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## **Branch campuses of state universities and colleges (SUCs) in Region III: Analysis and evaluation**

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**Abstract.** The whole world is one in making education accessible to all. It is in this mission that gives birth to the existence of different branch campuses. The guidelines in the establishment of the branch campuses are reflected on the Manual of Regulations for Private Higher Education of 2008 and CHED Memorandum Order no. 27 series of 2009. At present, there are 388 public branch campuses in the Philippines. However, it has to be emphasized that the public branch campuses in the Philippines are temporary and are not part of the charter of the SUCs. This study analyzed and evaluated the present conditions of the branch campuses of the State Universities and College in Region III. Evaluative research was employed, with the use of a questionnaire adopted from AACUP, interview, documentary materials of Accreditation results to gather data from the campus administrators. Results showed that the branch campuses were built to make education accessible to the nearby communities. The SUCs Branch Campuses were outstanding in their administration, VMGO, faculty, curricular offerings and instruction, and support for students. The laboratories and facilities were evaluated as inadequate. Also, no variations were identified on the branch campuses' researches and extension services. The area of library was found to be adequate. Funding was the main problem that led to some other problems, issues, and concerns. Policy makers should create a manual for the establishment of branch campuses where uniformity on operations and allocation of budget should be clearly stated so that improvement on their infrastructures, facilities, laboratories, and equipment can be planned and actualized. Also, marketing strategies should be effective and long-term development plan should be conceptualized to assure sustainability.

**Keywords.** Branch Campuses, SUCs III

### **1. Introduction**

A branch campus is established by an existing institution in order to make higher education more readily accessible to people where they live and work. It has a permanent facility, usually free standing. There is a local administration, providing a reasonably wide range of student services and support programs, although not the range one would see at the main campus. An ideal branch campus has a resident faculty, but curriculum control and the establishment of minimum faculty credentials come primarily from the main campus. Branch campuses are also called satellite campuses, offshore campuses, extension schools, annex schools, or extended universities (Bird, 2007).

*The United States National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS) defines a branch as a campus or site of an educational institution that is not temporary. It is located in a community beyond a reasonable commuting distance from its parent institution, and offers organized programs of study, not just courses.*

*The Observatory on Borderless Higher Education (2006) and Knight (2005) provides a less stringent definition. A branch campus is described as an off-shore operation of a higher education institution operated by the institution or through a joint-venture in which the institution partners and with a foreign institution. Upon successful completion of the study programme, students are awarded a degree from the foreign institution.*

*Despite of the good motives of having branch campuses, conditions of one to another are different. Dessoff (2011) mentioned that many branch campuses had sprung all over the world. Some of them have been fruitful but others have struggled. Some branch campuses are doing very well like Michigan University in Dubai and New York University in Abu Dhabi. On the other hand, Duke University had a plan of having a branch campus in China. However, due to the opposition of the teachers, the plan did not materialize. Also, other universities had their branch campuses but were not able to sustain.*

*Altbach (2010) specified a number of unpredictable factors that prevent a branch campus from sustaining. First, branch campuses are a misnomer for the majority of institutions. They are not really campuses, but rather small and specialized academic programs, such as business management and information technology which require low set-up cost and have great worldwide demand. Second, the lack of commitment of professors from the home institution to teach in host countries may pose the biggest challenge to sustainability. Third, branches often offer a limited range of academic programs. It is difficult for students to gain real educational experience that replicates that of home campuses. Fourth, in a host country where an increasing number of branch campuses and local universities compete with each other, it may be difficult to sustain the conventional model of only accepting host country students who meet stringent selection criteria set by home institutions, particularly for prestigious institutions which have high enrolment standards. Fifth, the local conditions make the long-term outcomes of branch campuses unpredictable.*

*The branch campuses in the Philippines are being governed by the Commission on Higher Education. The guidelines in the establishment of the branch campuses are reflected on the Manual of Regulations for Private Higher Education of 2008 and CHED Memorandum Order no. 27 series of 2009. Article V Sec.23-24 of CMO no. 40 of s. 2008 stated, "A school facility shall be considered a branch where (1) a separate site and attendant educational facilities such as building and classrooms specifically for the institution have been established, (2) the branch is offering higher education programs which may also be offered in the main school, and (3) the programs offered in the branch are not restricted to a special clientele such as employees of a company, but are open to the qualified general public. The institution may, at its discretion, apply as a separate higher education institution rather than as a branch. As such, the applicant must comply with the requirements for the establishment of a new school. A higher education institution which desires to transfer its institutional site or location shall not be required to apply for a new Government Permit or Recognition provided that: (1) the new site/location is better than the previous location (2) no new program shall be offered without government authority immediately after the transfer (3) all the minimum requirements are maintained subject to verification by the Commission and (4) the Commission is duly informed before the transfer. A school facility shall be considered an extension class where it possesses the characteristics of a school branch as above provided, except that (1) administrative and support facilities mentioned are not available at the site but merely the classrooms; (2) enrolment in an extension class is restricted to a special clientele, and not available to the general public; and (3) such extension classes are temporary in nature. The offering of extension classes under a recognized degree program shall require prior approval of the Commission, and after full compliance with the requirements, as follows: 1. Proof of Level II*

Accreditation of the degree program; and 2. Proof of compliance with the policies and rules of the Commission on extension classes.”

At present, there are 388 public branch campuses in the Philippines. However, it has to be emphasized that the public branch campuses in the Philippines are temporary and are not part of the charter of the SUCs.

