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Feasibility Study on the Offering of Expanded Tertiary Education, Equivalency and Accreditation Program (ETEEAP) as a Non-Traditional Education in Higher Education in the Philippines

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Abstract

This study assessed the feasibility of implementing the Expanded Tertiary Education, Equivalency, and Accreditation Program (ETEEAP) as a non-traditional education at Kalinga State University. The research utilized a questionnaire checklist to gather data from prospective enrollees, and the results indicated that the program's market viability, technical viability, financial viability, and management viability were favorable. Moreover, participants positively perceived the program, aligning their expectations with its offerings. In conclusion, the study suggests that ETEEAP is feasible as a non-traditional educational approach and holds the potential for success in Kalinga province. Therefore, the university is recommended to offer BA degrees in Political Science and History under the ETEEAP program.

Keywords: *Equivalency and Accreditation, ETEEAP, nontraditional education, Philippines*

Introduction

To provide competent human resource in the Philippines and beyond remains the mandate of higher education institutions in the country. Given the manpower demands from the industries and budgetary resources of universities, rationalization of program offerings become a crucial management concern. According to Winters (2014), as budgets become increasingly strained with every passing year, higher education institutions are turning to market research firms to investigate the viability of their current and potential academic programs. Many institutions require feasibility research as part of the program approval process and for good reason.

Also, the Commission of Higher Education requires feasibility study on proposed program offering. Hofstrand, and Clause (2009) stressed that the basic premise of a feasibility study is to determine the potential for success of a proposed business venture. Considering academic programs, Balingbing (2014) claimed that the world needs to offer educational programs that will prove to be beneficial for the society.

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Aristotle in his *Nichomachean Ethics* famously said, “For the things we have to learn before we can do them, we learn by doing them.” This statement captures what other experiential theorists (such as Dewey, Lewin, Piaget, and Kolb to name a few) have been proposing, and emphasizes the value of learning from experience. David Kolb, the proponent of experiential learning theory, formally defined learning as “the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience. (1984, p. 41)” In other words, this perspective claims that true learning occurs when people are able to translate their experience into knowledge and apply this knowledge appropriately.

This concept however still appears to clash with standard practices implemented in well-instituted systems, one of these being the rigid educational system followed in most countries all over the world. In the Philippines (which is the setting of the current study), this imperial learning system is the traditional classroom and lecture type of teaching. However, a reason exists for the prevalence of this centuries-old system. Alethea Florido (2012) for example asserts that the country’s history of deprivation pushed people’s high regard for formal education. It has become a common belief that to raise one’s socioeconomic status, it is necessary to (1) land a job; (2) get a promotion; and (3) acquire retention. In order to land a good job, one must preferably possess a diploma from an accredited learning institution, and such a diploma can only be gained through formal education.

However, contemporary education has cracked the misconception that formal classroom learning is superior (Benamer et. al, 2012). Experiential learning has steadily gathered more attention and acknowledgment over the years, usually manifested through the presence of Recognition of Prior Learning (RPL) programs in universities and other educational institutions. In the United Kingdom alone, Accreditation of Prior Experiential Learning (APEL) has been gaining popularity. This program ensures that people who were able to gain skills through practical experience and not through the usual formal schooling can gain credit for these skills and abilities (University of London, 2017). Through this process, people who have acquired professional experience can get official recognition and thus use this certification to proceed to any higher educational program, wherein it is equivalent to the standard diploma or national certificate. These measures were borne out of a need to provide individuals with proven competence access to opportunities that will prepare them for higher value jobs required for achieving global competitiveness, advancing strategic concerns of the State and promoting sustainable development.

A similar program also exists in other countries and is known by many different names. Some call it Accreditation of Prior Learning (APL), some Crediting Current Competence (CCC), and Prior Learning Assessment and Recognition (PLAR) in Canada, also known as Recognition of Current Competence (RCC). The proliferation of these programs goes to show that there are much better determinants of learning other than the traditional classroom. One factor that pre-eminently

processes learning is experience, and this is what the concept of experiential learning is founded upon. With the different Philippine laws and regulations apropos to education, challenges had pushed innovative efforts to address existing problems. Section 1, Article XIV of the 1987 constitution demands that “The State shall promote and protect the rights of all citizens to quality education at all level and shall take appropriate steps to make such education available to all”. Furthermore, Section 2 postulates that “The State shall establish, maintain, and support a complete, adequate and integrated system of education relevant to the needs of the people and society and, that the State shall encourage non-formal, informal and indigenous learning systems, as well as self-learning, independent and out-of-school study programs particularly those that respond to community needs”. This had been a good ground to anchor the conception of Executive Order 330, dated May 10, 1996, adopting the Expanded Tertiary Education Equivalency and Accreditation Program as an integral part of the educational system. This is to provide opportunity to proven competent Filipinos with enough relevant experiential learning acquired from work and high level, non-formal training to procure education comparable to the formal-conventional system. This program is similar to the RPL schemes set up overseas.

In 2009, the Philippine Commission on Higher Education released Memorandum No. 8, in accordance with Executive Order 330, anchored on Article XIV of the 1987 Constitution. This memorandum declared revised policies and guidelines for the Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP). According to the Commission on Higher Education Memorandum Number 8 Series of 2009, the Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP) is defined as a comprehensive program of identifying, assessing, validating, and assigning equivalent college-level learning for prior learning from formal, non-formal and informal training and relevant work experiences toward the final granting of appropriate academic degree.

The Kalinga State University is applying to be deputized by CHED to offer ETEEAP. Two programs namely: Bachelor of Arts in History (BA History) and Bachelor of Arts in Political Science (BA PolSci) are being applied for the said program. These courses are Level 3 Accredited by the Accreditation Agency of Chartered Colleges and Universities in the Philippines (AACUP). Beaudin and Quick (1995) presented three major experiential learning categories which were used as theoretical basis for the university application for ETEEAP:

- (1) Field-based experiences working with professional practitioners;
- (2) Prior learning assessment credits through equivalency and accreditation; and
- (3) Experiential learning in the formal setting.
- (4)

The entire evaluation process will require the following: (1) a portfolio showcasing a compilation of the candidate’s evidences of learning; (2) a site visit; (3) an interview; and (4) an oral and

written examination. The candidate's competencies will be then evaluated through the Provus Discrepancy Model. The model will focus on comparing standard expected competencies (whether formal, informal, or non-formal) and the candidate's current level of learning. Afterwards, any identified deficiencies or gaps between the expected standard and current level will be converted into modules so that the candidate can address them, thus bridging the gap.

