidate Status (BSF)
Castilla	4(BAT, BSVT, BSAD, BSAEd)	2 BAT/DAT	4	
Total	20	5	46	

The strength of Sorsogon State College in terms of degree programs is its Bachelor of Technology and Education programs, as evidenced by its enrolment, employability, and result of licensure exams. As assessed, courses with the most number of enrollees are: BT-Food Tech, BT Automotive Technology and BEED Work Education. Courses with the most number of graduates are: BT Food Technology, BT Automotive Technology, BT-Electronics and BEED Work Education. Other three campuses exhibit the same trend in enrolment –graduation.

Bulan Campus has higher enrolment and graduates in its education courses before the abolition of education courses. In three years time it has increased its enrolment in Information Management/Computer Science. Magallanes campus has high enrolment and graduation in its course BSF-Aquaculture, but when it started to introduce ladderized microcomputer servicing, enrollees preferred the computer related course. Castilla campus has the most number of enrollees and graduates in its course BS Agricultural Technology

than its BSAD. But in 1996 it has higher rate of enrollees in DAT/BAT. The decreasing enrolment is attributed to the offering of a very competitive scholarship program of TESDA just in front the SSC-Castilla campus. The Graduate School has also the same pattern of graduation and enrolment in its Master in Management major in Public Administration program.

Studies (CHED, BU CDP) showed that 50% of the curricular offerings of SUCs and HEIs in Bicol Region are either teacher training or in business administration. This also seems to be the pattern for Sorsogon State College.

Only that, the campuses had managed to maintain campus "niche". To avoid market failure, it is necessary that strong government intervention should be made or reinvent or attractive packages for courses in agriculture, fisheries, engineering, and other computer related and natural science courses be introduced since these courses have the least enrolment, yet graduates are needed comes the next ten years.

Enrolment

The College enrollment growth rate for the past ten years was computed to assess if the College manifests value-adding process. The years 1997 and 2003 marked the highest increase in enrolment in the tertiary level accounting for 35% and 16% increase in enrolment with a mean of 4482 while the high school and graduate school showed varying increases and decreases in enrolment.

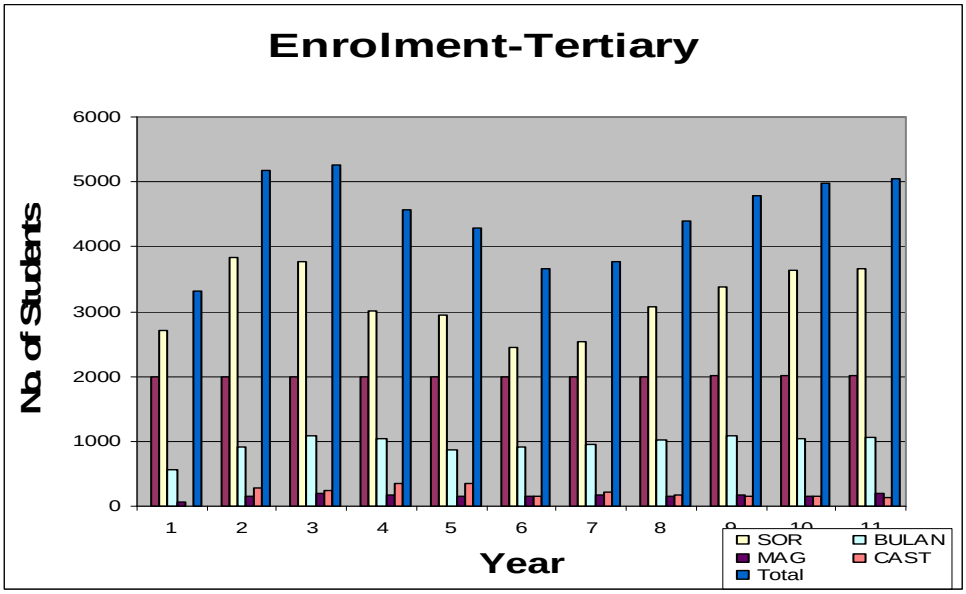


Table 19
. Enrolment- Tertiary Education

Campus	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
SOR	2698	3833	3759	3015	2944	2458	2524	3065	3371	3641	3657
BULAN	564	907	1083	1033	856	899	955	1015	1080	1033	1068
MAG	60	155	192	169	152	160	177	148	176	161	202
CAST	0	274	239	356	347	152	222	179	154	143	130
Total	3322	5169	5273	4573	4299	3669	3778	4407	4781	4978	5057

Table 20. Graduate School Enrolment/Graduates

Academic Year	Total Enrolment	Total Graduates
2001-2002	150	19
2002-2003	123	21
2003-2004	135	28
2004-2005	217	31
2005-2006	174	34
2006-2007	230	36
Total	1029	169

Table 21. Laboratory High School Enrolment/Graduates

School Year	Total Enrolment	Total Graduates
1998-1999	480	121
1999-2000	436	123
2000-2001	399	142
2001-2002	335	87
2002-2003	254	34
2003-2004	265	77
2004-2005	280	74
2005-2006	322	55
2006-2007	375	54
Total	3146	767

(Gross Graduate Rate: 2002-2006 =86.6% or 21.65%)

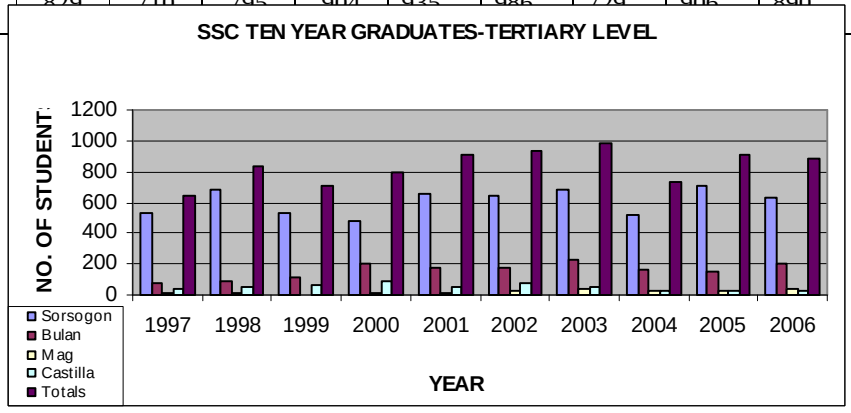
Graduates

The graduation rate is one of the measures of efficiency of academic programs. A high rate means the program is efficient but without quality assurance it could mean a diploma mill for any SUCs. GGR is computed based on available data of enrolment and the number of graduates considering the program length using a formula in the CHED element manual.

Given an enrolment data on AY 2002-2003 in the tertiary level, the expected graduation rate is 25% of enrolled students of said particular year in a regular four-year program. There were 890 graduates in AY 2005-2006 resulting to 94.22% GGR for the College, or 23.55. % of the total enrolment of 2002-2003 have finished a four year course which is considered an **acceptable standard** of accomplishment of SSC, while the high school level has 21.65% and the graduate school had 22% graduation rate.

Table 22. Record of Graduates Tertiary Level

Campus	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	GGR
Sorsogon	526	684	530	481	663	649	676	518	707	626	99.20
Bulan	71	86	113	207	172	182	231	165	157	199	83.35
Mag	11	7	0	16	15	30	33	25	21	39	88.13
Castilla	36	52	67	91	54	74	46	21	21	26	46.84
Totals	644	829	710	795	904	935	986	729	906	890	



Licensure

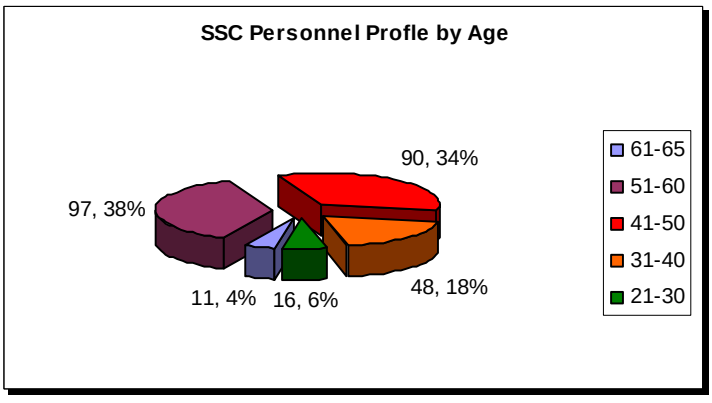
As a result of the Report on the Review of Twin Processes by CHED, the education graduates of the school are notably surpassing the national average. But the civil engineering licensure exam has few takers. Civil Engineering has a passing below the national averages. Though the College produced placers in Education and Electrical Engineering in 2002 and 2006 respectively, which is interpreted Outstanding-using Rubrics, it did not justify the low national passing average in civil engineering licensure considering the number of takers and passers.

Table 23. Five-Year Licensure Record

		2002		2003		2004		2005		2006	
Type		SSC	NA	SSC	NA	SSC	NA	SSC	NA	SSC	NA
LET	BSE	51.85	36.51	31.33	26.29	21.89	27.15	22.45	25.93	40.28	
	BEED	87.5	35.31	44.64	26.25	61	26.95	50.96	27.55	57.93	
ENGG	ME		41.9	50	42.1	66.66	45.03	50	45.5	83.3	
	EE	62.5		50	36.89	33	45.26	50	51.11	50	
	CE	43		20	36.43	16.67		9.09	33.99	70	
AGRIC											
FISH										1*	
NA-national average											

Faculty and Human Resources

Sorsogon State College employs a total of 223 teaching force and 111 non-teaching personnel inclusive of contractual personnel. There are 275 plantilla personnel, out of this, 192 are permanent faculty members; 185 of which are filled positions; wherein 31 or 16.7% are doctoral degree holder; 23% or 43 are either with PH.D/Ed.D units, 24% or 45 are Masteral Degree holder or combined 47% of faculty are MA/MS graduates; and 59 or 31.8% are with MA units and 7 or 3% are without Master Units. Rubrics indicated that a 10-19% of faculty with doctoral degree is an **acceptable standard of competence** in a given SUC while a score of 30% or more of faculty with MA/MS is rated outstanding.



There are 83 non-teaching personnel with plantilla position. Most of these

belong to 41-50-age bracket. Sixty-seven percent (67%) are ages 41-65. Or more than half of them will retire in the next 20 years.

The College has a fast faculty turnover ratio due to retirement. There are 3.9 faculty members retiring within 20 years time, and 1 non-teaching employee retires every year.

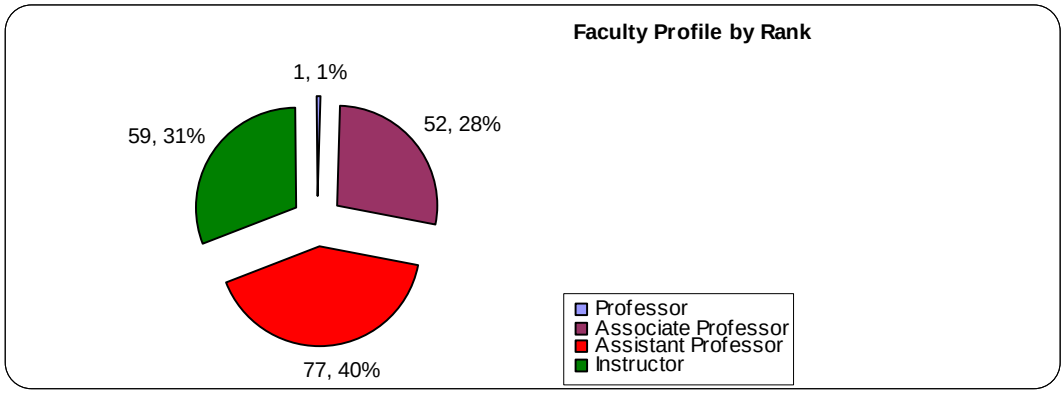


Table 24. Faculty Profile by Educational Qualification*

CAMPUS	Baccalaureate Degree	Masters Degree	Doctorate Degree	Total
MAIN-SITE	69	59	17	145
BULAN-IMIT	16	18	8	42
CASTILLA-SAABT	12	6	1	19
MAGALLANES-SFFBT	8	6	3	17
TOTAL	105	89	29	223

*includes service contracts (faculty plantilla position is only 192-filled)

Table 25. Faculty Profile by Academic Rank

CAMPUS	Instructor	Assistant Professor	Associate Professor	Professor	Total
Main	64	48	32	1	145
Bulan	11	17	14		42
Magallanes	9	8	2		19
Castilla	6	5	6		17
Total	90	78	54	1	223

Table 26. Non-Teaching Employees Profile

CAMPUS	PERMANENT	CONTRACTUAL	TOTAL SUPPORT STAFF
MAIN	36	22	58

BULAN	12	6	18
CASTILLA	18	2	20
MAGALLANES	11	4	15
TOTAL	77	34	111

Table 27. Faculty/Non-Teaching Personnel Profile by Age

CAMPUS	61-65	51-60	41-50	31-40	21-30
MAIN	4	47	59	31	8
BULAN	5	28	10	3	5
CASTILLA	2	9	12	10	0
MAGALLANES	0	12	7	4	3
TOTAL	11	97	90	48	16

Finance Resources/Budget

The college budget as gleaned from the table below has intermittent allocations from the national government in ten years period 1998-2007. This is due to the implementation of re-enacted budget for 5 years, variable lump sum allocations for retirement gratuity and implementation of normative funding.