The researcher was motivated to conduct this study for the purpose of having a comprehensive analysis and evaluation of the present conditions of the branch campuses of the State Universities and Colleges (SUCs) in Region III.

## **2. Purpose of the Study**

This study aimed to analyze and to evaluate the present conditions of the Branch campuses of State Universities and Colleges (SUCs) in Region III.

It sought to answer the following questions: 1. What are the rationales of the SUCs in Region III in opening branch campuses? 2. How are the branch campuses described and evaluated in terms of: a. vision-mission-goals-objectives, b. faculty, c. curricular offerings and instruction, d. support to students, e. research, f. extension and community development, g. library, h. physical plant and facilities, i. laboratories; and j. administration; 3. Which areas were the strengths and weaknesses of the branch campuses? 4. How far has accessibility been attained by the branch campuses? 5. What are the problems, issues, and concerns relative to no.3?; 6. What administrative policies could be drawn from the finding of the study?

## **3. Methodology**

The Input- Output evaluation research design was used to describe and to evaluate the status of the branch campuses in SUCs Region III. Input evaluation was on VMGO, faculty, curricular offerings and instruction, support to students, library, physical plant and facilities, laboratories, and administration. The Output evaluation was focused on research, extension and community development, and accessibility. Analyzing and evaluating the branch campuses, including the strengths and weaknesses, could serve as useful information for drawing improving practices and for the solution of concerns.

On the present study, evaluation of the status of the branch campuses was done together with the identification of their strengths and weaknesses. Through the components, problems were determined as well as the possible ways to solve them. These will be beneficial for the improvement of the Branch campuses.

The study was conducted among all the SUCs branch campuses in Region III. Six (6) State Universities and Colleges (SUCs) in Region III were involved in the study namely: Bataan Peninsula State University, Bulacan State University, Don Honorio Ventura Technological State University, Nueva Ecija University of Science and Technology, Ramon Magsaysay Technological University, and Tarlac State University. Moreover, there were thirty one (31) four (4) branch campuses in Bulacan, three (3) branch campuses in Pampanga, twelve (12) branch campuses in Nueva Ecija, six (6) branch campuses in Zambales, and two (2) branch campuses in Tarlac.

The study was conducted among the Branch campuses' Directors/ Heads/Chancellor/ Dean and Barangay Officials.

There were twenty-nine (29) Campus Directors (Bataan, Bulacan, Pampanga, Nueva Ecija, and Tarlac) and two (2) Deans (Tarlac) who answered the instruments used in the study. In addition, there were thirty one (31) heads of the community who answered the instrument on the accessibility of the branch campuses. Also, thirty one (31) students were asked regarding the vision of the branch campus or university where they were enrolled. This was done to verify

the result on the indicator on the VMGO area.

The Survey-Questionnaire was used as the major instrument in gathering important data. The questionnaire was composed of two parts. The first part was about the evaluation of the SUCs's branch campuses on the ten (10) areas which are VMGO, faculty, curricular offerings and instruction, support to students, research, extension and community development, library, physical plant and facilities, laboratories, and administration. This part was answered by the Campus Administrators. The second part of the questionnaire dealt on the extent of accessibility that the branch campuses to the community had attained. This part was both answered by the Campus Administrators of the branch campuses and barangay officials of the nearby communities of the branch campus.

The questionnaire was shown to one (1) SUC Vice President, one (1) AACCUP Accreditor, and one (1) former branch campus director for comments, suggestions, and further improvement of the instrument. The comments were considered by the researcher until such time that questionnaire was approved for validation.

Answers were tallied based on the frequency of the answers of the respondents and reported in ranks. All collected data were interpreted through frequency, percentage, and rank distributions. For facilitating the interpretation of the results the mean and the mode were used as measures of central tendency.

#### **4. Results and Discussion**

##### *4.1 Rationales of the SUCs III in Opening Branch Campuses*

Table 1  
Rationale of the SUCs of Opening Branch Campuses

Rationale	F	R
To make education accessible to the nearby communities	13	1
It is a Municipality or provincial government's initiative	11	2
Conversion from a community or local college	4	3
For expansion purposes since the Main campus is limited on its area	2	4
To transfer the Main campus into a safe and secured place due to some calamities/disasters	1	5
Total	31	

The SUCs wanted to make tertiary education accessible to places far from the main campus. Moreover, financial issue was taken into consideration like for the transportation expenses of the students who want to pursue tertiary education in public higher education. This was proven to be true on the definition of Bird (2007) regarding the purpose of establishing a branch campus that was to make higher education more readily available to people where they lived and worked. "The establishment of the Branch campuses is the municipality or provincial government's initiative" ranked second on the identified visions. The Local Government Units (LGUs) were tying up with the established SUCs in catering higher education to their constituents. Such partnership was done to assure that education was not only accessible but also of quality since the academic governance was charged to the SUCs. However, financial aspect of the branch campus having such reason was being managed by the LGUs.

#### 4.2. Description and Evaluation of SUCs Branch campuses

##### 4.2.1. Vision-Mission-Goals-Objectives

##### 4.2.1.1. Vision

All the SUCs branch campuses' visions were focused on attaining global excellence and producing quality graduate. This means that the branch campuses envisioned to have quality education in assuring that their graduates, their teachings, and programs would meet global standards. They assured that the quality of education rendered would satisfy local and international standards. Moreover, the branch campuses envisioned to produce quality graduates. Quality graduates could be employable, competent, and efficient. Moreover, ratings on the various licensure examinations are being closely monitored to assure the attainment of this vision.