Conceptual Framework

ETEEP as a Non-traditional Education

In pursuance with its mandate of providing greater *access* to tertiary education, the Commission on Higher Education (CHED) has instituted a program for learning institutions to accredit competencies acquired in the workplace. The Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP) was formally implemented through Executive Order 330, signed in 1997 by then Philippine President Fidel Ramos. In addition, CMO No. 29, s. 2021 known as the Enhanced PSG for the Implementation of the Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP) for Undergraduate Degree Programs reduced the age for ETEEP candidate from 25 to 23 years of age. During its launch in 1998, 66 public and private HEIs nationwide were *deputized* by the CHED. These institutions were initially selected by virtue of their *institutional quality*, i.e., level 3 accreditation by a reputable accrediting organization. No HEI can implement the ETEEAP without first being deputized by the CHED; the deputization is a necessary stipulation in the implementing guidelines of ETEEAP in order to ensure that high standards are applied in the assessment process. At present, HEIs have to *apply to be deputized*. Application documents include those pertaining to *institutional capability* (e.g., facilities and services), *faculty credentials* (e.g., educational attainment and work experiences) and *program capability* (e.g., curriculum). An ocular inspection of the facilities is conducted by a team of experts. A technical committee oversees the selection and deputization of institutions.

Benefits of the ETEEP

Once deputized, the institution develops its own mechanism for awarding credits/degrees. HEIs vary in their implementation procedures but are all expected to ensure that procedures guarantee quality graduates in keeping with their institutional standards. They are required to submit a list of ETEEAP graduates to the CHED at the end of each school year.

The ETEEAP was envisioned to be the means by which qualified individuals could acquire formal higher education degrees through a system of assessment that accredits informal learning for credit units toward a college degree. The assessment of prior learning (APL) provides individuals with varied interests and educational backgrounds to obtain certification for what they know and are able to do, and consequently earn credits for college degrees should they meet the standards and requirements determined by participating institutions.

The accreditation process follows four fundamental assumptions. The first assumption is that

learning is not bound by time nor by place. It occurs not only inside the classroom, but also in the workplace. It is also not limited to those who are of “school age”. Any person can acquire knowledge and skills outside the school setting, and can acquire them even if they feel they are “too old” to return to school. The second assumption is that the current system of awarding certification only after formal education needs to be *expanded* to include learning from the actual performance of tasks and activities related to one’s work. Competencies acquired in different ways (formal or informal) are comparable if the standards are *clearly articulated*. The third assumption is that competencies acquired outside the school are *worthy*, can be *assessed* and are therefore *creditable*. Evidences for these competencies can be examined for the purpose of judging their merit. Finally, we assume that everyone has the *right to universal lifelong learning* and that such learning can be certified by qualified practitioners and educators.

The ETEEAP is a timely response to the growing number of individuals who have inadequate tertiary education. The mushrooming of call centers, shopping malls and similar business establishments particularly in urban areas has provided work and income for many college students, sometimes at the expense of their education. In one shopping mall, one out of four male shop keepers interviewed were college dropouts. This system of accreditation leads to continuous upgrading of qualifications in the labor market. As more and more competencies are required of workers, the development of these expectations is taken up not only by schools but by companies themselves and by other professional interest groups. There is a need to ensure that training activities meet up to ever changing work requirements. Thus the ETEEAP not only recognizes lifelong learners, but also the numerous providers of non-school based learning. These providers include professional associations, government bodies and non-government organizations (NGOs) who conduct training seminars and workshops of all kinds. The system of accreditation for learning through these modalities encourages employees to actively and attentively participate in such activities, and not just attend them to get a certificate or be part of the head count. Moreover, a network of education/training providers is evolving which consequently compels them to establish quality control in their seminars/workshops.

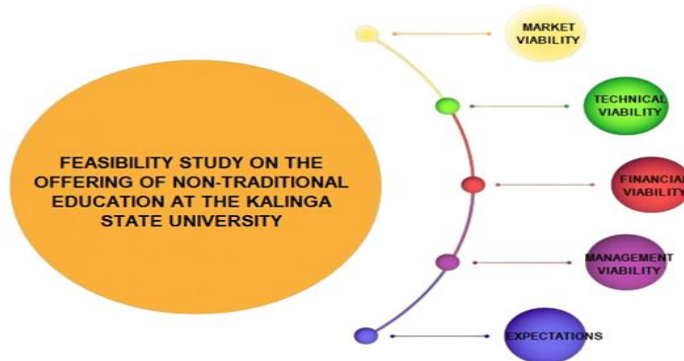


Figure 1. Conceptual Paradigm of the Study

Statement of the Problem

The study assessed the feasibility of the offering of Expanded Tertiary Education, Equivalency and Accreditation Program (ETEEAP) and the expectations of the prospective enrollees to the program.

Objectives of the Study

1. To assess the feasibility of the offering of Expanded Tertiary Education, Equivalency and Accreditation Program (ETEEAP) in terms of the following:
 - A. Market Viability
 - B. Technical Viability
 - C. Financial Viability
 - D. Management Viability
2. To assess the level of agreement on the expectations of the ETEEAP;
3. To conduct SWOT Analysis of the Program, and
4. To propose a quality control plan.

Methodology

Research design

This feasibility study used descriptive survey method. It involved gathering relevant data and information about the Kalinga State University's resources, capabilities, infrastructure, faculty expertise, student demand, and potential market for the ETEEAP program. The study also gathered specific data on the expectations of the prospective enrollees.

Respondents/informants/research participants of the study

The participants of the study are those who expressed their intent to enroll in the ETEEAP after its approval. A total of 67 personnel expressed their intention to enroll in the ETEEAP program. Of these, 21 intended to enroll for the 2024-2025 school year, 18 for the 2025-2026 school year, and 28 for the 2026-2027 school year. Of the 67 personnel, 42 (63%) came from different Local Government Units (LGUs) in the province, while 25 (37%) came from Barangay Local Government Units (BLGUs) and Provincial District Hospitals. This feasibility study on the offering of ETEEAP (Expanded Tertiary Education Equivalency and Accreditation Program) at Kalinga State University was conducted within the Kalinga Province in the Philippines. The study focused on assessing the viability in offering ETEEAP at Kalinga State University and the expectations of the prospective enrollees to the program.