Table 28. GAA- SSC Funds Ten Years Trend

Items	1998	1999	+(-)	2000	+(-)	2001	+(-)	2002	+(-)	2003	+(-)
PS	44654	47313	6	46217	-2	46217	0	53023	15	53664	1
MOOE	18946	9908	-48	11159	13	11159	0	7195	-36	7628	6
CO	10559	4634	-56	2400	-4	2400	0	1000	-58	1000	0
Totals	74159	61855	-16	59776	-4	59876	1	61218	3	62292	2

Items	2004	+(-)	2005	+(-)	2006	+(-)	2007	+(-)
PS	57563	-8	60420	5	57318	-6	64168	11
MOOE	8436	10	10347	19	9962	-4	9962	0
CO	0		185		400	46	400	0
Total	65999		70952		67680		74530	

Source: CHED Element Data 1998-2003
2004-2007- Finance Mgt Office

The advent of Laboratory fee collections and implementation of staggered tuition fee increase have immensely helped the maintenance of school facilities and has exceedingly increased the income of the College as compared between AY 2000 and 2005:

Table 29. Five-Year Record of Income Collection and Collection Efficiency

Particulars	2000	2001	2002	2003	2004	2005
Target Collections			6M	13M	21M	30M

Actual Collections	3,305,000	3,903,000	7,106,000	11,397,000	19,084,000	33,638,000
Coll Eff.			84.43%	87.66%	90.87%	89.18%

Source: Finance and Management Office

The increases in all income accounts of the College in the years 2005-2006 , has proven the capability of the same to manage its resources well. Based on enrolment projection in 2007 income from tuition and other fees is expected to increase by 41% while income from revolving fund is given a 33% target increase due to the implementation of income resource generation manual.

Table 30. COMPARATIVE SUMMARY OF RECEIPTS

Receipts	2006	2007 (Projected)	%Increase(Decrease) 2005-2006	Remarks
GAA funds/Built-in appropriations	73,826,440.51	74,299,000.00	6.4%	
Continuing Appropriations		-		
Income from tuition fee and other non-fiduciary fees	24,534,501.30	34,629,028.00	41.14%	
*Income from fiduciary fees	10,348,235.49	12,202,278.00	17.92%	
*Income from revolving fund	2,031,132.17	2,709,324.00	33.39%	
Totals	**110,740,309.47**	**123,839,630.00**	**11.83%**	

Table 31. COMPARATIVE SUMMARY OF ENROLMENT

	2006 (Actual)	**2007 (Projected)**	**% Increase (Decrease)**	Remarks
First Year	1818	2313	27.00%	
Second Year	1445	1336	-7.00%	
Third Year	1224	1203	-1.00%	
Fourth Year	718	1141	58.00%	
Fifth Year	45	134	197.00%	
Laboratory High School	329	475	44%	
Totals	**5579**	**6602**	**18.00%**	

Physical Inventory

Table 32. Land and Land Improvement Inventory

Campus	*Land Area in Hectares*	*Actual Land Area Occupied*	*Land &Land Improvements*	*NO. of Buildings*

Sorsogon	*9.3*	*3.4*	*13*	*25*
Bulan	*8.2*	*7.2*	*8*	*8*
Magallanes	*6.6*	*5.6*	*5*	*17*
Castilla	*250*	*15*	*6*	*21*
Total	*274.1*	*31.2*	*32*	*71*

Source: Supply Management Office-Physical Inventory 2005

The SSC has an aggregate area of 274.1 hectares broken down as follows: Sorsogon Campus-9.3, Bulan -8.2, Castilla -250, and Magallanes -6.6. The College occupies 31.2 hectares only; Sorsogon -3.4, Bulan -7.2, Castilla -15, and Magallanes 5.6 (1 ha donated to National High School) due to the unresolved lot ownership of the three campuses except Bulan campus. It has 32 land and land improvements projects undertaken for the last 10 years comprising: IGP fishponds, farm projects, construction and maintenance of covered walk, drainage canal, fencing and gate for efficient delivery of services to its students, faculty and personnel and the community. The College is also pursuing effort for an issuance of deed of donation of its lots in Sorsogon and Magallanes and a presidential proclamation of its unutilized 235 hectares in Castilla.

There are a total of 71 buildings in its four campuses. Forty-one percent were constructed in 11- 20 years ago, 36% are aged 10 years and below, 4% were constructed during the transition period of SSC integration (1994-1995) and 20% or 14 buildings were considered old or 21-30 years (1962-1982). There are 150 available lecture rooms, 11 service laboratory rooms, 25 shop rooms and 95 offices in the entire four campuses of the College. The lecture and lab rooms could accommodate 3000 students with a ratio if 1:50 room/student. The shops in the Sorsogon Campus College of Engineering, Technology and Education are capable of having 80 students at a given period. An Auto-CAD room, for Architecture and Engineering students, faculty rooms per program, student facilities and auxiliary services office are also available. The Computer Center is equipped with facilities for the computer lab of students and serves as the training center of SITE. Internet facilities are provided for in Computer Center, Administration Office, Library, Accreditation Center and Graduate School Office. It now utilizes wireless technology as an enhancement for internet access.

Table 33. Status of Facilities Development

Campus	Building Constructed (10 yrs & below)	Building Constructed	Old Buildings (21 - 30yrs)	Total

	1996-2006	(11 – 20) 1983-1993	1962-1982	
Sorsogon	0/3 during transition	19	3	25
Bulan	1	3	5	9
Magallanes	4	7	6	17
Castilla	20*(repaired)			20
Total	28	29	14	71

Source: Supply Management Office-Physical Inventory 2005.

Furniture, Fixtures, Tools and Equipment accounts of the entire College totaled P8,686,378.82 . Majority of these were purchased before the establishment of the College, 40% has been existing for almost 20 years and more and most of IT equipments and fixtures were acquired 5-10 years since the establishment of SSC in 1994. Though it follows a system of depreciation, some of these tools and equipment are beyond their depreciable useful life or obsolescence. But with the advent of Laboratory Fees, the College has managed to modernize its instructional equipments in Food Tech and Technology department.

The College is yet to equip multi-media center complete with facilities for enhancing instructions. This is part of AACCUP recommendations in Instruction and also a basis for evaluating quality standards in instruction.

In the analysis of such facilities the following were recommended:

1. Implementation of Land Use and Utilization/buildings by department
2. Program Planning of Repair of old buildings (20-30 yrs old)
3. Check for building laws violations; adaptability to building requirements for typhoon, earthquake; eye sore building
4. Proper waste management disposal site (all campuses)
5. Lights, Electrical wiring which is 30 years old; incapable of energy supply as compared to energy utilized
6. Land ownership/deed of donation/title acquisition

CHAPTER 4. STRATEGIC DIRECTIONS AND TARGETS

Quality and Excellence

Sorsogon State College is envisioned as an ideal learning institution with empowered faculty and personnel that in turn will empower students for self and societal development. These empowered students is expected to contribute primarily to the highly trained manpower resources of the province and beyond. An answer for the most pressing needs to address the high poverty incidence in the province. Moving towards this direction, the five year targets along different areas of instruction, research and extension are broadly outlined.

Instruction

By the year 2012, thirteen (13) new curricula are added to the present curricular offerings having increased enrolment in the whole college by 3,372. Program ladderization should have been fully implemented in all existing programs by 2012 to supply the needs for expert manpower resources, curb unemployment and address poverty reduction in the area.

Proposals:

Program ladderization : Bachelor of Technology, Entrepreneurship,

- Bachelor of Science in Technology Education
- Bachelor of Science in Meat Technology
- Bachelor of Science in Marketing Management
- Bachelor of Science in Banking/Finance
- Bachelor of Science in Hospitality Management
- Bachelor of Secondary Education major in Computer Science
- Bachelor of Science in Biology
- Bachelor of Science in Mathematics
- Bachelor of Science in Computer Engineering
- Bachelor of Elementary Education with specialization in General Science
- Bachelor of Fisheries in Tourism Management
- Bachelor in Entrepreneurship major in Fishery Business
- Bachelor of Elementary Education with Specialization in Special Education

Making education accessible to all in the priority areas of fisheries, Magallanes Campus shall offer short term courses in Freshwater Aquaculture, Brackish water Aquaculture and Post Harvest Technology. Main Campus shall offer non-degree program for refrigeration and airconditioning, while ladderized courses in technical education, and computer science will be provided by Bulan campus. Castilla campus shall continue to offer the diploma courses, DAT/BAT, since it has a wide reach in the area.

Program accreditation of 11 programs should have taken off by 2012. Level II in at least 3 programs be achieved considering the following priority years.

Table 34 . Program Accreditation Schedule

Priority Years	Candidate Status	Level I	Level II	Level III
2008	Management, Arch. ICT, Agriculture	Fisheries, MM CE,EE,ME, Mgt. ICT, Agriculture	Technology, BSE, BEED	
2009	Architecture			
2010	Of accreditation			
2011	Status			
2012	BS Biology, Math, Gen Science, Computer Engg		Fisheries, MM, CE, EE, ME. Agric, ICT	Technology, BSE, BEED

Curriculum review should have been conducted every three years to effect relevance and responsiveness. Program delivery system should have been improved through effective support services for student development.

Access & Equity

Making education accessible to all specifically to the poor but deserving students will be made possible by offering free tuition fee to first 100 students in agriculture and fisheries will be introduced in AY 2008-2009. This is to address the concerns on low enrolment in priority courses. A 5% increase in scholarship beneficiaries per year to reach the target of 1,500 scholars of the College by 2012 or 60 poor but deserving students per year should have been provided with merit scholarships. Comprehensive Placement Program will be implemented in said priority areas to provide expert manpower in the region.

Enhanced admission services thru the conduct of Mobile Testing to selected towns in the province, updated testing instrument and establishment of SSC Testing Center should have been achieved by 2012. A 3-storey fully equipped library building with an electronic library, on-line public access catalogue, fully airconditioned reading room and required textbooks should have been in placed by 2017.

Auxiliary services should have been improved in support for student development. Student participation in sports, cultural and educational activities should be encouraged and be allotted separate funds.

Efficiency & Effectiveness

Facilities Development

By 2012, existing buildings and structures should have been improved. Construction of facilities including proposed new buildings, land improvements and structures should have been started. Total project funding for said projects amount to P109 million for a ten year period. Lot ownership in the main and Castilla, and Magallanes campuses will be facilitated to be acquired within the development period.

Information and communication technology services should have been a component in each office. Priority programs identified within 2008-2012 are: online registration system, admission system, establishment of enhanced computer center, internet connectivity in all campuses and interactive web site.