Table 2  
Description of SUCs Branch Campuses' Visions

Visions	F	R
Global Excellence	31	1.5
Producing Quality Graduates	31	1.5
Development of leaders and entrepreneurs for advancement	25	3
Empowering graduates through an atmosphere conducive to personal and professional growth	19	4
Global Competitiveness	16	5
Responding to the needs of the community	16	6
Sustainable Development	10	7

With such results, it can be said that the SUCs III Branch campuses' visions are more on assuring that their institutions and products are of excellence, quality, advanced, empowered, and competitive.

##### 4.2.1.2 Mission

The mission on quality and relevance was the most common among the SUCs branch campuses. This implies that all the services and operations of the campuses were geared towards quality and on the pragmatic aspects of their courses and lessons. It only shows that most of the branch campuses are providing education which could be useful to their career and throughout their lifetime.

Table 3  
Description of SUCs Branch Campuses' Missions

Missions	F	R
Quality and Relevance Education	18	1
Advanced Instruction	13	2
Total	31	

With such identified commonality on the mission statements, all the SUCs branch campuses aimed at providing quality and relevant education for practical purposes and advanced instruction in assuring that global competencies would be imparted among their clientele.

#### 4.2.1.3 Goals

Majority of the SUCs branch campuses' goals were on becoming the uplifting factor and contributing agent for the improvement of the quality of life as well as aspects connected to it. This means that the main focus of the branch campuses was on the improvement of the quality life as well as on aspects concerning it such as social, economic, socio-economic, and the like. Moreover, the institutions were true to the national goals of the education as a vital force in developing each individual to reach his/her potentials.

Table 4  
Goals of the SUCs Branch Campuses

Goals	Number of times cited	R
Uplifting factor and contributing agent for the improvement of the quality of life as well as aspects connected to it	48	1
Quality and relevance of education to everyday living	40	2.5
Excellent education that meets quality and standards	40	2.5
Application and consideration of ethical standards on programs, courses, practices, and the like	32	4
Productivity on the development of each individual and to the generation of income both the institutions and their clientele	25	5.5
Relevance and responsiveness of the programs and services of the institutions to their clientele and to the nearby communities	25	5.5
Competency, efficiency and effectiveness of teaching, learning, practices, trainings, and the like	20	7
Conceptualization and application of researches for innovativeness	19	8
Harmonious relationship with community, partners, and linkages	18	9
Access and equity to education, services, operations, and the like	12	10

Such findings imply that the goals of the SUCs branch campuses were on the attainment of how each institution could be a vital agent of development, quality, relevance, and excellence.

#### 4.2.2 Evaluation on VMGO

The VMGO of the branch campuses was outstanding as reflected on the grand mean of 4.42. This was further validated based on the seven (7) accreditation results which also evaluated the VMGO as outstanding.

The branch campuses were rated outstanding on: “the VMGO of the institution are printed in bulletin boards, catalogs/manuals and other forms of communication media and are readily available in the Branch campus” (4.61), “the faculty members assigned at the Branch campuses are aware of the VMGO of the institution” (4.55), and “the staffs assigned at the

Branch campus are aware of the VMGO of the institution” (4.42). However the indicator, “the students enrolled at the Branch campus are aware of the VMGO of the institution”, was evaluated as very satisfactory as reflected on the computed mean of 4.10.

Table 5  
Evaluation of SUCs Branch Campuses on VMGO

Indicators	Mean	Adjective Description
The VMGO of the institution are printed in bulletin boards, catalogs/manuals and other forms of communication media and are readily available in the branch campus.	4.61	Outstanding
The faculty members assigned at the branch campus are aware of the VMGO of the institution.	4.55	Outstanding
The staff assigned at the branch campus are aware of the VMGO of the institution.	4.42	Outstanding
The students enrolled at the branch campus are aware of the VMGO of the institution.	4.10	Very Satisfactory
Grand Mean:	4.42	Outstanding

With such evaluation, it can be said that the Branch campuses had the same manner in making the VMGO of the institutions obvious and common to everyone. The awareness of the faculty and staff on the VMGO was greatly manifested. However, students’ awareness on the VMGO could still be improved.

#### 4.2.3 Faculty

##### 4.2.3.1 Faculty Members

Majority of the faculty members were master degree holders (30.34%). It means that the faculty members were qualified since they satisfied the minimum educational qualification for teaching in tertiary education. However, it can still be noted that 24.87% had masteral units only. With such, the administrators should motivate their faculty members to finish their master’s degree.

On the status of employment, 85.37% of the faculty members were full time. Having such percentage, it can be concluded that the faculty members of the branch campuses worked in a full load.

Table 6  
Description of the Faculty Members assigned at SUCs Branch Campuses

		F	%
Highest Educational Attainment	AB/BA/BS	255	22.89
	With MA/MS units	277	24.87
	MA/MS	338	30.34
	With Ph.D/Ed.D units	31	2.78
	Ph.D/Ed.D	213	19.12
Total		1,114	100

Status of Employment	Full Time	951	85.37
	Part Time	163	14.63
	Total	1,114	100
Tenure of Employment	Permanent	517	46.41
	Temporary	18	1.62
	Contractual	33	2.96
	Parttimer	491	44.08
	Lecturer	20	1.80
	Adjunct	23	2.06
	Contract of Service	12	1.08
	Total	1,114	100
Academic Rank	Instructor	352	68.09
	Assistant Professor	74	14.31
	Associate Professor	56	10.83
	Professor	35	6.77
	Total	1,114	100

On the tenure of employment, 46.41% had permanent status. This means that most of the faculty members had plantilla position in their institutions. However, there were 44.08% part-timers. These faculty members did not have the security of tenure and were being paid in hourly basis. Moreover, rapid turnovers of faculty members were unavoidable because of the uncertainty on their tenure.