Instrumentation

The questionnaire was used to gather the data which is It was modified to suit the objectives of the study. *Survey Questionnaire*: This was based from based from that which is downloaded from the website of the Commission on Higher Education. Other parts of the questionnaire were culled from the instrument of Rocaberte (2005). *Document Review*: This was used to review the relevant documents, including the ETEEAP program guidelines, policies, and regulations set by the Commission on Higher Education (CHED).

Data gathering

Step 1: Analyzed the ETEEAP Deputization application documents of the university, the curriculum of the proposed courses, policies, and procedures related to ETEEAP. This review ensured that the University has developed and implemented a program that aligns with the guidelines set by CHED.

Step 2: Examined if the programs that will be offered under ETEEAP are compliant to the accreditation standard required for ETEEAP Deputization. This analysis verified that the University has the necessary credentials and reputation to offer the ETEEAP program.

Step 3: Assessed the resources, facilities, and infrastructure to determine if the university meet the requirements for delivering the ETEEAP program. This included evaluation of the availability of qualified faculty, library resources, and access to technology and equipment, that will ensure that the KSU can provide a conducive learning environment for ETEEAP students.

Step 4: Evaluated the financial viability of offering the ETEEAP program at KSU.

Step 5: Administered survey among the participants. The survey gathered personal data of the prospective enrollees, their course preferences, target year of enrolment, perceived benefits, and factors influencing their decision to enroll.

Data analysis

By using these statistical tools, the researchers were able to gather valuable information about the potential demand for the ETEEAP program and the economic benefits that the program could bring.

Frequency: This is a measure of how often something occurs. In this case, frequency was used to measure how often prospective enrollees expressed interest in the ETEEAP program.

Mean. This provides data on the level of agreement on the expectations of the ETEEAP

Percentage: This is a measure of how much of something exists out of a total amount. In this case, percentage was used to calculate the percentage of prospective enrollees who expressed interest in each of the ETEEAP programs.

Financial forecast: This is a prediction of future financial performance. In this case, financial forecast was used to predict the cost of offering the ETEEAP program and the economic benefits that the program could bring to the university.

Results and Discussion

Feasibility of the Offering of ETEEAP at Kalinga State University

1. Market Viability

A. Demand Analysis

Table 1: Projected Enrollees for KSU-ETEEAP for School Year 2024-2025

Name	Age	Location of Work	Agency / Institution	Nature of Present Employment	Occupation	Status of Employment (Regular/ Temporary)	Years in Service	Target Field of Specialization
E1	34	Tinglayan	PLGU	G	Administrative Aide	Permanent	5	BA PolSci
E2	33	Pinukpuk	PLGU	G	Clerk	Temporary/ Job Order	8.	BA PolSci
E3	26	Pinukpuk	PLGU	G	Clerk	Temporary/ Job Order	6	BA PolSci
E4	39	Balbalan	PLGU	G	Clerk	Temporary/ Job Order	6	BA PolSci
E5	50	Pinukpuk	PLGU	G	Administrative Aide	Permanent	20	BA PolSci
E6	36	Tabuk City	PLGU	G	Administrative Aide	Temporary/ Job Order	6	BA PolSci
E7	47	Tabuk City	LGU-Tabuk City	G	Administrative Aide	Temporary/ Job Order	9	BA PolSci
E8	42	Balbalan	PLGU	G	Administrative Aide	Permanent	18	BA History
E9	28	Balbalan	Barangay LGU	G	Clerk	Permanent	5	BA History
E10	32	Tabuk City	Barangay LGU	G	Barangay Secretary	Temporary	6	BA History
E11	46	Tabuk City	Barangay LGU	G	Barangay Treasurer	Temporary	15	BA History
E12	56	Pasil	Barangay LGU	G	Day Care Worker	Temporary	11	BA History

E13	52	Pasil	Barangay LGU	G	Barangay Health Worker	Temporary	10	BA History
E14	38	Rizal	Barangay LGU	G	Barangay Tanod	Temporary	6	BA History
E15	50	Rizal	Barangay LGU	G	Barangay Health Worker	Temporary	14	BA History
E16	52	Pasil	Barangay LGU	G	Barangay Utility Worker	Temporary	5	BA History
E17	36	Tanudan	Barangay LGU	G	Barangay Health Worker	Temporary	5	BA History
E18	49	Tanudan	Barangay LGU	G	Barangay Kagawad	Temporary	7	BA PolSci
E19	32	Tanudan	Barangay LGU	G	Barangay Utility Worker	Temporary	6	BA History
E20	38	Lubuagan	Barangay LGU	G	Barangay Utility Worker	Temporary	6	BA History
E21	50	Lubuagan	Barangay LGU	G	Barangay Lupon	Temporary	8	BA PolSci

The table shows the projected enrollees for KSU-ETEEAP for School Year 2024-2025. There are a total of 21 projected enrollees, all of whom are employed in government positions in Kalinga province. The majority of the projected enrollees are from the age group of 30-40, and they have an average of 8 years of experience in their current positions. The participants hold various positions within their respective agencies/institutions, including Administrative Aides, Clerks, Barangay Secretaries, Barangay Treasurers, Day Care Workers, Barangay Health Workers, Barangay Tanods, Barangay Kagawads, and Barangay Lupon members. The target fields of specialization are either in BA PolSci (Political Science) or BA History.

This suggests that the projected enrollees are interested in either to finish their studies thru the alternative learning system or acquire new knowledge that will help them advance in their current careers or transition to new careers in other sector. A study by the Commission on Higher Education (CHED) found that there is a high demand for alternative learning system (ALS) programs in the Philippines. There are over 2 million Filipinos who are enrolled in ALS programs, and that the number of enrollees is growing. The study also found that the majority of ALS students are adults who are looking to improve their skills and knowledge in order to get better jobs.

Considering the study of the World Bank (2019), upskilling and reskilling are essential for economic growth in the Philippines. The Philippines needs to upskill and reskill its workforce in order to compete in the global economy. The Philippines needs to invest in education and training in order to create a more skilled workforce.

B. Supply Analysis

The determinants of supply are the higher education institutions in the province of Kalinga.