Faculty and Staff Development

By 2012, 20 retiring faculty and staff members should have been replaced with various field of discipline in the College. Priority consideration will be on hiring faculty with MA/MS and doctorate degree inline with their specialization. The goal is to replace 50% of the total faculty complement with MA/MS doctorate degree that will retire by 2022. Massive faculty development should take place with (20%) of the total faculty sent for scholarships or study leave in universities of good standing; or an average of 7 faculty/year. Ten percent 10% or 19 should have been placed for immersion program as part of its retooling and upgrading program and 50% or 93 have attended trainings in each field of specialization.

The aim is to develop capabilities in each discipline by increasing the number of faculty with doctoral degree in line with their specialization from 29 to 37 or 16% to 20%, and increase in faculty members with masters' degree from 89 to 198 or 48% to 55%.

Relevance and Responsiveness

Research, Extension, Production Services

A research and extension center should have been in placed within five-year period. Policies, manual on RDE is expected to be subjected for external review- refined, and implemented. Creation of Project Development and Resource Generation Unit and Program Monitoring and Evaluation Unit is part of RDE activities for impplementation. Intensive efforts to strengthen research generation, technology transfer and dissemination will be the priority of the College.

A minimum of 2 researches/year is expected to be reviewed per campus and 1 research submitted to funding agencies. Publication in a refereed journal will be worked out through the five year period through collaboration, affiliate agencies and other research institutions.

The extension services department should have expanded its programs to at lest 3 communities per year, with increased beneficiaries of at least 5% per year. It is also the goal to monitor marked increased in livelihood income of target beneficiaries in technology driven training programs and projects. Below are the target concerns of each campus within the next five years.

Table 35. Priority Areas for Extension Services

Campuses	2008	2009	2010	2011	2012
Main	AFAC,SLEE, ALIVE (Livelihood) 1. Food Tech 2.Tailoring and Dressmaking 3. RAC/MAC 4. Building Wiring Electrician 5. AutoCAD 6. Arc Welding 7. Cosmetology	Livelihood, Poverty reduction programs Advocacy programs for Climate Change	Livelihood- Social Services Advocacy Programs. For Climate Change	Demo Centers for new technologies E-Learning services	Continuing programs for disseminating new technologies Advocacy program for Climate Change Social services GAD
Bulan	Livelihood (entrepreneurial skills) Local Governance partnership GAD	Poverty reduction programs Social services GAD Advocacy Programs for Climate Change	Poverty reduction programs Training program for Disabled, Barangay officials Advocacy programs for Climate Change	Poverty reduction programs Awareness Programs(New Paradigms in Business Management) Advocacy programs	Social Issues and social services GAD Advocacy programs for Climate Change
Magallanes	Livelihood programs Aqua technology New devts in post harvest technology Awareness programs	Poverty reduction Livelihood programs (handling & packaging processed products- post harvest)	Poverty reduction Livelihood programs Awareness programs	Poverty reduction Livelihood programs Awareness programs	Social issues and social services Advocacy programs
Castilla	ALIVE, AFAC Advocacy programs	New techno in animal industry	Poverty reduction Farm techniques	New technologies	Partnership for rural devt

The College will undertake only viable income generating projects. Optimum utilization of idle spaces, rental, concession, will be made to augment income of the College. RDE and production interface shall be undertaken in agriculture, fisheries and technology.

This will show case technology transferred by the College that contributes sustained growth to the community.

Linkages

Within 5 years, at least 2 international linkages have been instituted by the College to undertake science and technology collaboration works through MOU. Said linkages should have been part of the improvements in research and extension services of the College. Integration programs to instill culture of peace among academic institutions and international bodies is expected to be achieved within the five year period. Said peace programs will be implemented through fellowships, faculty exchange programs and on the job immersion programs.

CHAPTER 5. MANAGEMENT INITIATIVES

POLICIES AND STRATEGIES

By 2012, the following strategies should have been undertaken to meet the standards of a university:

KEY RESULT AREAS	KEY SUCCESS INDICATOR
I. Administration	• 100% Decentralization of funds met • 100% of personnel hired the brightest of their discipline.
II. Curriculum/Instruction Development	• 100% of programs assessed using curriculum matching. • SSC FULL PROGRAM ACCREDITATION in all courses Level II- Education & Technology Level I – Fisheries, Agriculture Engineering courses MM, and MAED, BSCS, Architecture, • 5 ladderized courses offered • 13 New courses offered • Distance Learning available to all • 100% of student evaluation of faculty validated, publicized and recommended for awards or improvement. • 5% increase in licensure passing/yr in engineering, education, agriculture and fisheries • 80% room utilization by students • Reasonable faculty loading following Faculty Manual
A. Admission/Registration	• Revised Admission/Manual and Handbook available by 2008 • Regular and Mobile Entrance Test conducted per year • New test instrument prepared by SSC and 100% implemented by 2008 • Online registration and computerization of student records
B. Placement and Follow-Ups	• 100% Tracer Study of Graduates

	conducted in all programs. • 100% placement program for agriculture and fisheries (cpp) • Alumni inventory established • Linkages thru MOA established
C. Guidance and Counseling	• Comprehensive Guidance Program Implemented
D. Medical/Dental	• 100% of target clients served thru health maintenance and preventive care • 80% of medical/dental facilities acquired and furnished
E. Library Services	• Seating capacity of SITE/IMIT library achieved • 555 strategy=5 books per major subjects within 5 years achieved • 5 student stations for E-library and internet access • Library information system OPAC installed and operational
F. Canteen Services	• Privatization of one canteen to augment income (IGP) concessionaires • Maintained 1 canteen that offers Cheap, clean nutritious food and catering services by Food Tech instructors
G. Dormitory Services	• Policies, Rules in Dorm incorporated in the Manual of Operation for IGP
H. Scholarships	• 60 (5%) increase in scholarship Beneficiaries per year
I. Student Activities	• 100% Organizations accredited • Fund allotment for sports, culture, and arts activities of students
IV. STAFF DEVELOPMENT To develop strong faculty capability Integration to instill a culture of peace Thru fellowship and faculty exchange	• Comprehensive Faculty Development Program implemented 10:20 targets: 10 Graduates in Phd (Psychology, Sociology, Humanities, Public Admin, Engineering) 20 Graduates in MA/MS (4 each in EE, CE, ME, Lib Science,

	Physics, Chemistry, Statistics, Plant Breeding, Biotechnology, 5 in Computer Science or IT, 2 in Fisheries, 1 in Development Planning. Faculty Exchange/Fellowship(1 pryr) 50%(93) attendance to trainings 20%(37) on scholarships 10%(19)placed on immersion programs
V. PHYSICAL FACILITIES DEVT	• Land title acquired • Land use and site devt plan utilized • 80% of lab equipment, facilities provided to students
VI. RESEARCH AND DEVELOPMENT	• 40% of faculty/staff involvement in research • 2/yr researches and 1 submitted to other agencies for funding • A research/extension center Established Full implementation of research incentives
VII. EXTENSION SERVICES Introducing advocacy programs on Poverty reduction, GAD issues and climate change.	• 10% increase in extension beneficiaries per year • 10% increase in training projects/yr • 50% of extension projects peer-reviewed or published/cited
VIII. LINKAGES/FUND SOURCING	• Increased capability enhancement collaboration thru fellowships • completed affiliation to development councils • at least 2 international linkages forged through MOU • Strengthened fund sourcing mechanisms
IX. PROJECT MANAGEMENT DEVT	• Viability assessment of IGP 5% increase in production project • Feeds & Grains • Rice production • Poultry and Swine, ruminants • Fishpond Production • Rental of facilities/Hostel/FM Stn.

PROGRAM PROJECTS AND ACTIVITIES

1. ***Curricula and Program Plan***

An additional 13 programs will be offered to the existing 23 programs of the College within the duration of the plan. Justification for the offering of said programs are the following:

- For BS-Math, Biology and General Science-, the College failed to offer undergraduate courses in arts and science as mandated by Sec. 3 of RA 7666. Biology and General Sciences are allied fields to mitigate environment concerns.
- For Doctor of Public Administration and Doctor of Education – the College has to offer at least two doctoral program, following verticalization of program offerings.
- Tourism Management/Entrepreneurship major in Fishery Business- the Bicol Development Agenda has identified development strategies for eco-tourism and manufacturing potential of Sorsogon. It is also the favorite tourism site for Butanding, eco-parks and resorts. Aquamarine products investment and exports soar. This program will answer key development issues of the province- harnessing potential of students to supply the emerging human resource needs.
- Sanitary Engineering, Computer Engineering –These courses are designed to fill the vacuum of these courses in HEIs in the province.
- Marine Transportation and Marine Engineering- additional courses to be offered in Magallanes campus to anticipate the implementation of super regions- opening of international port in Castilla, meet the demands and maximize available resources.
- Bachelor of Elementary Education with specialization in Special Education . CMO 30, s. 2004. This is a lucrative career in United States.
- Bachelor of Science in Marketing Management/Banking and Finance- these courses boomed in 1980's, yet a gap is anticipated in 2020 for expansion of market, manufacturing and investment opportunities in the 22nd century.

Assuming no increase in tuition fee for 2008-2009, and implementation of staggered increase of tuition fee will start on the year 2010 P175, 2011- 175 and 2012 P200, total projected income after implementation of 13 degree programs in 2012 would be P65,039,300.

2. Faculty Hiring Plan

Roughly, 49% of the faculty members are on their 50's. Most of these are either Assistant/Associate Professors or holder of MA/MS/Ed.D./PhD. Nine are retiring the next five years and a faculty retirement turnover of 3.9 every year is seen in the next 15 years. It is imperative that a comprehensive hiring plan is made to replace retiring faculty members with the desired expertise and capability:

The hiring will follow verticalization scheme and the brightest of the beaucracy.. Priority hiring of positions will be conducted for Doctor in English/Humanities, Master in

Math/Applied Mathematic, BIology, Fishery Technologist, Entemologist, Marine Biologist, Master in Information Technology/Computer Science, Master in Technical Education, Sanitary Engineer, Doctor in Agriculture Engineering, Master in Electrical/ Mechanical/Computer Engineering, Master in Physical Sciences etc.

A comprehensive faculty and staff development program is targeted to upgrade capabilities and competencies. Eighty percent (80%) attendance to trainings and seminars, 20% are programmed for education scholarships in University of the Philippines, Central Luzon State University, Ateneo De Manila and other schools of good standing. Ten percent (10) of the total faculty will be sent for retooling and immersion programs per year. One faculty is expected to be sent for fellowship programs or faculty exchange programs for integration of culture of peace between academic institutions internationally.

Table 36. Faculty Hiring and Funding Requirement

CAMPUS	FACULTY NEEDS					FUNDING REQUIREMENT				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
SORSOGON	10	7	6	5	3	1946920	1362844	1168152	973460	584076
BULAN	2	2	6	3	5	389384	389384	1168152	584076	973460
CASTILLA	4	2	3	0	2	778768	389384	584076		389384
MAGALLANES	0	1	2	0	1		194692	389384		194692
TOTALS	16	12	17	8	11	3115072	2336304	3309764	1557536	2141612

Faculty immersion programs are programmed for Technology faculty members in the priority fields of agriculture, fisheries, food, science, and industrial technology. Research, extension enthusiasts will given priority for field tours and exposure to research institutions like IRRI, the UP systems and other institute of excellence and development.