On academic rank, most of the faculty members at the branch campuses were Instructors I-III (68.09%). This implies that these faculty members were either newly given permanent tenure of employment or they were newly evaluated based on the National Budget Circular (NBC).

Majority of the faculty members were qualified, permanent, fulltime, and hold Instructor rank. However, further encouragement could be done for those faculty members who were not educationally qualified (47.76%). Also, promotion of the faculty members on their academic rank should be further studied to address such inadequacy in addressing minimum requirements in faculty members' qualification.

#### 4.2.3.2 Evaluation on Faculty

The faculty of the SUCs branch campuses is evaluated had an outstanding evaluation based on the grand mean of 4.22. This implies that the SUCs branch campuses had no issues regarding their respective faculty line up and the systems and social relationships concerning them in general. The results further revealed that some indicators concerning the area of faculty were evaluated as outstanding and very satisfactory.

Table 7  
Evaluation of SUCs Branch Campuses on Faculty

Indicators	Mean	Adjective Description
The branch campus has stable and adequate faculty members.	3.97	Very Satisfactory

The branch campus observes the faculty recruitment and selection process which is based on an institutional Human Resource Development Plan/Program.	4.42	Outstanding
The faculty members assigned at the branch campus are tasked to teach their major/minor field of specialization.	4.42	Outstanding
The branch campus observes the system of promotion in rank and salary based on existing policies and issuances being implemented in the institution.	4.06	Very Satisfactory
The faculty members assigned at the branch campus upgrade their qualifications concerning their professional growth through participating in training, seminars, conference, or through enrolling in their graduate or post graduate studies which the institution greatly supports.	4.26	Outstanding
The faculty members assigned at the branch campus engaged themselves in conducting research and extension activities.	3.68	Very Satisfactory
The faculty members assigned at the branch campus exhibit updated knowledge, skills, and competencies of the subject matter and of the entire teaching-learning process.	4.06	Very Satisfactory
The faculty members assigned at the branch campus are also receiving salaries and benefits that are in accordance with existing policies and guidelines.	4.29	Outstanding
The faculty members assigned at the branch campus are diligent enough in submitting complete and accurate reports/documents required by their respective area.	4.32	Outstanding
The faculty members assigned at the branch campus observe the Code of Ethics of the Profession, exercise academic freedom, and show commitment and loyalty to the entire institution.	4.42	Outstanding
There is a harmonious interpersonal relation with superiors, peers, students (of the entire institution), parents and the community.	4.48	Outstanding
Grand Mean	4.22	Outstanding

With these results, allocation of budget and permanent items should be considered for the faculty members of the branch campuses. Moreover, motivation could be needed so that the faculty members would do their best in instruction, engage themselves in various aspects of their professional growth, as well as conduct researches. Nevertheless, the faculty members assigned at the branch campuses were likely a match also with those assigned at the main campuses.

#### 4.2.4 Curricular Offerings and Instruction

##### 4.2.4.1 Enrolment

Table 8  
Enrolment Range of SUCs Branch Campuses

Enrolment Range	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester
3,000-3,999	2	2
2,000-2,999	2	2
1,000-1,999	15	11
999 or less	12	16

Most branch campuses had enrollees within the range of 1,000 to 1,999 for the first semester and 999 or less for the second semester of the academic year 2013-2014.

Obviously, the enrolment rate in the branch campuses was not that high. Moreover, a big decrease in enrolment took place during the second semester. With such trend on the enrolment rate, the administrators should think of ways to sustain their operation in the aspect of enrolment. For it was also noted that one (1) branch campus was closed for a year due to its number of enrollees.

##### 4.2.4.2 Academic Programs

Table 9  
Academic Programs of the SUCs Branch Campuses

Classification of Courses	Number of Academic Programs	Number of Branch campuses which offer the course
Education	7	24
Business and Accountancy	4	28
Hospitality and Tourism	1	16
Industrial Technology	7	15
Computer Studies	5	15
Agriculture	4	6
Nursing	2	5
Laboratory High School	1	5
Social Sciences	1	2
Graduate Studies	4	2
Psychology	1	1

Business and Accountancy was the most common program of the Branch campuses. Twenty-eight (28) Branch campuses were offering courses under these. There were four (4) academic programs under Business and Accountancy, namely Bachelor of Science in Business Administration, Bachelor of Science in Accountancy, Bachelor of Science in Accounting Technology, and Bachelor of Science in Entrepreneurship. These courses would require lesser budget needed because the need for laboratories and equipment were minimal.