Table 2: List of HEIs Offering the Proposed Programs for ETEEAP

HEIs in Kalinga Province	BA Political Science	BA History
1. St. Louis College of Bulanao- Bulanao, Tabuk City, Kalinga	Offering	Not Offering
2. Kalinga Colleges of Science and Technology- Bulanao, Tabuk City, Kalinga	Not Offering	Not Offering
3. Cordillera A+ Computer Technology College- Dagupan, Tabuk City, Kalinga	Not Offering	Not Offering
4. St. Tonis College Inc.- Bulanao, Tabuk City, Kalinga	Not Offering	Not Offering
5. International School of Asia and the Pacific- Mapaway, Ipil, Tabuk City, Kalinga	Not Offering	Not Offering
6. Kalinga State University	Offering	Offering

Based on the information provided, it can be inferred that the supply of the BA Political Science program is available at St. Louis College of Bulanao and Kalinga State University, while the BA History program is offered solely by Kalinga State University. The other HEIs listed in the table do not contribute to the supply of these programs. This suggests that there is a limited supply of ETEEAP programs in Kalinga province.

Commission on Higher Education (2019) found that there are only a few HEIs in the Philippines that offer ETEEAP programs, and that the number of programs offered is limited. The study also found that the quality of programs under ETEEAP varies, and that some programs are not well-aligned with the needs of the labor market.

Furthermore, a study by the Department of Labor and Employment (DOLE) found that there is a high demand for ETEEAP in the Philippines. There are over 7 million Filipinos who are unemployed or underemployed, and that many of these people would benefit from ETEEAP. The demand for ETEEAP programs is growing, as the Philippines faces a skills gap.

2. Technical Viability

A. Faculty

Bachelor of Arts in Political Science

In CMO No. 51, s of 2017 for BA Political Science prescribes that the minimum faculty requirements shall be a graduate of a degree in the discipline or its fields. And there should be 5 full-time faculty members with at least two having a Master’s degree.

Table 3: List of BA Political Science Faculty Members and their Academic Profile

Name of Faculty	Bachelor’s Degree	Master’s Degree	Doctoral Degree	Additional Degree
1. Rodolfo Tucay	BA Political Science	MST Social Studies	PHD On-Going	N/A
2. Edgar Naganag	BA Political Science	MPA	DPA	LLB
3. Daisy Mamaril	BA Political Science	MST Social Studies	N/A	N/A
4. Regie Edduba	BA Political Science	MPA On-Going	N/A	LLB
5. Michael Saflor	BA Political Science	MPA On-Going	N/A	N/A

The core faculty of the Bachelor of Arts in Political Science has 5 full-time members. One of them is a full-time doctoral degree holder, while another is currently pursuing a doctorate degree. Three faculty members have master's degrees, and two are currently pursuing master's degrees. Two faculty members are also graduates of Bachelor of Laws and Letters.

This suggests that the core faculty of the Bachelor of Arts in Political Science (BA PolSci) program meets the minimum faculty requirements set by CMO No. 51, s of 2017 and is well-qualified to teach the program

Bachelor of Arts in History

In CMO No. 38, s of 2017 for BA History prescribes that the minimum faculty requirements shall be a graduate of a degree in the discipline or its fields.

And there should be 5 full-time faculty members with at least two having a Master’s degree.

Table 4: List of BA History Faculty Members and their Academic Profile

Name of Faculty	Bachelor's Degree	Master's Degree	Doctoral Degree	Additional Degree
1. Carolyn Colangao	BSED History	MAED Social Studies	N/A	LLB
2. Jessie Grace M. Sannadan	BSED History	MAED Social Studies	PHD	N/A
3. Desiree Banggawan	BA History	MST Social Studies	PHD Going	On- N/A
4. Jovilyn Suma-al	BA History	MST Social Studies (On-Going)	N/A	N/A
5. James Guidangen	BSED History	MAED Social Studies	PHD	N/A

There are 5 full-time faculty members for Bachelor of Arts in History, as shown in Table 4. Two of them are doctoral degree holders, 4 are master's degree graduates, and one is currently pursuing a master's degree. Additionally, one of the faculty members is a graduate of Bachelor of Laws and Letters. This means that the core faculty of the Bachelor of Arts in History (BA History) program meets the minimum faculty requirements set by CMO No. 38, s of 2017.

B. Library Resources

Bachelor of Arts in Political Science

The university library has a total of 104 resources related to political science, 62 of these resources are print books, and 42 are e-books. The resources are divided into two categories: newly acquired core books and major courses. The newly acquired resources cover a wide range of topics, including Philippine political law, constitutional law, criminal law, labor law, agrarian law, public international law, political science handbooks, and political science textbooks.

While the major courses resources cover the following topics: fundamentals of political science, introduction to Philippine politics and governance, introduction to political analysis, introduction to political theory, introduction to comparative politics, Philippine public administration, introduction to international relations, politics and governance in Southeast Asia, research in political science 1: methodology, and research in political science 2: thesis writing.

The list of available resources is a valuable resource for students of AB Political Science. The books provide students with a comprehensive overview of the field of political science and the major topics that are studied in the program. The books also provide students with the tools and resources they need to conduct research and write papers on political science topics.

Bachelor of Arts in History

There are a total of 117 books listed for AB History SY 2021-2022. Of these, 74 are print books and 43 are e-books. The books are divided into two categories: core courses and electives. The list of available resources is a valuable resource for students of AB History.

The books provide students with a comprehensive overview of the field of history and the major topics that are studied in the program.

The books also provide students with the tools and resources they need to conduct research and write papers on history topics.

C. Admission Requirements

Admission Requirements and Assessment Procedures (CMO No. 29, s. 2021). The candidate must meet all of these requirements in order to be eligible for admission to the program.

1. **Citizenship:** The candidate must be a Filipino citizen in order to be eligible for government funding.
2. **Education:** The candidate must have a high school diploma or PEPT placement equivalent to first year college in order to demonstrate that they have the basic skills and functional knowledge necessary for tertiary level education.
3. **Work experience:** The candidate must have five (5) years of employment in an industry related to the academic degree program or discipline in order to demonstrate that they have substantial experience in the field.
4. **Age:** The candidate must be at least 23 years old in order to demonstrate that they are mature and responsible enough to succeed in the program.
5. **Proficiency:** The candidate must be proficient in a branch of the discipline applied for in order to demonstrate that they have achieved a certain level of competence in the field.
6. **Application form:** The candidate must complete the ETEEAP Application Form in order to provide the HEI with the necessary information to determine their eligibility for the program.