Table 37. FACULTY IMMERSION/EXPOSURES

CAMPUS	NO. OF FACULTY					FUNDING REQUIREMENT				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
SORSOGON	10	10	10	10	10	50000	50000	50000	50000	50000
BULAN	5	5	5	5	5	25000	25000	25000	25000	25000
CASTILLA	2	2	2	2	2	10000	10000	10000	10000	10000
MAGALLANES	2	2	2	2	2	10000	10000	10000	10000	10000
TOTALS	19	19	19	19	19	95000	95000	95000	95000	95000

Table 38. FACULTY SEMINARS

CAMPUS	FACULTY NEEDS					FUNDING REQUIREMENT				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
SORSOGON	60	60	60	60	60	120000	120000	120000	120000	120000
BULAN	20	20	20	20	20	40000	40000	40000	40000	40000
CASTILLA	8	8	8	8	8	16000	16000	16000	16000	16000
MAGALLANES	7	7	7	7	7	14000	14000	14000	14000	14000
TOTALS	95	95	95	95	95	190000	190000	190000	190000	190000

For the next five years priority fields for immersions for the main campus are: Food Technology, Civil Technology, Electronics, Civil Engineering, Mechanical Engineering, Electrical Engineering, General Science, Research, Chemistry and refrigeration and airconditioning. For Bulan Campus are courses within Technical Education, Researches in computer sciences and robotics, hospitality management, customer services, entrepreneurship. Priority courses in Castilla will be Meat Technology, Agricultural Technology, Veterinary Technology. Magallanes campus will send for immersion faculty and personnel in Aquaculture research, Fisheries for management of fish diseases,.

A cycle of program immersion will be implemented for each field of specializations per campuses. Said program will be monitored and evaluated by the Personnel Development Committee headed by the Vice President for Academic Affairs.

It is expected that program immersion will update and expose the faculty and personnel and provide a lifelong learning to the SSC clientele as it facilitate development in the province and the region.

Table 39. Summary of Faculty Needs

PROGRAM	2008	2009	2010	2011	2012	Total
Engineering	Sorsogon					
BS	EE/CE		Comp Eng'g	ME/SE		5
MA	Physics	Arch/Math		English		4
MS		Soc Sci	Engg			2
Technology						
BS	1BSIE MecTec	BSIE-RAC				3
MS	Filipino Soc Sci.	Physics	Food Tech Ref/Aircon			5
PhD					Tech	1
Education						
MS	Filipino, Psycho, English	Physics, Math	PE	Special Educ		7
PhD	English			Math, Science,	Physics	4
Total Main	11	7	6	5	2	31
BS AdmLGA	Bulan					
BS			Accountancy/Tech	Bio		5
MA/MS	BTTE	MM	HM/LGA/BF/T	MM	Tourism/	8
ICT						
BS						
MA/MS	AVTC	IT			HM	3
Ph. D.					DPA	1
Total	2	2	6	3	5	18

Magallanes						
BS	Math Fish Tech	Soc Sci				3
MA/MS	Math/Chem	Biology	MS-Fisheries Aquaculture	Marine T/Eng	MS-Fish	7
PhD.			PHD Fisheries			1
Total	4	2	3		2	11
BS	Castilla		BSAEng,			1
MA/MS		Food Tech	MS-Biology			2
Ph.D.					Phd.Agri	1
					Engg	1
Total		1	2		2	5
Grand Total	16	12	17	8	11	64

3. Library Development Plan

The CHED minimum requirement for books per program is 5 books per 1 student. Total library holdings in campuses are usually lower than what is required by CHED. The needs are even evident due to the fact that some of these books are outdated and destroyed by recent typhoons. Thus, each campus prepared projection per program to identify the exact book requirement. Based on the following assumptions: no increase in Library fee of P100 will be implemented for the period 2007-2012 and normative funding –zero MOOE is considered.

Table 40. Summary of Library Book Requirements

Campus	Enrolment (Projected)	Present Library Holdings	Required copies Books1 (enrolment x SPbooks @P300)	Funding Requirment
Main- Existing Programs Five Year Projections	6090	16000	14450	P4,335,000
Bulan Campus Existing Programs Five Years projections	3097	12000	3485	P1,045,500
Castilla Campus				
Five Year Projection	306		1530	P459,000
Magallanes Campus				
Existing Program Five Years Projection	833	5000*	1665	P499,500
Graduate School	250			
Grand Total	10576	33000	21130	P6,339,000

The plan will be funded by collections in library fee, which will be increased by 2013 into P200 to compensate the zero MOOE implementation of normative funding. STF collections are expected to subsidize the fund requirement together with grants and support for accreditation. Other funding sources are donations and product of linkages with international community.

Development of a fully equipped e-learning facility will be finished within 5 year period to achieve the 555 targets for library development of the college.

4. Physical Facilities Development Plan

The core objectives of the physical facilities development plan is three-fold:

1) To support the direction for a better equipped Sorsogon State College
2) To re-align priorities in repair/construction and provision of utilities consistent with the Land Use Plan of the College
3) To meet the gap between current and emergent needs anticipating calamities, rules and laws and compliance with standards.

Table below shows the summary of infrastructure and facilities development by campus together with priority years of implementation.

Table 41. Facilities Development, Fund Requirement and Priority Years of Implementation

PROGRAM/KRA	Est. Cost	2008	2009	2010	2011	2012
MAIN CAMPUS						
1. Land Titling	Proj	started	Year 2007			
2. Demolition & replacement of the following buildings						
a. Technical Bldg	4,970,000.00	3,000,000.00	1,970,000.00			
(2 storeys)						
b. DMST Bldg	8,000,000.00			3,000,000.00	3,000,000.00	2,000,000.00
(3 storeys)						
3. Repair of Existing Structures						
a. Computer Center	100,000.00					
b. Garments Bldg	200,000.00					
c. Engineering Bldg	100,000.00		Prioritized 2007	Projects NDCC	funding	
d. TVEP Bldg	1,050,000.00					
e. Laboratory HS Bldg	300,000.00					
f. Social Hall	500,000.00					
g. Main Library Bldg	400,000.00	200,000.00	200,000.00			
h. Architecture Bldg	300,000.00	150,000.00	150,000.00			
i. Civil Tech Bldg	300,000.00	150,000.00	150,000.00			
j. Promotional Bldg	1,500,000.00	500,000.00	500,000.00	500,000.00		

k. Physical Fitness Center	300,000.00	Prioritized2007				
l. Ceramics Bldg	250,000.00		250,000.00			
4. Proposed Buildings & Utilities						
a. Main Lib Extension	9,000,000.00	Prioritized2007				
b. ICT Center w/ Audio Visual Room or Mini-theatre	15,000,000.00		3,000,000.00	3,000,000.00	3,000,000.00	6,000,000.00
c. Architecture Bldg	1,800,000.00	1,800,000.00				
d. Powerhouse	500,000	500,000.00				
e. Overhead Water Tank & Cistern Tank		Prioritized 2007				
f. Drainage	2,500,000.00			1,500,000.00	1,000,000.00	
g. Exterior Illumination	1,500,000.00					1,500,000.00
Grand Total	**37,020,000**	**6,300,000.00**	**6,220,000.00**	**8,000,000.00**	**7,000,000.00**	**9,500,000.00**

PROGRAM/KRA	**Est Cost**	2008	2009	2010	2011	2012
MAGALLANES CAMPUS ,,,,						
1. Land titling	75,000.00	Prioritized 2007				
2. Repair of Existing Bldg						
2.1. Guidance/Clinic	300,000.00	Prioritized 2007				
2.2. Bleachers	100, 000.00	100,000.00				
3. Proposed Building & Utilities						
3.1. Pedestrian Pavement	800,000.00		200,000.00	200,000.00	200,000.00	200,000.00
3.2. 2-storey Admin Bldg	5,000,000.00	1,000,000.00	1,000,000.00	1,000,000.00	1,000,000.00	1,000,000.00
3.3. Fishpond Dikes/Riprap	1,000,000.00	200,000.00	200,000.00	200,000.00	200,000.00	200,000.00
Grand Total	**6,900,000**	**1,300,000.00**	**1,400,000.00**	**1,400,000.00**	**1,400,000.00**	**1,400,000.00**

PROGRAM/KRA	**Est Cost**	2008	2009	2010	2011	2012
BULAN CAMPUS						
1. Repair of Existing Structures						
a. Social Hall	1,200,000.00	400,000.00	400,000.00	400,000.00	400,000.00	
b. Academics Building	2,000,000.00	400,000.00	400,000.00	400,000.00	400,000.00	400,000.00
c. JICA Building	1,000,000.00	200,000.00	200,000.00	200,000.00	200,000.00	200,000.00
d. Administration Building	500,000.00	200,000.00	300,000.00			
2. Proposed Buildings & Utilities						
a. Library Building	1,500,000.00					1,500,000.00
b. Pedestrian Pavement	800,000.00		200,000.00	200,000.00	200,000.00	200,000.00
c. Water Supply	1,000,000.00			500,000.00	500,000.00	
d. Dormitory						
e. Perimeter Fence	800,000.00		200,000.00	200,000.00	200,000.00	200,000.00
Grand Total	**8,800,000**	**1,200,000.00**	**1,700,000.00**	**1,900,000.00**	**1,900,000.00**	**2,500,000.00**

PROGRAM/KRA	Est Cost	2008	2009	2010	2011	2012
CASTILLA CAMPUS						
1. Land titling	100,000	100,000.00				
2. Repair of Existing Structures						
a. Poultry house	100,000.00	100,000.00				
b. Agri-mechanics Bldg						
c. Social Hall	300,000.00	100,000.00	100,000.00	100,000.00		
d. Men's Dormitory	1,000,000.00	200,000.00	200,000.00	200,000.00	200,000.00	200,000.00
3. Proposed Buildings & Utilities						
a. Feedmill						
b. Additional Poultry/Piggery House						
c. Pedestrian Pavement	400,000.00		100,000.00	100,000.00	100,000.00	100,000.00
d. Perimeter Fence	600,000.00		150,000.00	150,000.00	150,000.00	150,000.00
Grand Total	**2,500,000**	**500,000.00**	**550,000.00**	**550,000.00**	**450,000.00**	**450,000.00**

The total funding requirement for main campus is 37,020,000, Castilla-2,500,000, Magallanes-6,900,000 and Bulan-8,800,000 or a grand total of P55,220,000 for the four campuses. The source of funds for these priority infrastructure and utilities projects will be coming from the special trust fund or capital outlay as approved by DBM.

5. Information & Communication Technology Plan

The College envisions to have a fully automated higher education institution in the province, adopting ICT in its essential services such as student registration, faculty loading, scheduling of classes, administrative service delivery –cashiering, human resources, accounting, equipment inventory, procurement, IGP and LAN set up in various administrative offices.

It will pursue innovative internal and external software development, and fund sourcing for ICT development. It also aims to link agencies in record retrieval and online services like: CHED-ECAV, COA-E-NGAS, DBM-GPPB on procurement, and implementation of programs and projects that arises out of CICT- SSC partnership. Priority years of project implementation within the next five years are listed in the table below:

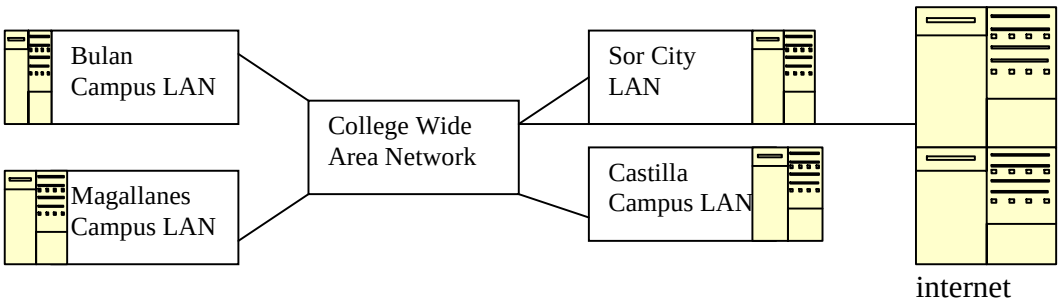
Table 42 . Development of Info System/Funding Requirement and Priority Years of Implementation

Details	Requirements	Estimated Cost('000)	Priority Year of Implementation
Phase I- Assessment of status and needs based on current programs and proposed programs requirement a. Understanding academic environment b. Administrative support c. Requirements/office/standards of ICT d. Human resource capability (ICT personnel) Organization of IS team/ ICT Center	CHED reqt for new programs	2,000	2007-2008 3rd Qtr 2007 2012
Development of IS: 1. Procurement of hardware and software 2. IS development Student Registration Admissions Class Schedule Room Utilization Cashiers Module Library Module Equipment/SO Human Resource Module Outsourcing: 1.Procurement of IS-Online registration, Admissions, Class schedule, room utilization, cashiers system, library, supply inventory, human resources system 2.Training of Teams/modules	Hardware, peopleware & software needs identified Priority IS needs Request submitted for BAC/Admin action.	1,500 P1,500	4th Qtr 2007 2008-2010 2008 2008
Trainings on Network Administration /tutorials on outsourced programs	Training proposal approved, memo issued	50 (package included for outsourced programs)	2nd Qtr 2008
Trial run		50	2nd Sem 2008-2009
Evaluation		20	March 2009
Improvements (debugging)		200	
Contingencies			
Phase II-			
1. Web development (interactive services)	Stage 3	200	2009
2. LAN/WAN, internet connectivity 4 campuses including libraries	Approved proposals, requests	300	2009-2010
Total		4,320	

An ICT center will be established in the main campus to cater all ICT concerns of the four campuses, including the instructional needs for the implementation of proposed programs – BS Computer Engineering. Table below lists the financial requirements for hardware acquisition to implement the ICT plan for the next five years.