#### 4.2.4.3 Teaching Methodologies and Techniques

Table 10  
 Teaching Methodologies and Techniques used by SUCs Branch Campuses

Teaching Methodologies and Techniques	F	Rank
Film Showing	29	2
Group Dynamics	29	2
Reporting	29	2
Projects	28	4.5
Computer-Assisted Instruction (CAI) and Computer-Assisted Learning (CAL)	28	4.5
Multi-media	26	7
Experiments	26	7
Problem-Solving	26	7
Symposia, seminars, workshops, professional lectures	24	9
Field trips/learning visits/other co-curricular activities	23	10.5
Interactive learning	23	10.5
Case Study	22	12
Cooperative teaching	21	13.5
Brainstorming	21	13.5
Workshops	17	16
Team teaching	17	16
Peer teaching	17	16
Simulations	14	19
Type Study Methods	13	20
Informal Creative Groups	12	21
Micro teaching	10	22
Buzz Sessions	9	23
Macro teaching	7	24
Dimensional Question Approach	6	25.5
Tandem teaching	6	25.5

The most common teaching methodologies and techniques used by the teachers were: film showing, group dynamics, reporting, computer-assisted instruction (CAI) and computer-assisted learning (CAL), and projects. These qualify that the methodologies and techniques used by the faculty members of the branch campuses were on more group activities that entail collaboration among students and the use of technology in instilling learning to the students. The results could show that the methodologies and techniques used by the teachers vary from the traditional to modern styles. Moreover, it was only proven on the findings that technology could really be inevitable material in the teaching-learning process.

#### 4.2.4.4. Number of Teaching Methodologies and Techniques used

Table 11  
Number of Methodologies and Techniques Used by the SUCs Branch Campuses

Number	F	R
10 or more methodologies and techniques used	22	1
9 or less methodologies and techniques used	9	2

Twenty two (22) of the SUCs branch campuses used ten (10) or more teaching methodologies and techniques in their courses taught. However, nine (9) SUCs branch campuses used nine (9) or less of methodologies and techniques. This further means that some branch campuses did not have variations on methodologies and techniques.

#### 4.2.4.5. Curricular Offerings and Instruction

In this area, the branch campuses were evaluated as outstanding with the computed grand mean of 4.53. This implies that in the wholistic assessment on curricular offerings and instruction, the branch campuses were doing exemplary. Furthermore, it implies that quality and standards were always assured in attaining their objectives.

Based on the findings, the curricular offerings and instruction of the SUCs branch campuses were outstanding. This could further quantify that their offerings were the standards prescribed by CHed or the accrediting body. It also means that the SUCs branch campuses were not being left behind; they were competitive enough on this area. This is a positive result although only seven (7) out of 31 branch campuses underwent accreditation of their courses.

Table 12  
Evaluation on Curricular Offerings and Instruction of SUCs Branch Campuses

Indicators	Mean	Adjective Description
The courses being offered by the branch campus are based on the interests of the students and need of the community.	4.55	Outstanding
The curriculum/program of study at the Branch campus meets the requirements and standards of CHED, Professional Regulations Commission Technical Panels, Professional Organizations or Societies and other related agencies.	4.39	Outstanding
There is an updated comprehensive syllabus for each subject being offered at the branch campus approved by the Dean or official concerned.	4.68	Outstanding
Varied, multi sensory materials and computer programs are utilized for instruction by the faculty members at the branch campus.	4.48	Outstanding
The faculty members assigned at the branch campus adapt evaluative tools and strategies suited in the lesson.	4.39	Outstanding
Classroom management and classroom discipline are being observed and maintained.	4.48	Outstanding

The graduating students of the branch campus are aware and required to accomplish the various graduation requirements set by the institution.	4.71	Outstanding
Quality instruction is also assured at the branch campus.	4.58	Outstanding
Grand Mean	4.53	Outstanding

#### 4.2. 5 Support to Students

##### 4.2.5.1 Student Services

Majority of the SUCs branch campuses have Guidance Programs, Food Services, Scholarships/Grants, and Student Organizations. This implies that most of the SUCs branch campuses had most of the student services. However, some student services were not that quite evident such as sports, co-curricular and extra-curricular, and health services.

Table 13  
 Student Services Present at the SUCs Branch Campuses

Student Services	F	R
Guidance Programs	31	2.5
Food Services	31	2.5
Scholarships/Grants	31	2.5
Student Organization	31	2.5
Student Publication	28	5
Health Services	15	6
Co-curricular and Extra Curricular Activities	13	7
Socio-Cultural Development Program	6	8
Sport Development Program	4	9

##### 4.2.5.2 Evaluation of Support to Students

Table 14  
 Evaluation of SUCs Branch Campuses on Support to Student

Indicators	Mean	Adjective Description
There is an existing Student Services Programs being observed for the students of the branch campus.	4.29	Outstanding
The branch campus observes the policies and system on grades, selection, retention, and promotion of the students.	4.48	Outstanding
There are student services readily available such as career guidance, health programs, medical and dental services, NSTP, student council, student lounge, student publication, and others.	4.16	Very Satisfactory
Proper orientations are also being given to the students of the branch campus.	4.81	Outstanding
There is student awareness on the services that they can also avail at the main campus.	4.58	Outstanding

The branch campus has enough academic and non academic staff to deal with the need of the students.	4.13	Very Satisfactory
There are groups, associations, clubs that the students can join in the branch campus as well as to the main campus.	4.35	Outstanding
The branch campus has activities (academic and non academic) to develop the holistic aspect of the students.	4.39	Outstanding
The students of the branch campus can avail of the scholarships and grants being given by the institution and of other people, agencies, or groups.	4.61	Outstanding
Grand Mean	4.42	Outstanding

This implies that majority of the branch campuses were doing great on the area of support to students. However, adequacy of the academic and non academic staff should be improved. Also, the availability of these student services should be assured at the branch campuses. This further qualifies that the branch campuses' administrators were doing their very best to maximize their manpower within their branch campuses. There were identified instances, based on the interview, that the faculty members were also working as non-academic staff.