D. Assessment Procedures

ETEEAP stands for the Expanded Tertiary Education Equivalency and Accreditation Program. It is a program in the Philippines that allows individuals with relevant work experience to earn academic credits and obtain a college degree without going through the traditional educational route.

The assessment procedures for ETEEAP typically involve several steps. Here's an overview of the process:

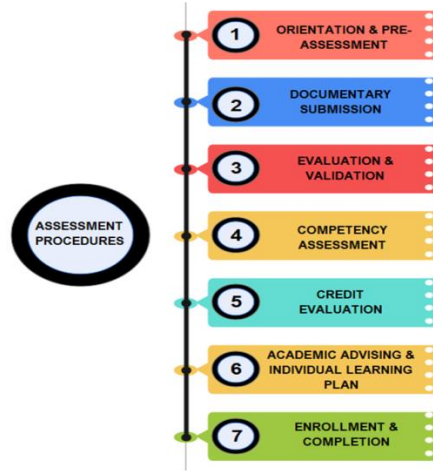


Figure 2. Assessment Procedures

Stage 1: Orientation and Pre-Assessment:

The interested individual attends an orientation session conducted by the university. The orientation provides an overview of the program requirements, assessment procedures, and the documentation needed for evaluation. Pre-assessment determines if the applicant meets the basic qualifications for the ETEEAP program.

Stage 2: Documentary Submission:

The applicant submits a comprehensive portfolio of documentary evidence to support their work experience, achievements, and competencies. The portfolio may include employment records, certifications, awards, training records, job descriptions, and other relevant documents.

Stage 3: Evaluation and Validation:

The HEI assesses the submitted documents to validate the applicant's claims and determine the relevance of their work experience to the desired degree program. The evaluation committee may consist of academic experts, industry practitioners, and representatives from the Commission on Higher Education (CHED).

Stage 4: Competency Assessment:

If the applicant's documentary evidence is deemed satisfactory, they proceed to the competency assessment phase. Competency assessment methods vary depending on the degree program but may include interviews, written examinations, practical exams, skills demonstrations, and portfolio reviews. The assessments aim to evaluate the applicant's knowledge, skills, and competencies in the relevant academic areas.

Stage 5: Credit Evaluation:

Based on the results of the competency assessment, the HEI determines the amount of academic credits the applicant can be granted. These credits are equivalent to the courses required in the regular curriculum of the degree program. The credit evaluation is conducted in accordance with the policies and guidelines of the CHED and the specific HEI.

Stage 6: Academic Advising and Individual Learning Plan:

After credit evaluation, the applicant meets with an academic adviser to discuss their individual learning plan. The adviser helps the applicant create a personalized academic roadmap based on the credits granted and the remaining courses needed to complete the degree requirements.

Stage 7: Enrollment and Completion:

Once the individual learning plan is finalized, the applicant can enroll in the ETEEAP program and start taking the remaining required courses. The applicant attends classes, completes assignments, and fulfills other academic requirements until they meet all the degree requirements.

E. Accreditation

Both Bachelor of Arts in Political Science and Bachelor of Arts in History are accredited at Level 3 by the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACUP). The Commission on Higher Education (CHED) granted both courses a Certificate of Program Compliance in 2014. In November 7-11, 2022, Bachelor of Arts in History passed the Level 4, Phase 1 accreditation survey. Bachelor of Arts in Political Science underwent an accreditation survey in December 2022, and was required to comply with the mandatory recommendations to be awarded Level 4 Phase 1. To be deputized as an ETEEAP provider, a university must offer programs that are at least Level 2 accredited. KSU is compliant with this requirement because the BA History and BA Political Science programs are both Level 3 accredited.

3. Financial Viability

A. Expenses

Table 5. Assumption of Financial Analysis as to Salary Expenses

Average monthly salaries of faculty	Multiplier	No. of hours	Estimated Honoraria per faculty
68,000.00	0.00078	324.00	17,184.96
Year	No of Faculty	Estimated Salaries Expense for the year	
1	3	51,554.88	
2	3	51,554.88	
3	6	103,109.76	
4	6	103,109.76	

The estimated salaries expense for the program is Php51,554.88 per year for each faculty

member. This is based on the assumption that the existing faculty will take on additional teaching load for the program and that their average monthly salary is Php68,000.

In Year 1 and Year 2, where there are three faculty members, the estimated salaries expense is Php 51,554.88 per year. In Year 3 and Year 4, when the number of faculty members increases to six, the estimated salaries expense is Php 103,109.76 per year. These calculations provide an estimate of the salaries expense based on the average salaries, additional teaching load, and the number of faculty members for each year.

Table 6. Assumption of Financial Analysis as to General Expenses

General Expenses	RAF	IGI	Total	No. of students (2022)	Expense per Student
Supplies and Materials Expenses	4,744,540.51	3,894,193.95	8,638,734.46	8,141	1,061.14
Utility Expenses	3,431,458.43	3,431,458.43	6,862,916.86	8,141	843.01
Repairs and Maintenance for Buildings and Other Structures	1,821,137.08		1,821,137.08	8,141	223.70
Other MOOE	4,166,071.47	4,171,865.36	8,337,936.83	8,141	1,024.19

The total expenses for supplies and materials amount to Php 8,638,734.46. The number of students in 2022 is stated as 8,141. Dividing the total expenses by the number of students, the expense per student for supplies and materials is calculated to be Php 1,061.14. The total expenses for utilities amount to Php 6,862,916.86. Dividing the total expenses by the number of students, the expense per student for utilities is calculated to be Php 843.01.

The total expenses for repairs and maintenance amount to Php 1,821,137.08. No specific breakdown by funding source is provided. Dividing the total expenses by the number of students, the expense per student for repairs and maintenance is calculated to be Php 223.70. The total expenses for other MOOE amount to Php 8,337,936.83.

Dividing the total expenses by the number of students, the expense per student for other MOOE is calculated to be Php 1,024.19. These calculations provide an estimate of the expenses per student for supplies and materials, utilities, repairs and maintenance, and other MOOE based on the total expenses and the number of students in 2022.