Table 43. Funding Requirement for Hardware Acquisition

Item	Required					Specifications	Estimated Cost	Remarks
	Year 1	Year 2	Year 3	Year 4	Year 5			
Server	2	2	2	2	2		750000	
Desktop	30					Pentium iv, 2.4Ghz	1200000	
Notebook Computer	2	2				Compaqpresario Pentium IV, 2.4Ghz 40GB, 256MB, RAM USB, CDRW,DVD	150000	
Laser Printer	3					HP1200	20000	
Dot matrix	2						10000	
Scanner							5000	
Hub	3					3com SS3dual speed 24ports stackable, 10/100Mbps	20000	
Print Server Port Switch	10 3					 24ports	5,000 45,000	
Ethernet repeaters	2						8,000	
Ehternet Transceivers	2						8,000	
Modem	12						180,000	
Router	3						75,000	
UPS	5						90,000	
AVRs	30						450,000	
Total							3016000	



The SSC Network Plan

6. Research & Development and Extension Services

The RDE agenda hopes to address the mediocrity in research and development efforts of the College. Particular problem areas are the capability of faculty to do scholarly researches and the research facilities. Specifically, a good research agenda according to Ables must first address the following:

1. The faculty to develop specialization in the disciplines, especially the basic sciences that usually provides good grounding in theory and research methods.
2. Teaching load is reduced of those with approved research projects.
3. Up-to-date reading materials and an electronic retrieval system are available in the library,
4. A system of external review and public presentation in seminars of research proposals and research reports (prior to publication) is in place at program or campus level.
5. Departmental and staff meetings are held regularly to update each member about progress of work in the different projects, iron out problems, or plan new projects.
6. Lecture series for researchers and eminent professors in the humanities and the sciences provide venue for demonstrating research approaches and critical thinking which is crucial in a research culture.
7. Faculty members are invited to deliver papers in national and regional conferences and seminars in their area of specialization.
8. Researchers receive regional/national awards for research accomplishments.
9. Publications count heavily in promotions.
10. Research manuscripts are circulated for comment and presented in seminars prior to publication.
11. Requests for solving technological problems from LGUs, business and industry come with funding offers.
12. Computerized processing of research data, including statistical analysis, is available in-house.
13. A statistician with advanced training in statistics provides assistance and guidance to researchers.
14. The research articles of the faculty are cited in research publications outside the institution.

15. The institution is invited to submit research proposals for funding by grant-giving agencies. to send paper presentors to regional or national conferences, or papers for publication.

The Research Capability Plan

1. Send young faculty members for graduate studies in universities known for strength in particular research fields.
2. Give encouragement and funding support to the faculty members who have good research training and are inclined to do research.
3. Subject research policies and procedures to review by an ad hoc faculty committee.

4. Upgrade capability of library computers for internet retrieval of research material.
5. Invite research experts to discuss relevant research topics at least once a semester.
6. Organize a field trip per discipline (e.g., engineering) to visit a research university (e.g., UPLB College of Engineering) once a semester.
7. Attend meetings of research consortium in the region and send participants to regional research conferences, exhibits and symposia.
8. Establish a system of information-dissemination by requiring those who have attended seminars and conferences outside to give an in-house echo presentation upon return..
9. Have an external evaluation of completed research, theses and dissertations that have been submitted to the Graduate School.
10. Evaluate the process and procedure for the conduct of master's theses and doctoral dissertations, including composition of committees, honoraria, final oral examination, and student's obligations.
11. Add a one-unit graduate seminar for the public presentation of theses and dissertations, before and after the research is conducted.
12. Put up a competitive thesis and dissertation grants program for deserving graduate students.
13. Give awards to outstanding faculty and student researchers every year.
14. Institute an incentive program for the faculty to publish patterned after the U.P. System Creative and Scholarly Research Program.

Table 44. Priority RDE Programs and Funding Requirement

Particulars	2008	2009	2010	2011	2012	Totals
RESEARCH						
1.Capability Building	200000		300,000	300,000	200,000	1,300,000
2.Research Generation	600,000		750,000	750,000	850000	3,600,000
3. Dissemination publication	50000		100,000	100,000	200,000	1,000,000
4. Incentive Program	200000		200,000	200,000	300,000	1,100,000
5. Linkages	77000		100,000	100,000	100,000	420,000
Total	1,017,000		1,500,000	1,500,000	1,650,000	7,420,000
Particulars	2008	2009	2010	2011	2012	Totals

EXTENSION						
1. Capability Building	100,000	100,000	100000	66,000	75,000	307,000
2. Technology transfer/project implementation	400,000	400,000	400,000	500,000	500,000	1,900,000
3. Dissemination publication	50000	50,000	50,000	50,000	50,000	50,000
4. Incentive Program	20,000	30,000	40,000	50,000	60,000	200,000
5. Linkages	50,000	50,000	50,000	50,000	50,000	250,000
Total	620,000	630,000	640,000	716,000	735,000	2,707,000

For sustained growth in RDE of the College, increase of funding for research and extension services by at least 10% is necessary. Provision for creating network for publication of completed researches to refereed journals should be top priority in RDE in the next five years.

7. Income and Production

The College Income Generating Strategy would involve implementation of income resource generation manual which spells out the procedures for operating viable projects that really generate income to augment dwindling or zero MOOE from the national government. The income resource generation council will screen proposals for implementation. Identified IGPs is expected to increase College income by at least 10% for maintenance of facilities and hands on equipment of the College.

8. Work and Financial Plan

Sorsogon State College has a working budget of 75M in 2006. Part of the increases in the 2006 budget was attributed to the retirement gratuity and an increase in investment outlay in the amount of 1.6million. Normative funding is continuously being implemented by DBM. . SUcs therefore are forced to increase tuition and other fees to augment income. Based from the campus estimates in enrolment, within five years a total of 10,363 or 50% increase in enrolment in SSC for its combined proposed and existing programs. The College will have 37 degree program by 2012 with a total income of P307,276,929 (Tuition Fee, Fiduciary Fee, PDF and Laboratory Fees, combined): It is projected to fund the major strategies for development of the college. Particularly, curriculum development, infrastructure development, modernization of facilities, 555 strategies for library development, 100 free tuition for agri-fisheries courses, mass deployment for scholarships and study of faculty and personnel and intensified RDE, and advocacy programs for managing change in the environment: climate change, sustainable development and the concerns for poverty reduction in the most depressed areas.

Table 45. Projected Enrolment Per Campus

Campus	2008	2009	2010	2011	2012
Graduate Sch	200	200	220	225	250
Main	4310	4950	5690	5930	6090
Bulan	1431	1687	2102	2627	3097
Castilla	130	210	225	250	306
Magallanes	215	300	405	540	620
Total	6286	7347	8642	9570	10363

Table 46. PROJECTED ENROLMENT AND INCOME

	PROJECTED ENROLMENT					PROJECTED INCOME				
Campuses	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Sorsogon	4310	4950	5690	5930	6090	13428	25560	36018	37566	43848
Bulan	1431	1687	2102	2627	3097	7591	11350	16550	19511	22298
Castilla	130	210	225	250	306	585	1134	1606.5	1575	2203
Magallanes	215	300	405	540	620	833	1,107	1,485	1,836	2,052
Graduate Sch.	200	200	220	225	250	1,200	1,200	1,320	1,350	1,500
Totals:	**6286**	**7347**	**8642**	**9572**	**10363**	**22437**	**39151**	**55660**	**60488**	**70401**

*existing and new programs

Table 47. Total Projected Income from Tuition and other Fees

Fund	2008		2009		2010		2011		2012		TOTAL
Source	Enrolment	Income	Enrol Ment	Inome	Enrol Ment	Income	Enrolment	Income	Enrolment	Income	
Tuition Fee		22437000		39151000		55660000		60488000		70401000	248137000
Fiduciary											
PDF		6286000		7347000		8647000		9575000		10363000	42218000
Lab Fee		2514400		2938800		3458800		3828800		4145200	16886000
Total	6286	31,237,400	7,347	49,436,800	8,647	67,765,800	9,572	73,891,800	10,363	84,909,200	307,276,929

Notes: Physical Facilities Fund is P500/sem, Laboratory fees is fixed at P200/student/semester

Table 48 Summary of Priority Programs/Projects and Funding Requirements

Priority Projects	2008	2009	2010	2011	2012	Total
Physical Facilities Devt	9000000	9870000	11850000	10750000	13850000	55,320,000
ICT Devt/hardware/software	3606000	1500000	200000	2,020,000		7,326,000
Faculty Hiring	3115072	2336304	3309764	1557536	2141612	12,460,288
Faculty Devt Plan						
Scholarships/Assistance	600,000	600,000	600,000	600,000	600,000	3,000,000
Immersion/Seminars	300,000	310,000	310,000	310,000	320,000	1,550,000
Library Development	1,267,800	1,267,800	1,267,800	1,267,800	1,267,800	6,339,000
Curricula & Programs	900,000	900,000	900,000	900,000	300,000	3,900,000
Placement Programs	600000	600000	600000	600000	600000	3,000,000
Student Development	600,000	600,000	600,000	600,000	600,000	3,000,000
Subsidy for 100 Scholars	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	5,000,000
Research & Devt.	1017000	1400000	1500000	1500000	1650000	7,067,000
Extension Services	620000	630000	640000	716000	735000	3,341,000
Production						
Linkages						
Grand Total	22,625,872	21,014,104	22,777,564	21,821,336	23,064,412	111,303,288

CHAPTER 7. PLAN IMPLEMENTATION, MONITORING AND EVALUATION

This medium term development plan will be implemented with the Planning and Review Executive Board as the Technical Working Group tasked to prepare and monitor projects, programs and activities relating to instruction, research, extension and the areas on production.

The individual campuses will generate its own plan of action based on the approved medium term development plan for specific actions. Said plan of actions will be monitored monthly to see if targets within the time frame were accomplished; or presence of problems and deficiencies for possible action.

The institutionalized monitorinig and evaluation system being utilized by the college will be strengthened through the use of internet facilities for easy retrieval and efficient data banking of databases and other information of the College.

The identified gaps on the following area below are crucial in the assessment of institutional performance of the college which this plan would like to address within the five year period:

- **Record of employment generated by SSC-** tracer studies of SSC graduates are ongoing. It is expected that within planned period, records will show that SSC have reduced poverty level by providing productive employment and productive pool of human resources to the industries.

- **Matching of skills and knowledge**- the five year knowledge/skills by each SSC graduates should have answered the needs of the province and beyond;

- **Academic performance in licensure examinations-** passing average should have been above par or the national passing average.

- **Research and Development & Extension Services-** should have played a major role in boosting agri-fishery and technology-based productivity of Sorsoganons. It should also collaborate for promotion and implementation of advocacy programs: poverty reduction, GAD, mitigating the problems brought about by climate change.