#### 4.2.6 Research

##### 4.2.6.1 Accomplished Researches

Twenty- eight (28) out of the 31 SUCs branch campuses had students' researches that were on information for dissemination and feasibility studies. On the part of the faculty researchers, thirty (30) out of the 31 branch campuses were on tracer studies. It can also be highlighted that there was no single patented research at the SUCs branch campuses.

Table 15  
Researches of SUCs Branch Campuses

Categories	Branch campuses with Student Research	Branch campuses with Faculty Research
	F	F
Technology-Generated	12	9
Information for Dissemination	28	27
Action Research	12	22
Case Studies	4	14
Tracer Studies	2	30
Research and Development	3	12
Feasibility Studies	28	0
Patented Researches	0	0

Technology-Generated researches are studies conducted to develop or innovate a product or a prototype that will generate possible improvement to the community or income to the industry. Also, outputs of these researches can lead to the improvement of quality of life. Some of the researches that were conducted by the students and faculty members of the SUCs branch campuses were: "Development of an Engine Rotator used in Overhauling Engine,"

“Development of the Automatic Aquamarine for Water Quality Test,” and “Automated Grade Verification System.”

The number reflected on the table could tell that the faculty members as well as the students were not that active on the other types of researches like technology generated researches, case studies, and research and development. Moreover, the faculty members did not have their researches patented. These findings can still be remedied in the future.

#### 4.2.7 Extension and Community Development

##### 4.2.7.1 Extension Activities

Twenty-eight (28) out of 31 of the SUCs branch campuses had gift-giving and literacy programs as their extension activities. These two extension activities were the most common among the list. This implies that most of the extension activities were on the dole-out aspect. Literacy programs were conducted to some elementary or secondary schools that needed the expertise and time of the faculty members on the academic welfare of their students like of on English and Mathematics. Relief goods and donations were also common to them in a form of gift giving especially during typhoons and other calamities.

Table 16  
Extension Activities of SUCs Branch campuses

Extension Activities	F	R
Gift Giving	28	1.5
Literacy Programs	28	1.5
Livelihood Projects	26	3
Balik Eskwela Project	24	4
Information Dissemination Campaign	19	5.5
Tree Planting	19	5.5
Medical mission	11	7
Training for Capability Building	3	8
Community Development	2	10
Special Project	2	10
Product Design	2	10

#### 4.2.8 Library

##### 4.2.8.1 Library Materials

All of the SUCs branch campuses had Periodicals, General Reading, Artifacts of Philippine History, and Professional Subjects Materials. The study found that thirty (30) out of 31 branch campuses had researches, studies, thesis, etc. and twenty- seven (27) out of 31 had reference materials. These data further imply that most of the libraries in the branch campuses were complete with the basic and necessary materials that the students needed.

Table 17  
Library Materials of SUCs Branch campuses

Library Materials	F	Mean	Adjective Description
Periodicals	31	2.71	<i>Adequate</i>

References	27	2.78	<i>Adequate</i>
General Reading	31	2.81	<i>Adequate</i>
Artifacts of Philippine History	31	2.65	<i>Adequate</i>
Researches, Studies, Thesis, etc.	30	2.70	<i>Adequate</i>
Professional Subject Materials	31	2.77	<i>Adequate</i>
Grand Mean	2.74		<i>Adequate</i>

On the level of adequacy, all of the identified library materials of the SUCs branch campuses were found to be adequate. These library materials were General Reading (2.81), References (2.78), Professional Subject Materials Periodicals (2.77), Periodicals (2.71), Researches, Studies, Thesis, etc. (2.70), and Artifacts of Philippine History (2.65). This implies that the library materials were adequate because the number of enrollees in the branch campuses were not that high compared with those of the main campuses.

The data show that all the SUCs branch campuses had their own library in their premises. Moreover, they had adequate library holdings as based on the grand mean of 2.74.

#### 4.2. 9 Physical Plant and Facilities

##### 4.2.9.1 Physical Plant

Table 18  
Land Area of the SUCs Branch Campuses

Size	F
11 hectares and more	2
9-10	0
7-8	2
5-6	0
3-4	2
1-2	16
Less than 1 hectare	9

Majority of the SUCs branch campuses had 1-2 hectares in size. This could be big enough for their existing enrolment rates and for further increase. It can also be noted that there were nine (9) branch campuses that were less than 1 hectare in size. In totality, the branch campuses had big areas for further physical expansion.

##### 4.2.10 Facilities

Table 19  
Facilities present in SUCs Branch campuses

Facilities	F	Mean	Adjective Description
Audio-Visual Room	31	2.52	<i>Adequate</i>
Classrooms	30	2.03	<i>Inadequate</i>
Faculty Room	31	3.00	<i>Adequate</i>
Gymnasium	31	2.84	<i>Adequate</i>

Library	31	2.94	<i>Adequate</i>
Medical & Dental Offices	26	2.05	<i>Inadequate</i>
Offices	31	2.87	<i>Adequate</i>
Social Hall	31	2.07	<i>Inadequate</i>
Student Center	31	2.22	<i>Inadequate</i>
Chapel	28	2.00	<i>Inadequate</i>
Recreational Area	27	2.09	<i>Inadequate</i>
Canteen	29	2.79	<i>Adequate</i>
Establishment Surrounding the Branch campus	27	2.52	<i>Adequate</i>
Grand Mean:	2.46		<i>Inadequate</i>

All branch campuses had Audio-Visual Room, faculty room, gymnasium, library, offices, social hall, and student center. On the other hand, thirty (30) out of 31 of the SUCs branch campuses had classrooms, twenty-nine (29) had canteen, twenty-seven (27) had recreational area and establishments surrounding the branch campuses, and twenty-six (26) of them had medical and dental offices. Such data tell that the branch campuses almost have the basic facilities needed to operate an education institution.