Table 7. Assumption of Financial Analysis as to Projected General Expenses from Year 1 to 4

No. of Enrolees	20.00	40.00	60.00	80.00
Year	1	2	3	4
Supplies and Materials Expenses ¹	21,222.78	42,445.57	63,668.35	84,891.14
Utility Expenses ²	16,860.13	33,720.26	50,580.40	67,440.53
Repairs and Maintenance for Buildings and Other Structures	4,473.99	8,947.98	13,421.97	17,895.95
Other MOOE ³	20,483.81	40,967.63	61,451.44	81,935.26
	63,040.72	126,081.44	189,122.16	252,162.88

The expenses for supplies and materials, utility, repairs and maintenance, and other MOOE are projected to increase as the number of enrollees increases in each year. The calculations provide estimates of the expenses based on the given number of enrollees for each year. The estimated general expenses for the program are Php63,040.72 per year for every 20 students. This includes the following expenses: Supplies and materials, Utilities, Repairs and maintenance, and Other MOOE

The total estimated expenses for the program are **Php114,595.60** per year for every 20 students. This includes the salaries and general expenses. The cost per student will decrease as the number of students enrolled in the program increases. It is important to note that these are just estimates and the actual expenses may vary depending on a number of factors, such as the number of students enrolled, the cost of supplies and materials, and the cost of utilities.

B. Revenues

Table 8. Assumption of Financial Analysis as to Revenues

Variable Fee	Fee Per Unit	No of Units	Total
Tuition fee per Unit	533.34	9	4,800.06
Fixed fee			
Development Fees			
Student Development Fund	50.00		50.00
Equipment Modernization	500.00		500.00
Total Fees			5,350.06

Year	Projected No. of enrollees	No. of Semester	Amount
1	20.00	2	214,002.40
2	40.00	2	428,004.80
3	60.00	2	642,007.20
4	80.00	2	856,009.60

For the computation of annual fees, only the fees that will benefit the University are included. The fees consist of variable fees and fixed fees. The variable fee is the tuition fee per unit, which is given as Php 533.34. The number of units is assumed to be 9, resulting in a total variable fee of Php 4,800.06. While the fixed fees include the Student Development Fund (Php 50.00) and the Equipment Modernization (Php 500.00), resulting in a total fixed fee of Php 550.00. The total fees are computed by summing the variable fee and fixed fee, resulting in a total fee of Php 5,350.06.

The projected number of enrollees and the number of semesters are provided for each year. The amount of fees for each year is calculated by multiplying the total fee by the projected number of enrollees and the number of semesters. As the number of enrollees increases and the program progresses, the revenue from fees is expected to grow, contributing to the financial sustainability and development of the university.

C. Income Statement

Table 9. Assumption of Financial Analysis as to Income Statement

Year	1	2	3	4
Revenues				
School Fees	214,002.40	428,004.80	642,007.20	856,009.60
Less:				
Total Expenses				
Direct Cost				
Salaries	51,554.88	51,554.88	03,109.76	103,109.76
Indirect Cost				
Supplies and Materials Expenses	21,222.78	42,445.57	63,668.35	84,891.14
Utility Expenses	16,860.13	33,720.26	50,580.40	67,440.53
Repairs and Maintenance for Buildings and Other Structures	4,473.99	8,947.98	13,421.97	17,895.95
Other MOOE	20,483.81	40,967.63	1,451.44	81,935.26
	114,595.60	177,636.32	292,231.92	355,272.64

Net Income before Depreciation	99,406.80	250,368.48	49,775.28	500,736.96
				1,200,287.
Retained Earnings	99,406.80	349,775.28	699,550.56	52

The table provides a breakdown of revenues, expenses, net income before depreciation, and retained earnings for each year of the program. Here's an interpretation of the data:

Year 1: The revenue from school fees is projected to be Php 214,002.40. After subtracting the total expenses, which include salaries (Php 51,554.88) and indirect costs such as supplies and materials expenses, utility expenses, repairs and maintenance, and other MOOE (Php 114,595.60), the net income before depreciation amounts to Php 99,406.80. The retained earnings for the year match the net income before depreciation, totaling Php 99,406.80.

Year 2: The revenue from school fees doubles to Php 428,004.80. After deducting the total expenses, including salaries (Php 51,554.88) and indirect costs (Php 177,636.32), the net income before depreciation increases to Php 250,368.48.

The retained earnings for the year are calculated by adding the net income before depreciation to the retained earnings from the previous year, resulting in a total of Php 349,775.28.

Year 3: The revenue from school fees continues to grow, reaching Php 642,007.20. After deducting the total expenses, including salaries (Php 103,109.76) and indirect costs (Php 292,231.92), the net income before depreciation rises to Php 349,775.28.

The retained earnings for the year increase to Php 699,550.56, which is the sum of the net income before depreciation and the retained earnings from the previous year.

Year 4: The revenue from school fees further increases to Php 856,009.60. After deducting the total expenses, including salaries (Php 103,109.76) and indirect costs (Php 355,272.64), the net income before depreciation rises to Php 500,736.96.

The retained earnings for the year are calculated by adding the net income before depreciation to the retained earnings from the previous year, resulting in a total of Php 1,200,287.52.

The retained earnings represent the accumulated profits or net income from previous years.

As the program progresses, the retained earnings grow, indicating the overall profitability and financial health of the program. By the end of Year 4, the retained earnings are projected to be Php 1,200,287.52, demonstrating the program's financial success.

D. Economic Benefits

Table 10. Assumption of Financial Analysis as to Economic Benefits

Benefits	No. of enrollees	20	40	60	80
	Year	1	2	3	4
School Fees		214,002.40	428,004.80	642,007.20	856,009.60
Salaries - net of Tax (Faculty)		46,399.39	46,399.39	92,798.78	92,798.78
Tax (Faculty)**		5,155.49	5,155.49	10,310.98	10,310.98
Salaries (Graduates)*				90,000.00	180,000.00
Tax (Graduates)**				10,000.00	20,000.00
Total Benefits		265,557.28	479,559.68	835,116.96	1,139,119.36
Costs	No. of enrollees	0	0	0	0
	Year	1	2	3	4
Supplies and Materials Expenses		21,222.78	42,445.57	63,668.35	84,891.14
Utility Expenses		16,860.13	33,720.26	50,580.40	67,440.53
Repairs and Maintenance for Buildings and Other Structures		4,473.99	8,947.98	13,421.97	17,895.95
Other MOOE		20,483.81	40,967.63	61,451.44	81,935.26
Total Cost		63,040.72	126,081.44	189,122.16	252,162.88
Net Benefits		202,516.56	353,478.24	645,994.80	886,956.48
				1,201,989.6	2,088,946.0
Accumulated Economic Benefit		202,516.56	555,994.80	0	8

The table shows the estimated benefits and costs of the ETEEAP. The benefits include the school fees, salaries of faculty members, and salaries of graduates. The costs include the expenses for supplies and materials, utilities, repairs and maintenance, and other MOOE.