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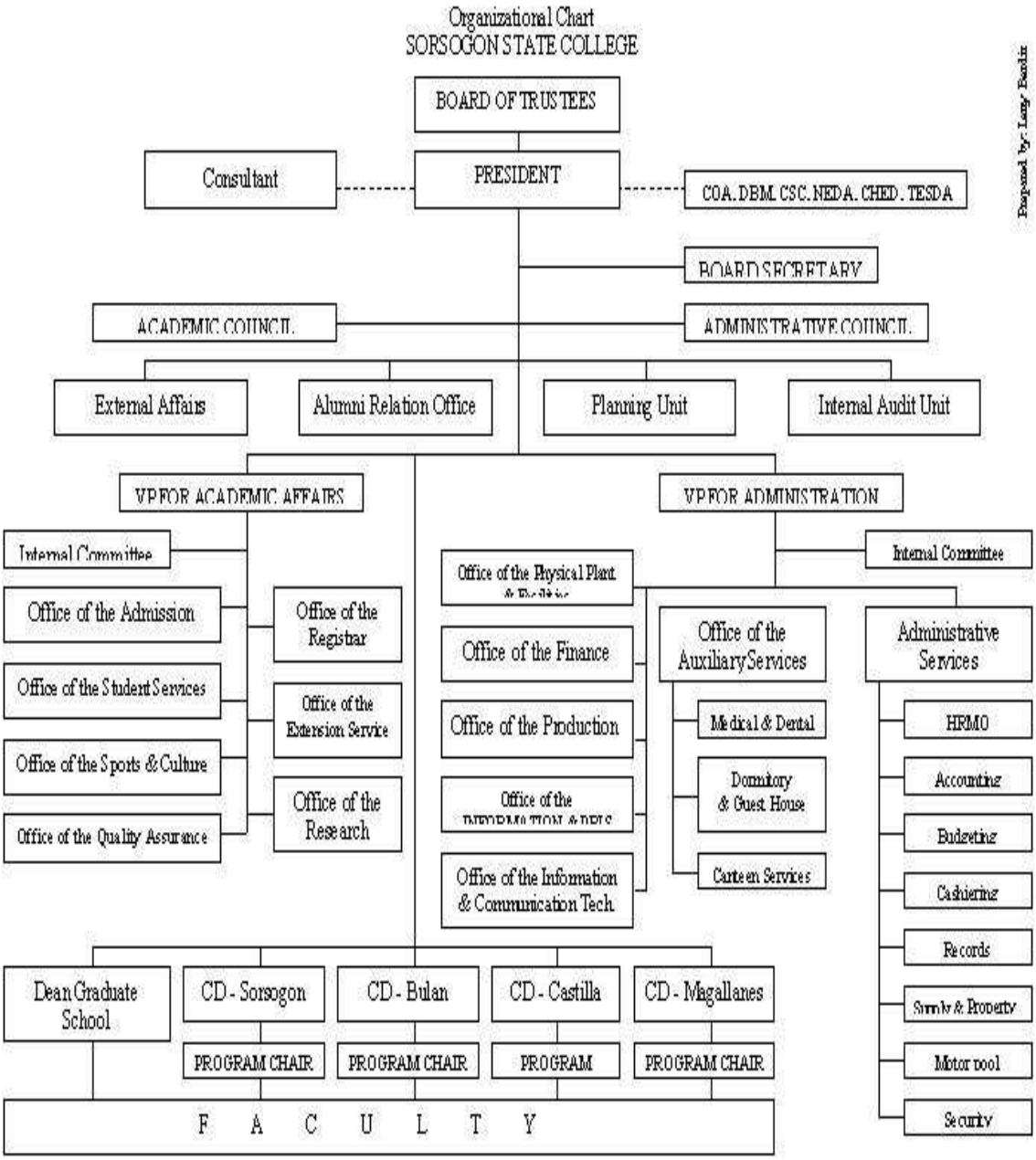
- **100% of the SSC personnel and students are empowered**

Appendix A ORGANIZATIONAL STRUCTURE.



Appendix B. SWOT ANALYSIS

STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
External Factors: Strategic location Supportive LGUs Strong political will **Internal Factors** Instruction: 1. Strong demand for BT 2. Sufficient number of qualified faculty receptive to change. 3.NO proliferation/duplication of programs; 4.Priorities are consistent with national/regional thrusts 5. IT literate personnel Research & Development .1. Qualified faculty to undertake research/ext services 2. Vast areas for research 3. Presence of incentives for research Extension 1. Strong extension services 2. Supportive LGU and community Production 1. Strong capability for research production Interface. Others: 1. Standard school site 2. Stable income resources (lab, IIF, PDF) 3. Well-established operational policies 4. Adequate water/power supply 5. perceived as "better than a year ago" by personnel & students	**External Factor** • Proliferation of teacher training & admin programs in the region • Low enrolment in agric and fisheries, natural sciences • Mismatch of graduates and industry needs **Internal Factors** Instruction 1. Weak faculty development program 2. Heavy Faculty loading 3. Specializations of highly qualified faculty not in line with their MA/MS/PhD 4. Low performance in civil engineering, agric and fisheries licensure exams. 5. Poor library services, insufficient, old book 6. Only 1-2 tracer studies conducted for graduates 7. Lack of state-of-the arts facilities Research & Development 1. Few faculty engage in research services 2. unpublished researches in referred journals 3. no research culture 4. no advanced technologies generated from R & D Extension Services 1. Few faculty engage in extension services 2. success stories in extension not peer reviewed or published in refereed journals ProductionNo viability study on IGP Limited industry linkages	**External Factors** • Wide & accessible service area from Samar to Masbate. • Young population of service area at AGR 2.6% • Education conscious populace • Available necessities for development; excellence water sources, up to date technologies, equipt, banks. • Rich economic potential on agriculture, fisheries, trade and commerce. • Supportive political leadersGOs/NGOs/alumni, parents and students • Vast channels for collaborations for research and extension. • Available facilities for hands-on training • Increased scholarship grants for faculty/staff training in each discipline • Presence of research incentives • Low tuition fee among higher educ institutions in the province.	1. High rate of population under the poverty line reducing capability of parents to send children to College. 2. Scarce employment opportunities and high underemployment triggering migration to urban centers. 3. implementation of normative funding scheme for SUCs 4. Competitors with modern facilities at comparative cost 5. Natural calamities 6.Restrictive government policies. -rationalization of higher education program offerings -one town one product policy

Appendix C. CAMPUS PLANS

APPENDIX D. RESULT of SURVEY
A STUDY OF EDUCATIONAL AND TRAINING NEEDS OF DONSOL
Executive Summary

Initially planned as a survey of educational and training needs of Donsol, Sorsogon, in anticipation of the proposed integration of the Donsol Vocational High School, the study was broadened to include, in addition to the survey results, analysis of historical documents and economic and demographic data. The study concludes that integrating the DVHS is not advisable at this time, and that what Donsol needs is vocational-technical training for its out-of-school youth. The paper ends by suggesting policy guidelines and a procedure that SSC may adopt as institutional response in dealing administratively with future external demands.

PART ONE: RATIONALE AND SCOPE

Establishing an educational institution, be it a college, a university or even a branch campus, would require tremendous infusion of resources – financial, human, and material – as well as a commitment to learning. That is, if quality education is the intended goal. Careful and systematic planning, therefore, usually precedes the actual presentation and adoption of the idea. The process also necessitates consultation and linking with relevant organizations to gain support and thus pave the way for acceptance and smooth functioning of the institution. Usually, the proposal takes the form of a feasibility study that reflects extensive, holistic and long-range considerations.

When the Sangguniang Bayan of Donsol, Sorsogon, passed a resolution on Jan. 30, 2006 creating the Donsol Polytechnic College, it defined the objective as to "alleviate the socio-economic status of its constituents" particularly the out-of-school youth; it did not make mention of a feasibility study.

The 3rd class municipality of Donsol ranks 7th in population among the municipalities of Sorsogon Province. Located 67 km west of the provincial capital, and 48 km from Legazpi City, it has direct land routes to Legazpi due to its proximity to the latter, which perhaps explains why Donsolanons prefer to attend college in Legazpi than in Sorsogon. Donsol is one of eight municipalities in the province that do not have a tertiary school.

To put the study in context, the Research Team asked the question, should a publicly-supported college be established in Donsol? A more practical question is, would establishing a college alleviate the plight of out-of-school youth? Or, granting that an educational approach to enhance development of Donsol would be the most appropriate, what kind of education and training should be offered in Donsol?

Addressing these questions, the study describes: (a) the ordinances and resolutions related to the move to integrate a high school as a branch campus of the Sorsogon State College; (b) data pertaining to the economic and geographic features of Donsol, and (c) the results of a questionnaire survey of educational and training needs. Finally, this paper offers guidelines and procedures that may be used by SSC in responding systematically to future

demands for its services and, in the process, insure viability, sustainability and academic quality.

Statement of Objectives

Originally, the study focused on the following objectives:

1. To **describe** the socio-economic condition of the service area as setting for educational and training programs.
2. To **determine** the potential clientele and their perceived educational and training needs.
3. To **assess** the data and **recommend** the most feasible, most beneficial, viable and sustainable program offerings for the locality at least for the next five years.

Broadened Scope

As information became available to the Research Team, it was decided that the study should have a broader scope. The seemingly simple case of the Donsol Municipal Council creating a polytechnic college, or that of integrating a high school under DepEd into the chartered Sorsogon State College could have far-reaching implications. First, from a development perspective, would creating a college propel the development of a community? Second, should SSC pursue integration of DVHS?. Third, what lessons can SSC draw from the experience? The broader scope would be more useful to SSC, not only for designing programs and projects but also for policy and management.

PART TWO: ANALYSIS OF DOCUMENTS

From "Creation" to "Integration"

It all started from the resolution of the Sangguniang Bayan of Donsol passed on Jan. 30, 2006 which provided that a Donsol Polytechnic College would be created, and this would be temporarily housed in the Donsol Vocational High School which is located about one km northeast of the town proper. The physical arrangement would be governed by a memorandum of agreement to be signed by the Department of Education, the Municipal Council and the Commission on Higher Education. The resolution further stipulated that funding would come from tuition fees, subsidy from the LGU and from NGU (sic, non-government organizations). The resolution was passed unanimously and approved by the Municipal Mayor.

On March 13, 2006, the Sangguniang Panlalawigan of Sorsogon passed a resolution approving the proposed creation of the Donsol Polytechnic College, with cautionary comments about its sustainability, feasibility and legal basis. Responding to the report from the proponents of Donsol that the Sorsogon State College was "interested in putting up a Donsol campus, the Sangguniang Panlalawigan suggested in the same resolution that the proponents "pursue" this tack "vigorously."

At its May 31, 2006 meeting, the Sorsogon State College Board of Trustees passed a resolution approving the integration of the Donsol Vocational High School into SSC and authorizing the SSC President "to represent it in all transactions involving the integration."

Dated July 4, 2006 was a communication from the Region V Director of DepEd who wrote that "the jurisdictional authority of the Department of Education over this school should be maintained," thus objecting to the proposed integration. This position was duly endorsed by the Schools Division Superintendent of Sorsogon.

Notwithstanding this communication from the DepEd Regional Director, the Sangguniang Bayan of Donsol ratified a resolution on July 31, 2006,"signifying willingness of the Local Government Unit of Donsol, Sorsogon to integrate the Donsol Vocational High School to Sorsogon State College as one of its campuses."

In an endorsement-communication of the Regional Director, DepEd Region V, dated Nov. 24, 2006, the Director again expressed "strong objection" to the proposed integration of Donsol Vocational High School with Sorsogon State College, citing among other reasons, consequent dislocation of students and teachers. The Regional Director suggested that SSC and the LGU "establish a separate tertiary technical vocational school instead of integrating a DepEd-operated school."

In the succeeding section can be found a brief historical note about the Donsol Vocational High School, the subject of the proposed integration.