On the facilities' level of adequacy, six (6) out of the 13 identified facilities were found to be inadequate. These facilities were classrooms (2.03), medical and dental (2.05) social hall (2.07), student center (2.22), chapel (2.00), recreational area (2.09).

Generally, the facilities of the branch campuses were inadequate based on the grand mean of 2.46. It further implies that the shortage on the facilities of the branch campuses had to be solved.

#### 4.2.11 Laboratories

##### 4.2.11.1 Available Laboratories

All the SUCs branch campuses had computer laboratories and multimedia centers in their campuses. Generally, the laboratories of the branch campuses were found to be inadequate based on the grand mean of 2.38. This shows that the branch campuses had problems with their laboratories. This should be solved through funding and infrastructure.

Table 20  
Laboratories present in SUCs Branch Campuses

Laboratories	F	Mean	Adjective Description
Chemistry Laboratory	12	2.92	<i>Adequate</i>
Computer Laboratory	31	2.97	<i>Adequate</i>
Laboratory for Majors/Shops	28	2.75	<i>Adequate</i>
Multimedia Center	31	2.29	<i>Inadequate</i>
Physical Laboratory	24	2.17	<i>Inadequate</i>
Physics Laboratory	24	2.21	<i>Inadequate</i>

Speech Laboratory	26	1.73	<i>Very Inadequate</i>
Others: Drug Laboratory	1	2.00	<i>Inadequate</i>
Grand Mean:	2.38		<i>Inadequate</i>

#### 4.2 12 Administration

##### 4.2.12.1 Campus Administrators' Profile

Table 21  
Administrators of SUCs Branch Campuses

Head of the Branch campus	Highest Educational Attainment				Total	
	BS	With MA units	MA Graduate	With Doctoral Units	Ed.D/P h.D. Graduate	
Director		3	7	3	16	29
Dean					2	2
Total		3	7	3	18	31

The Campus Administrators had different label for their position; however, their job descriptions were almost the same. Moreover, some SUCs branch campuses were headed by the Campus Directors but there were Deans in Campuses who took charge of the respective courses being offered by these branch campuses. Majority of the campus administrators were eligible since most of them were doctoral and masteral graduates.

4.2.12.2 Administration

Table 22  
Evaluation of SUCs Branch Campuses on Administration

Indicators	Mean	Adjective Description
The students are well informed of the organizational structure and the proper channelling within the branch campus and in the entire institution.	4.35	Outstanding
The administrative personnel (Dean, Director, and Chancellor) are qualified to the various administrative functions.	4.45	Outstanding
The branch campus administration is involved on the decision making of the university/college.	4.68	Outstanding
The administration of the branch campus is kept informed of the things happening to the entire University/ College.	4.68	Outstanding
There is a proper coordination with the administrator of the Branch campus and of the Main campus.	4.71	Outstanding
The administration keeps up-to-date records of the things inside the branch campus.	4.71	Outstanding
The administration of main campus in the often visible at the branch campus.	4.55	Outstanding
The administration of the main campus shows and extends help and support in any form to the structure and other aspects of the branch campus.	4.48	Outstanding
Grand Mean	4.58	Outstanding

In general, the administration of the branch campuses was evaluated as outstanding as reflected on the grand mean of 4.58. Such finding tells that the administration of the branch campuses were very much qualified in their designations. Moreover, all the indicators of administrative functions concerning this area were evaluated as outstanding.

The findings show that the SUCs branch campuses were doing excellently in the area of administration. There were neither issues nor negativities identified on the administration of the SUCs branch campuses. Moreover, good relationship was identified among the administration of the branch campuses and of the main campuses.

4.3. Strengths and Weaknesses of the SUCs Branch Campuses

4.3.1 Strengths

The results show that the SUCs branch campuses were doing great on administration, curricular offerings and instructions, and VMGO. This finding was similar with the seven (7) collected accreditation results by AACCUP.

Table 23  
 Strengths of SUCs Branch Campuses

AREA	Grand Mean	Adjective Description	R
Administration	4.58	Outstanding	1
Curricular Offerings and Instruction	4.53	Outstanding	2
Vision-Mission-Goals-Objectives	4.22	Outstanding	3.5
Support to Students	4.42	Outstanding	3.5
Faculty	4.22	Outstanding	5

#### 4.3.2 Weaknesses

Table 24  
 Weaknesses of SUCs Branch Campuses

AREA	Grand Mean	Adjective Description
Laboratories	2.38	Inadequate
Physical Plant and Facilities	2.46	Inadequate
Research	----	No Variations found No Patented Research
Extension and Community Development	----	No Variations found

The SUCs branch campuses still needed to do more on the areas of laboratories, physical plant and facilities, research and extension and community development. Such results were in accordance with the retrieved accreditation results.

#### 4.4. Accessibility of SUCs Branch Campuses

##### 4.4.1 Accessibility of the Branch campuses to the Students' Home Addresses

Table 25  
 Students' Access to the Branch Campuses

Percent of Student Population	Students' Addresses			
	Within the BC Municipality	Nearby Municipality (1-10km)	Farther Municipality (11km and more)	Total
	F	F	F	
81-100	31	0	0	31
61-80	0	10	0	10
41-60	0	0	0	0
21-40	0	0	0	0
1-20	0	0	4	4

The SUCs branch campuses were accessible to the residences of their students. Moreover, the branch campuses also provided education to students of nearby communities. However, the branch campuses should take into account that there were also minimal percentage of enrollees that were coming from nearby municipalities or farther. This can still be taken into consideration since no one can stop students from enrolling even those coming from difference provinces.