The net benefits are the difference between the benefits and costs. The table shows that the net benefits are positive for all four years. This means that the program is expected to generate more revenue than it costs to operate. The accumulated economic benefit is the sum of the net benefits over a period of time. The table shows that the accumulated economic benefit is expected to be Php2,088,946.08 after four years. This means that the program is expected to generate over Php2 million in economic benefits over its lifetime.

It is important to note that these are just estimates and the actual benefits and costs may vary depending on a number of factors, such as the number of students enrolled, the cost of tuition, and the cost of supplies and materials. In conclusion, the data suggests that the new program is expected to be a financial success. The program is expected to generate more revenue than it costs to operate and it is expected to generate over Php2 million in economic benefits over its lifetime.

4. Management Viability

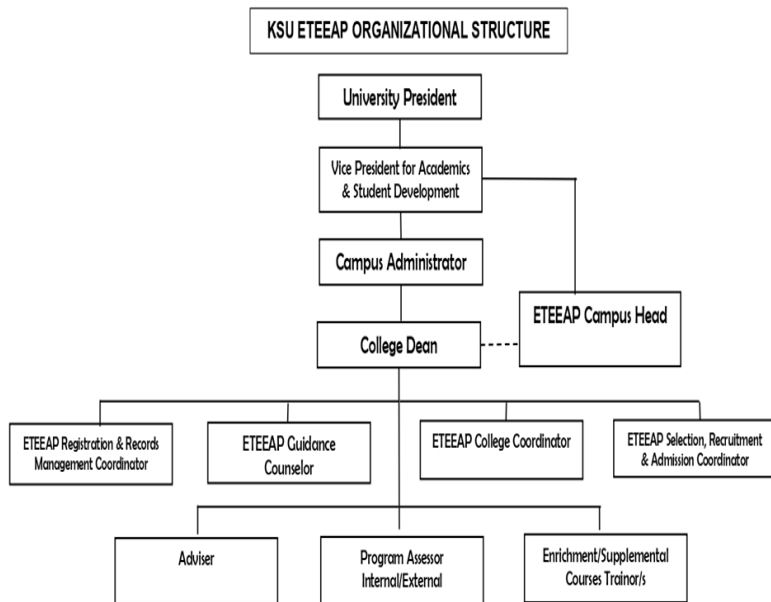


Figure 3. KSU ETEEAP Organizational Structure

The ETEEAP will be headed by a Campus head, directly under the Vice President for Academics and Student Development. The ETEEAP Campus Head is responsible for various tasks related to the ETEEAP program. He/She will be assisted by the College Dean where the courses under ETEEAP are offered and the administrative staff.

ETEAP Campus Head

- (1) Develop and implement institutional processes, guidelines, policies, and procedures to ensure the program's integrity and quality.
- (2) Establish monitoring and evaluation mechanisms to assess the effectiveness of ETEEAP and make improvements. T
- (3) Oversees the guided learning activities of ETEEAP students, provides training for assessors and faculty experts, and maintains records and documents related to the program.
- (4) Design marketing plans to promote the program and attract prospective students. Conducting research studies on ETEEAP implementation helps improve its efficiency and effectiveness.
- (5) Participates as a panel member during the final paper presentation of candidates for

graduation and recommends them for graduation.

- (6) Submit the list of candidates to the Registrar's office and make graduation recommendations during Academic Council meetings.

College Dean

The Dean of the College where the courses under ETEEAP are offered shall have the following responsibilities:

1. Receives application forms and other pertinent documents in a portfolio forwarded by the administrative staff.
2. Conducts personal interviews with the applicant together with the College Dean, Program Chair, internal assessors, and external assessors from the industry for preliminary assessment of the documents submitted
3. Selects and designates program Assessor/s (internal and external) to evaluate the documents submitted by the applicants based on the expertise of the field of specialization.
4. Accepts and reviews the results of the evaluation of the program assessors with recommendations on the courses to be enrolled by the applicant.
5. Identify the adviser and trainers in charge based on the required qualification.
6. Coordinates with the ETEEAP Campus Head the progress of the students.
7. Submits the final grades of the students to the University Registrar's Office.

ETEEAP College Coordinator

1. Organize the student's portfolio/e-portfolio and save the file ETEEAP folder.
2. Review all the submitted requirements and prepares the checklist of student completion.
3. Prepares the confirmation letter and submits it to the College Dean. The rubrics for assessing completion requirements shall be attached to the confirmation letter.
4. Provide a tentative list of graduating students to the College Dean for confirmation.
5. Inform the confirmed graduating students of the graduation requirements and clearance process.
6. Schedule worksite visitation with the ETEEAP Campus Head and College Dean.

ETEEAP Selection, Recruitment, and Admission Coordinator

1. In charge of recruitment and screening of applicants
2. Conduct orientation to potential ETEEAP applicants

3. Assist in the conduct of the orientation campaign
4. Serve as Administrative Support

ETEEAP Guidance Counselor

1. Conduct an initial interview of applicants
2. Scrutinize received documents
3. See to it that all documents are original
4. Instruct the applicants to reproduce the documents into copies
5. Endorse the applicants to the Campus head

These information are based from the Proposed ETEEAP Manual of the university.

Expectations of the ETEEAP

Table 11. Level of Agreement on the Expectations of the ETEEAP

Expectations	Mean	Description
I expect that the ETEEAP program will recognize and value my work experience.	2.35	Agree
I anticipate that the ETEEAP program will provide me with the opportunity to earn a degree based on my practical knowledge and skills.	2.38	Agree
I believe that participating in the ETEEAP program will help me upgrade my skills and knowledge in my field.	2.34	Agree
The flexibility and accessibility of the ETEEAP program are important to me.	2.46	Agree
I expect that the ETEEAP program will offer networking and collaboration opportunities with professionals in my industry.	2.21	Neutral
I anticipate that the academic support and guidance provided in the ETEEAP program will assist me in successfully completing the program.	2.42	Agree
Total Average Weighted Mean	2.36	Agree

The total average weighted mean score of 2.36 indicates that respondents generally agree with the expectations. The participants expressed agreement with expectations related to the recognition of their work experience, the opportunity to earn a degree based on practical knowledge and skills, the upgrading of their skills and knowledge, the flexibility and accessibility of the program, and the academic support and guidance provided.