The Donsol Vocational High School

According to the Principal's records, RA 6270 created the Donsol Vocational High School) in 1977 and pending donation of a site, the school was temporarily hosted by the Donsol National Comprehensive High School in the town proper. The school started with Arsenio G. Aban as principal, three teachers, five support staff, and fifty students. In keeping with its name, the high school program centered on vocational agriculture along with supervised farming.

A year after, through the efforts of the Municipality of Donsol, an area of 17,939 sq m located at Tupas, Donsol, was donated and this served as the permanent site. The first graduation ceremony took place in 1981 when 44 students completed four years of high school education.

In 1985, the vocational agriculture curriculum was phased out and replaced with vocational education. Practical arts subjects such as electricity, building construction, welding and fabrication, food trades and garments technology were introduced.

In 1988, two-year post-secondary courses were started. These included electrical technology and garments technology. Community acceptance was shown by the influx of enrollees and this led to the establishment of an extension campus in Gimagaan in 1989.

Another extension school was organized in Gogon, another barangay of Donsol. The operation of post-secondary education ran smoothly until 2001 when the attention of the principal was called by the DECS to the Republic Act passed in 1994 which put all vocational training under the supervision of the Technical Education Skills Development Authority (TESDA). Thus, the post- secondary offerings were discontinued and the school

shifted back to basic education. The last batch of graduates of the post-secondary program finished in 2004.

Table 1. Enrollment data of Donsol Vocational High School (Data furnished by the Principal).

School Year	No. of Students High School Department	No. of Students College Department			TOTAL
		Electrical	Garments	Civil Tech.	
1977-1978	50				50
1978-1979	92				92
1979-1980	133				133
1980-1981	183				183
1981-1982	197				197
1982-1983	207				207
1983-1984	212				212
1984-1985	217				217
1985-1986	210				210
1986-1987	218				218
1987-1988	216	12	5		233
1988-1989	242	27	9		278
1989-1990	245	31	16		292
1990-1991	241	36	18	14	309
1991-1992	248	65	19	25	357
1992-1993	249	54	14	32	349
1993-1994	245	83	22	14	364
1994-1995	241	100	26		367
1995-1996	246	88	29		363
1996-1997	243	105	12		360
1997-1998	249	145	16		410
1998-1999	244	175	25		444
1999-2000	246	152	34		432
2000-2001	248	182	52		482
2001-2002	246	189	51		486
2002-2003	272	150	41		463
2003-2004	287	64	18		369
2004-2005	264				264
2005-2006	266				266
2006-2007	274				274

As Table 1 shows, enrollment in the Donsol Vocational High School was high when the post-secondary courses were offered. But after phasing out of the two-year technical

courses, enrollment went down. No other school took over the offering of post-secondary technical courses in the municipality.

The Donsol Vocational High School is currently headed by Armando R. Galit, Principal. Including those in the extension campuses at Gogon and Gimagaan, the school has a total of 22 teachers and 14 non-teaching personnel. Table 2 contains data on all the employees.

D. Table 2. Data on DVHS employees.(Furnished by the Principal)

Name of Employee	Educational Qualification	Position Title	Eligibility	Years in Service
A. R. GALIT	MAEd/Ed D. 48 units	SSP -1	PBET	28
A. R. PESIRO	BSIE/ 21 units in MA	SSHT	RA 6850	25
L. B. VENUS	BS Acctng.	AO IV	CSE	19
R.C. AVISO	BS Nursing	RH-Nurse	Nursing Board	19
L. C. PERALTA	BS Lib. Sci.	Sch. Lib. I	CSTE	34
R.L RAZO	BSE	AO I	RA 6850	26
N.O CASTRO	BSC	Adm. Ass. I	CSC Prof.	29
N.A ONDEVILLA	BSC	Sr. Bookkeeper	CSC Prof.	22
T.P POLO	Col. Level	Adm. Aide	CSC Sub Prof.	21
E. M CADAG	HS Grad.	Sec. Guard	PD 807	21
J.R. MALTO	Col. Level	Sec. Guard	PD 807	29
EP HERNANDEZ	BSBA	Sec. Guard	PD 807	21
C.R. OMBAO	Col. Level	Sec. Guard	PD 807	9
M.A. BRIONES	HS Grad.	Adm. Aide	None	13
C.A. HERNANDEZ	BSE-HE/MA Units	MT II	PBET	29
M.N. LIM	BSA/18 Units Educ./27 Units MA	MT II	PBET	29
E.P BRIONES	BSE/42 MA Units	Teach. III	PBET	10
MO. GERONEMO	BSE/36 MA Units	Teach III	PBET	28
S.G. ESCORSA	AB/18 Units Ed./36 units MA	Teach III	PBET	28
F. A.MENDIOLA	BSA/18 Units Ed./21 Units MA	Teach III	PBET	25
E. F. TOLOSA	BSE/15 Units MA	Teach. III	PBET	28
L. C. LIORANDO	BSIE	Teach. I	LET	7
C.V. BRIONES	BSE/18 Units MA	Teach II	PBET	11
S.M ABITRIA	BSIE	Teach. I	PBET	10
R. A. TOCA	BSE	Teach II	LET	8
L.O CADAG	BSE/MA units	MT I	PBET	25
D.A. ALCARAS	BSE/MA 33 Units	Teach. III	PBET	12

L.P AQUINO	BSIE/MA 36 Units MA	Teach. II	PBET	10
L. A. NEGRITE	BSE/MAEd.	Teach. III	PBET	5
N.N TOCA	BSE	Teach. I	LET	3
A.A. BRIONES	BSA/18 Units Ed. MA Equivalent	MT I	PBET	28
T. A. BRIONES	BSE	MT I	PBET	29
Ma. L. NATO	BSIE	Teach. I	PBET	10
E.C. RICO	BSIE	Teach. I	LET	7
E.C. MACANDOG	BSE	Teach. I	PBET	7
S.C. AVERILLA	BSE/36 Units MA	Teach. II	LET	5

Only one teacher has the master's degree, although 16 others have earned graduate units in Education. The present ratio of teaching to non-teaching personnel, 1:2, of Donsol Vocational High School exceeds the established norm.

PART THREE: THE MUNICIPAL SETTING

The data in this section of the report all came from the Provincial Planning and Development Office, Sorsogon Provincial Capitol, except for the reclassification data which was furnished by the Office of Budget and Management, Provincial Capitol.

Location

Donsol lies at the westernmost end of the province of Sorsogon and occupies a total of 14,000 ha, 9,000 of which is devoted to agriculture. From the capital city of Sorsogon, Donsol is 67 km and from Legazpi City. 48 km. Made famous by the *butanding* or whale shark, it is a tourist destination during the months of February to May.

Geography

The topography of Donsol is described as moderately rugged to undulating terrain. The range of mountains and hills causes the road to zigzag uphill and downhill once the motorist leaves the Maharlika Highway in Putiao, a sitio of Pilar.

Limestone and pyroclastic formations dominate the soil layer. Lime, clay and carbonate minerals are present.

Natural resources

Legend has it that migrants from Albay, fleeing from the destructive eruption of Mt. Mayon, settled in the area and were known as *Miraya* because of the language they spoke. A small group of *Agta*, living in the hills of Donsol, are claiming that their tribesmen were the original inhabitants and the territory their "ancestral domain."

Of Donsol's 51 barangays, 33 are inland, 18 coastal. The predominant occupation of coastal barangays is fishing. Agricultural crops include mostly coconut and rice, accounting

for six copra buying stations and three rice mills. As in any mountainous area, corn and root crops are also planted.

Priority infrastucture projects of the government include road construction, mangrove rehabilitation and conservation of fish and wildlife sanctuaries.

Population and Livelihood

The 51 barangays of Donsol have a total population estimated at 47,000 in 2006, the 7th largest municipality in the province. Due to out-migration to Legazpi, Manila or abroad, the population has been observed to be declining since 2000.

In six barangays, malnourished children tallied at 28-48 percent.

Of the labor group, unemployment is estimated at 52 per cent. Employment was reported to be in the following occupations: as teachers in government schools, as local government employees, self-employed, salesladies, OFWs, housemaids, etc.

Other sources of livelihood particularly of the self-employed are the following industries: making of nipa shingles, *balagon* crafts, wood furniture making, fish processing, abaca weaving. In 12 barangays, there were 3,641 fishermen using 1,081 boats.

Tourism, particularly *butanding* interaction, has involved the following: 56 boat operators, 26 BIOs spotters, 2 resort owners, 202 tricycle and motorbike drivers, 28 Filcab drivers, and a number of carinderia operators. In 2004, a total of 2,165 guests were registered as tourists who came for the *butanding* interaction; estimated tourism income of the municipality was placed at PhP561,650.

In 2003, Donsol placed third in revenue collection in the province, garnering a total collection of PhP34.186M. The Budget Office in the Provincial Capitol provided the Research Team with a reclassification of the municipalities of Sorogton based on the average annual income for three years, 2000-2003 which for Donsol was PhP31,965,000, making Donsol a 3rd class municipality effective July 2005.

Communication Facilities

In 2004, the profile of Donsol showed that there were two telephone calling stations (Digitel and Bayantel) but no telephone system and hence no internet access on a commercial scale. Two cell sites (Smart and Globe) provide mobile telephone access. There is one FM station and one cable tv provider.

Educational institutions

Schooling up to high school is provided by DepEd. At the secondary level, the National Comprehensive High School in the center of town is the biggest

PART FOUR: THE QUESTIONNAIRE SURVEY

Methodology

Three questionnaires were designed, pre-tested and administered separately to students, parents and key informants. Ten high schools were targeted as venue for the survey of fourth-year students in Donsol and nearby Pilar schools. The key informants all came from the municipal government compound in Donsol.

The Slovin's formula was used to determine the sample size of student respondents, while purposive sampling was used to select the parents and key informants.

Questionnaires were distributed to 308 students, but only 261 of these were retrieved. The same number of parents was targeted, but only 119 were collected from the parents. Only 16 key informants' questionnaires were gathered, although 44 were distributed.

The survey was conducted in September 2006, just before super-typhoon Milenyo hit Sorsogon Province.

Table 3. Students' interest to enroll.

Responses	Number	Percent
Interested	219	84
Not interested	42	16
Total	261	100

Table 4- Distribution of students interested and not interested to enroll in SSC Programs.

Name of High School	No. of student interested to enroll	No. of student not interested to enroll	Total	% Interested to enroll
Abucay HS	32	3	35	91.4
Pilar HS	76	7	83	91.6
Manuel T. Sia	0	5	5	0.0
DonsolComprsive HS	70	27	97	72.2
Sta. Cruz HS	18	0	18	100.0
Donsol Vocational HS	7	0	7	100.0
Gogon Extension HS	10	0	10	100.0
Gimagaan Extn HS	6	0	6	100.0
Total	219	42	261	83.9

Students' Responses

To the question whether the students were interested to enroll in SSC if it offered courses in Donsol, 219 or 84% of the students said Yes, and 42 or 16% said No (Table 3).

The students who said Yes then checked the courses they would take up in SSC-Donsol. Ninety-three students or 42% checked the two-year Computer Education Course, and no other course, whether degree or vocational received as many checks as this one. Computer Science, a degree program, was checked by 78 or 35% of the students. Next came Education, checked by 64 or 29%. Foods, a vocational course was chosen by 41 or 19%. Engineering, a degree course was ticked off by 35 or 16%.

Then came Electronics (a vocational course) with 29, and Entrepreneurship (a degree course) with 27. Please see Table 4 for the complete tabulation of students' responses to this question. It should also be noted that the students were merely asked which of the courses listed in the questionnaire they would be interested to enroll in and were not instructed to rank nor choose either degree or non-degree courses. Multiple responses were thus obtained in the two lists of courses.

As to the students' preferred time schedule, 108 or 49% answered weekdays from 8am to 5pm; 83 or 38% answered Saturday classes from 8am to 5pm and 25 or 11% answered weekdays after 5pm. Three or 2% did not answer the question. This implies that 5o per cent would be full-time students, while the other 50 per cent would be part-time, working students.