#### 4.4.2 Accessibility of SUCs Branch Campuses

Table 26  
Accessibility of SUCs Branch Campuses

Accessibility to:	Directors/ Deans		Heads of the Community	
	F	R	F	R
Its primary clientele	28	7.5	26	8.5
The places that are far from the Main campus	31	1	30	3.5
Different establishments such as hospitals, police stations, fire stations, churches, and the like	24	11.5	25	11.5
Public offices such as barangay halls, municipal hall, and others	30	3	28	5.5
The community services such as traffic enforcers, bry. Tanod, and the like	29	5.5	30	3.5
Various industries and companies which are possible vital partners for students' welfare	25	10	24	13
Places where the students can purchase and avail of services needed for their school works such as Computer Shop, School Supplies, and the like	23	13	25	11.5
Residential areas	26	9	28	5.5
Places and services in securing the students and staff from threats of life	29	5.5	26	8.5
Address medical emergencies	24	11.5	26	8.5
Various linkages, partners, and nearby communities in generating external support	28	7.5	26	8.5
The needs of the community	30	3	31	1.5
In contributing knowledge to the community on the Branch campuses' offerings and others	30	3	31	1.5

With the identified similarity regarding the evaluation of the campus administrators on accessibility, the branch campuses were safe from all threats of life, accessible to some establishments and people in case of emergencies, and a great help in the development of the community. The heads of community were grateful on the existence of these branch campuses in their place as gathered in their interviews. Also, it the branch campuses were of great help in the education of their young people because they spent less in their transportation since the branch campuses were near to them, the parents could also monitor the attendance and

performance of their children. Generally, the data show that the SUCs branch campuses were accessible.

#### 4.5. Problems, Issues, and Concerns encountered by the SUCs Branch Campuses

##### 4.5.1 Problems

The results show that most of the problems of the SUCs branch campuses were on funding and facilities. This further implies that the funding issues and constraints on facilities and distance of the branch campuses were the factors that limited to the operations and services of the branch campuses.

Table 27  
Problems Encountered by the SUCs Branch Campuses

Problems Encountered by the SUCs III Branch campuses	F	Rank
Not enough Income Generating Project of the Campus/Institution	30	1
Financial difficulty of the students	23	2
Distance of the Campus to the Main campus	20	3.5
Lack of facilities, classrooms, etc.	20	3.5
Financial Constraint of the Institution	18	5
Insufficient equipment	16	6
Line of Communication	12	7
Overload teaching assignments	10	8.5
Profile of the Students	10	8.5

##### 4.5.2 Issues

Table 28  
Issues of the SUCs Branch Campuses

Issue	F	R
Funding	31	1
Student Performance	28	2
Insufficient equipment, facilities, and materials	20	3
Access to the Main Campus	17	4
Faculty Development	10	5

Funding was found to be main issue of the branch campuses. The campus administrators mentioned that all the concerns and problems were all rooted to the lack or insufficient funding of the branch campuses. They were thinking of ways to do outsourcing.

##### 4.5.3 Concerns

Table 29  
Concerns of the SUCs Branch Campuses

Issue	F	R
Sources of funding	31	1

Sustainability of the branch campuses	28	2
Need for facilities, equipment, laboratories, and materials	25	3
Promotion of faculty members	16	4
Students link to main campus	10	5
Quality of education given to the students of branch campuses	4	6

Since funding was a big concern to the branch campuses, sustainability was also being questioned and focused on. There were initiatives done like marketing strategies, IGPs, and other programs. However, sustainability of the branch campuses should be assured through the creation of a manual of establishment for the branch campuses.

#### *4.6 Administrative Policies Drawn from the Findings of the Study*

The most common suggestions were on additional funding and Income Generating projects (28 out of 31), strengthen support from the administration, PTCA, LGU, and community (15 out of 31), additional facilities, classrooms and laboratories (10 out of 31), and promotion of the faculty members and opportunities for their professional growth and long term plan for sustainable operations of the branch campuses (2 out of 31).

Table 30  
Suggestion Identified by the SUCs Branch Campuses

Suggestions identified by the Respondents	F	Rank
Additional funding and Income Generating Projects.	28	1
Strengthen support from the administration, PTCA, LGU, and community.	15	2
Additional facilities, classrooms, and laboratories.	10	3
Promotion of the faculty members and opportunities for their professional growth	2	4.5
Long term plan for the sustainable operations of the Branch campuses	2	4.5

#### **Conclusions**

The SUCs opened branch campuses mainly because they wanted to make education accessible to the nearby community. Such purpose is being lived by each identified branch campuses. There are areas that are doing great and there areas that have to be improved. Moreover, funding still challenges the campuses.

#### **Recommendations**

It is therefore recommended that a Manual on the Establishment of Branch campuses should be done so that uniformity on the rationale as well as on operations can be achieved and standardized. Also, allocation of budget among the branch campuses should be clearly stated so that improvement on their infrastructures, facilities, laboratories, and equipment can be planned and actualized. Marketing strategies should be thought carefully and executed properly so that they can improve their enrolment and avoid sudden decrease during second semester.

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