Rank 1: Respondents expect that the ETEEAP program will be flexible and accessible. This is important to them because it allows them to balance their work and personal commitments. The ETEEAP program is designed to be flexible and accessible to working professionals. It is offered in a blended format, which means that students can take classes online or in person. The program is also offered at different times of the day and year, so students can work around their work and personal commitments. The program also offers online support services, such as tutoring and advising, which helps students succeed in the program (CMO No. 29, s. 2021). Likewise, ETEEAP program is a successful initiative that has the potential to improve tertiary education policy. The authors recommend that CHED and TESDA continue to support the program and that they make it more widely available to working professionals (Dilla and Ibarra, 2022).

Rank 2: Respondents expect that the ETEEAP program will provide them with academic support and guidance. This is important to them because it helps them succeed in the program. Three studies conducted by the Commission on Higher Education (Dilla and Ibarra, 2022), the Technical Education and Skills Development Authority (2016), and the Philippine Distance Learning Consortium (2017) found that a majority of respondents to surveys about the ETEEAP program expected the program to provide them with academic support and guidance. The studies also found that respondents expected academic support and guidance in a variety of areas, including help with course material, guidance on how to learn effectively, support with time management, motivation to stay on track, opportunities to network with other students, and access to resources such as libraries and tutoring centers. This is because ETEEAP is a self-paced, competency-based, and distance learning program, which can all pose challenges for students. By providing academic support and guidance, ETEEAP programs can help students succeed in their studies.

Rank 3: Respondents expect that the ETEEAP program will provide them with the opportunity to earn a degree based on their practical knowledge and skills. This is important to them because it allows them to further their education without having to start from scratch. The article by Dilla and Ibarra (2022) provides valuable insights into the effectiveness of the ETEEAP program. The authors' findings suggest that the program is a valuable resource for working professionals who are looking to further their education and improve their career prospects.

Rank 4: Respondents expect that the ETEEAP program will recognize and value their work experience. This is important to them because it shows that the program is relevant to their needs and that their prior learning will be taken into account.

Rank 5: Respondents expect that participating in the ETEEAP program will help them upgrade their skills and knowledge in their field. This is important to them because it helps them stay up-to-date on the latest trends and developments in their field. The distance learning modular approach has also been shown to be effective in helping students to learn. A study conducted by

Manuel (2019) found that students who completed the ETEEAP program through the distance learning modular approach performed as well as students who completed the program through traditional face-to-face instruction.

Rank 6: However, respondents are neutral about the expectation that the ETEEAP program will offer networking and collaboration opportunities with professionals in their industry (2.21).

SWOT Analysis of the ETEEAP

Table 12. SWOT Analysis of the Program

	STRENGTHS	WEAKNESSES/CHALLENGES
INTERNAL	1. A demand for the offering of ETEEAP in the university to accommodate the non-graduate employees working in the government offices 2. Designated administrative personnel who will be under the ETEEAP 3. A space to accommodate the ETEEAP offerings 4. Pre-identified Internal and External Assessors	1. Insufficient training of administrative staff on ETEEAP administration and implementation 2. Insufficient training of internal assessors and external assessors on the process of ETEEAP assessment procedures 3. Insufficient training of advisers/trainors on ETEEAP enrichment programs delivery and assessment
	OPPORTUNITIES	THREATS
EXTERNAL	1. Partnership with industries related to programs under ETEEAP 2. Expand external program linkages and network with provider and user sectors that can help in the implementation of the ETEEAP	1. Limited number of qualified enrollees for the programs under ETEEAP

Quality Control Plan for the ETEEAP

Institutional Learning Objectives are regularly and collaboratively monitored and improved. Inputs from stakeholders are sought through regular consultations and meetings to develop program outcomes.

rogram educational objectives; guidelines and new methods are then formulated, and data gathered will be monitored, analyzed, and used in making decisions to improve programs. KSU's CQI committee ensures that all processes embedded into operations are stable, consciously managed, and regularly evaluated.

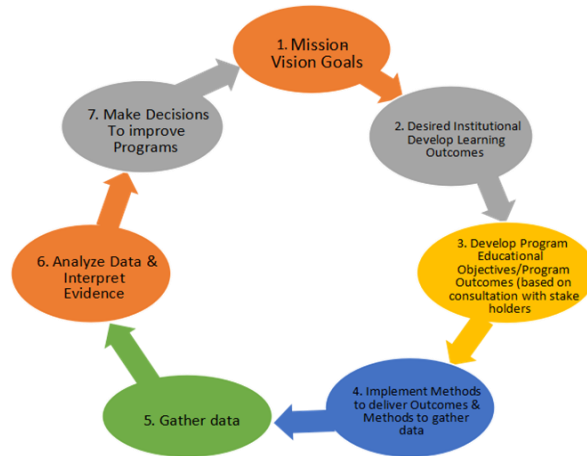


Figure 4. Quality Control Plan

Summary

1. Based on the market viability and technical viability assessments, offering the ETEEP at Kalinga State University appears feasible. The projected enrollees demonstrate a demand for alternative learning systems and the need for upskilling and reskilling in the Philippines. The faculty, library resources, and admission requirements align with the program's requirements and support the delivery of quality education.

2. Participants have positive perceptions of the ETEEAP program, aligning their expectations with their agreement. They believe that the program will value their work experience, provide them with an opportunity to earn a degree based on practical knowledge, help them enhance their skills and knowledge, and offer flexibility and accessibility that aligns with their needs. Additionally, they have confidence in the academic support and guidance provided, indicating their belief that it will contribute to their successful completion of the program.

Conclusion

The Expanded Tertiary Education, Equivalency and Accreditation Program (ETEEAP) as a non-traditional education is feasible and has the potential to be successful in Kalinga province.

Recommendations

The researchers recommend offering a Bachelor of Arts in Political Science and a Bachelor of

Arts in History under ETEEAP at Kalinga State University.



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