Table 4-a. Degree courses ranked according to students' choices.

Degree Courses	No.	Rank
Computer Science	78	1
Education	64	2
Engineering	35	3
Entrepreneurship	27	4
Information Technology	23	5
Architecture	17	6
Agriculture	16	7
Nursing	12	8
Accountancy	7	9
Management	5	10
Fisheries	4	11

AB English	2	13
Hotel and Restaurant Mgt	2	13
Criminology and Peace Security Studies	1	19.5
Mariners	1	19.5
Social Works	1	19.5
Psychology	1	19.5
Audio-visual	1	19.5
Physical Therapy	1	19.5
Pharmacy	1	19.5
Mechanical Technology	1	19.5
Journalism./Mass Communication	1	19.5
Interior Designing	1	19.5
Medicine	1	19.5

- Multiple responses.

Table 4-b. Vocational courses ranked according to students' choices.

Vocational Courses	No.	Rank
2Year Computer Education	93	1
Foods	41	2
Electronics	29	3
Dressmaking	17	4
Architectural Drafting	16	5.5
Automotive	16	5.5
Electricity	9	7
Building Construction	6	8
Registration & Air-conditioning	3	9
Furniture & Cabinet Making	1	10.5
Machine Shop	1	10.5

- Multiple responses.

The top three reasons for wanting to study in SSC –Donsol included: to learn more, low tuition fee and quality education. The responses appear to reflect a predominantly economic or financial motivation (Table 5).

Table 5. Reasons for wanting to enroll.

Reasons	No.	Rank
Want to learn more	119	1
Charges low tuition fee	60	2
Offers quality education	41	3
Can save money if the course is taken in Donsol	38	4
Want to earn more	8	5

Easy to travel, nearer to study	2	6

- Multiple responses.

The 42 respondents who were not interested to enroll in SSC-Donsol gave the following reasons: to study in another school, not enough money for tuition, need to find a job first. (Table 6) (The five students of Manuel Sia High School who answered No to this question should probably not have been included in the survey as the school is located along the Maharlika Highway, about 20 minutes by bus to Legazpi, and can be considered as sampling error.)

Table 6. Reasons for not wanting to enroll.

Reasons	No.	Rank
Want to study in other school	32	1
Don't have enough money for tuition	11	2
Have to find a job first	2	3
Have studied for too long in Donsol & would like to study and go to other places	1	4.5
Studying in SSC is very cheap	1	4.5

- multiple student responses

Parents' Responses

Of the 119 parent-respondents, 93 or 78 per cent expressed interest to enroll their children/relatives in SSC in case it establishes a branch in Donsol, while 26 or 22 per cent did not.

Table 7. Parents' interest to enroll child/relative.

Responses	No.	%
Gusto (Like)	93	78.2
Habo (Don't like)	26	21.8
Total	119	100

Reasons for the negative response included the following: '*Kulang an kuarta ko na pambayad sa tuition*' or lack of finances (19 respondents), '*Gusto ko na maghanap ngo-na nin trabaho*' or 'work first' (7), and '*Gusto ko na mag-eskwela siya sa ibang eskwelahan*' or 'my child should study elsewhere' (5). (Table 8)

Table 8. Reasons for not wanting child/relative to enroll.

Reasons	No.	Rank
Kulang an kwarta ko na pambayad sa tuition	19	1

Gusto ko na maghanap ngo-na siya nin trabaho	7	2
Gusto ko na mag-eskwela siya sa ibang eskwelahan	5	3
Magpapahinga muna	1	4

The 93 parents who had positive inclination to send children or relatives to SSC cited the following reasons: '*Dakol an matitipid ko kun digdi sana sa Donsol mag eskwela*' or savings in schooling (63), '*Án SSC nagtatao ki maray na kalidad nin edukasyon*' or SSC offers quality education (34); and a third reason is, '*Hababa an tuition sa SSC*' or lower tuition (23). The financial or economic justification again surfaced in the parents' responses. (Table 9)

Table 9. Reasons for wanting child/relative to enroll at SSC.

Responses	No.	Rank
Dakol an matitipid ko kun digdi sana sa Donsol	63	1
An SSC nagtatao ki maray na kalidad nin Edukasyon	34	2
Hababa an tuition	23	3
Other reasons:		
Nababantayan an aki	2	4
Habo maparayo an aki	1	5

The parents who were interested to enroll their child/relative in SSC Donsol wanted degree courses to be offered such as Computer Science (51), followed by Education (50) and Entrepreneurship (28). Among the vocational courses, parents chose Foods (34), Dressmaking (24), Electricity (22) and Automotive (21). (Table 10)

Table 10. Courses preferred by parents. (Multiple responses).

Courses	No.	Rank
Degree:		
Computer Science	51	1
Education	50	2
Entrepreneur Ship	28	3
Vocational:		
Foods	34	1
Dressmaking	24	2
Electricity	22	3

Key Informants

The 16 key informants who answered the questionnaire represented various occupations, and included: a school guidance counselor, bookkeeper, policeman, fire marshal, clerk, retired teacher, school principal, municipal councilors (Kagawad), and a member of a civic organization. The open-ended questions and the responses are the following:

1. *For the next 10-20 years, what kind of trained manpower will Donsol need?*

   A majority of the respondents wrote "technical and vocational skills" – implying that the manpower needed in Donsol would have undergone training in technical and vocational education and skilled in the practical arts.

2. *Do you think SSC should provide training for the people of Donsol?*

   All of the respondents answered Yes.

3. *If SSC offers courses in Donsol, what should these be?*

   Consistent with the initial response above, most of the respondents wrote in their questionnaires that Donsol needs skilled manpower with training in technical-vocational courses. Only a few respondents stated that degree programs should be offered in Donsol.

   The six most preferred vocational courses are: two-year computer education, electronics, automotive, machine shop, foods and electricity. The least preferred are refrigeration, dressmaking, and drafting.

   Among the bachelors' degree courses, the order of preference was as follows: agriculture, education, fisheries, computer science, entrepreneurship, information technology, tourism, engineering and foreign language.

4. *Why should these courses be offered?*

   Most of the informants think that these courses should be offered not only to improve the lives of Donsolanons but also due to the fact that there is a great demand for graduates of these courses in the labor market both local and overseas. Besides, these courses are suited to the needs and interests of the people of Donsol.

5. *Where would the enrollees come from?*

   Almost all the informants agreed that the enrollees would come from Donsol and the neighboring town of Pilar, and perhaps from the towns of Monreal and Claveria in Masbate.

6. *Where should these classes be held?*

   All of the informants preferred Donsol Vocational High School as the venue for the classes to be conducted by SSC.

PART FIVE. CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Conclusion

After considering the historical background of the school under study, the economic conditions of Donsol, and the relative preferences by type of respondents, it seems logical to conclude that skills training courses of the non-degree type are what Donsol needs, particularly for the out-of-school youth and high school graduates in the locality. The proximity of Donsol to the educational institutions in Legazpi and the difficulty of establishing a quality institution in a 3rd class municipality are strong arguments why a tertiary level institution should not be established in Donsol at this time.

Implications

This report now focuses on the questions posed in the Introduction.

Issue No. 1: Would creating a college be appropriate for the development of Donsol?

The late Andrew Gonzalez, former secretary of education, wrote:

> *The higher education system of the Philippines is characterized by a large number of institutions (colleges and universities) for the most part privately funded and established to meet the social demand for higher education but largely dysfunctional because of the poor quality of instruction and inadequate training with regard to research, resulting in a mismatch between the country's needs and educational output.* (2004, p. 279)

The mismatch alluded to by Gonzalez refers to the oversupply of degree graduates who are poorly trained or end up being unemployed or underemployed. The economy is not able to absorb the graduates churned out by colleges and universities. In the literature, this has been referred to as 'degree inflation' or 'sheepskin psychosis' or 'diploma disease.' This has occurred particularly in democratic societies with unplanned economic development.

Whereas the need for manpower is only for technical-vocational skills (e.g., for store clerks), and thus sub-baccalaureate, employers are forced to choose from among college graduates because these are available and are willing to work for low pay. This partly explains the exodus to overseas employment by college graduates.

In the same volume where Gonzalez' article appeared, Altbach (2004, p. 19) examined the relationship between industrialization and education of the developed countries in Asia (i.e.., Japan, South Korea and Taiwan) and saw that these countries laid emphasis on basic education which served as source of manpower for the industries. These countries invested very little in higher education and allowed the elite to dominate this level. This only goes to show that higher education is not a necessary ingredient for economic development.

It was a noble act of the Donsol Sangguniang Bayan to move for a tertiary education institution to be established, although seven other towns in the province don't have one. If the neighboring town of Pilar whose population is third in the province does not have a collegiate institution, how could Donsol, with a much smaller population, be justified to have one? Social institutions have to have economic and demographic justification.

All things considered, the idea of establishing a college in Donsol can be viewed as one that has come a little ahead of its time.

Issue No. 2: Should integration of the Donsol Vocational High School be pursued further?

Additional funds are doubtless needed (estimated at P18M) if integration of DVHS is to be pursued. Still, one may ask, should it be the Donsol Vocational High School? In the light of the following points, the answer must perforce be negative:

1. The location and physical distance of the school site from the center of town would limit its accessibility to the low-income families.
2. The teaching staff of the high school would not be readily employable by a college as their training is in basic education.
3. The projected transfer of DVHS teachers will have to be studied in view of the policy that regular positions would only be granted to those who have the master's degree.
4. The instructional facilities would need complete makeover to pave the way for higher education – the library, for example.
5. A new curriculum would have to be put in place. This may warrant the deployment of teaching staff from the main campus, and if these are already overloaded as claimed, where would the emergency teachers come from?
6. The view expressed by the DepEd Regional Director that integration of DVHS would prejudice the community's need for basic education ought to be taken seriously. Bypassing the Regional Director would antagonize the biggest employer of SSC education graduates and engender poor public relations.

Parenthetically, this issue of converting a high school into a collegiate campus is reminiscent of the imbroglio that attended the creation of the Sorsogon State College in 1993 which caused the conversion of excellent and relevant vocational education schools into degree-granting campuses of SSC; the benefits and costs of such conversion/integration are still debatable. Nevertheless, the DepEd is reportedly now taking steps to remedy such losses by reviving vocational education in the public schools.

Recommendations

What lessons can SSC draw from the experience?

Barely 14 years old, SSC has yet to develop its capability to respond to environmental pressures. The demand for SSC presence in Donsol is just a precursor of similar events to come. As the main state-supported higher education institution in the province, it will

continually be subjected to external demands, e.g., for expert services, and for expansion of its academic programs. How should SSC respond to such demands?

Here are a few **policy guidelines** that may be considered:

1. SSC should give priority to projects that serve the needs of the **poor**.
2. Any new program should enhance employment or **job-creation** within the geographical limits of the province.
3. Any new activity should be **relevant** to the indigenous agro-industrial resources and socio-economic concerns of the people of Sorsogon.
4. As much as possible, any new program should bring in additional **funds** and should not cause reduction in the share of resources of the existing units and campuses of SSC.
5. Any new demands for SSC programs or services should be well within the faculty **competence**.

In short, any new projects should pass the criteria of **relevance, sustainability and academic quality.**

As to **procedure**, the following are suggested:

1. Upon receipt of a request (that is not of an emergency nature) from outside SSC, the SSC President shall, without making any prior commitments, **convene** his Academic or Administrative Council to deliberate on the request and to determine its merits and implications. An ad hoc committee or a task force may be formally constituted to study the request. Official **consultation** may be conducted with relevant sectors of the College.
2. Before any eventual decision on the request is made, the issue shall have been **discussed** at the regular meeting of the Administrative or Academic Council.
3. If the request entails policy or additional financial outlay, approval shall be sought from the Governing Board at its regular meeting, but only after a **thorough study**.

The suggested process is premised on **democratic governance**, **collegial participation** and **transparency,** principles that the present leadership of SSC has been known to promote.

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