

Republika ng Pilipinas  
(Republic of the Philippines)  
KAGAWARAN NG EDUKASYON, KULTURA AT ISPORTS  
(DEPARTMENT OF EDUCATION, CULTURE AND SPORTS)  
UL Complex, Pasig, Metro Manila

May 13, 1991

DECS O R D E R  
No. 45, s. 1991

LARGE SCALE TRY-OUT OF THE UNIFIED/INTEGRATED  
NATIONAL COLLEGE ENTRANCE EXAMINATION PROGRAM

To: Bureau Directors  
Regional Directors  
Schools Superintendents  
Presidents, State Colleges and Universities  
Heads of Private Schools, Colleges and Universities  
Members of the NCEE Board:  
Presidents/Heads of CEAP, IAPBCU, PASUC, ACSC, PACU  
FAVIP, UP System

1. The broad goal of the Unified/Integrated National College Entrance Examination System is to attain the following:
  - a. sustained and/or improved quality in education
  - b. improved efficiency in the educational system
  - c. democratized/equitable access to educational opportunities
  - d. relevant education/training for national development
2. Towards this goal, the Unified/Integrated National College Entrance Examination System specifically aims to develop instruments/tests that will identify skills, abilities and aptitudes, and provide other information necessary for diagnostic, selection, guidance, and placement purposes.
3. This program shall integrate into one national test all existing college admission/entrance tests which are independently and separately developed and administered by schools, colleges and universities in the country (government and private).
4. The specific benefits of the Unified/Integrated National College Entrance Examination are three-fold:
  - a. For Students/Families  
Savings in time, effort, and money as a result of "Isang Bayad, Isang Hirap" scheme. Under this scheme, there will be only one college

entrance test, one test fee, and one test result to be used by schools, colleges and universities.

b. For Institutions (Colleges/Universities)

- 1) Academic freedom fully respected
- 2) Admission standards of individual institutions retained
- 3) Expenditure of considerable amount of resources by individual institutions in developing and administering separate standardized admission tests is eliminated
- 4) Institutional career planning services strengthened
- 5) Financial aid services expanded

c. For Society

- 1) Testing system rationalized
- 2) Savings of about ₱200 per student, per year
- 3) Cumulative savings of about ₱200M yearly (this is computed on an average of 3 entrance tests per student)

6. To ensure that this goal is achieved and sustained, a large scale program try-out will be administered in selected representative schools in Metro Manila (NCEE), Luzon, Visayas, and Mindanao areas on September 29, 1991. The participating schools are: University of Sto. Tomas, St. Scholastica's College, University of the Philippines System, St. Paul's College, Philippine Normal College, College of the Holy Spirit, Pamantasan ng Lungsod ng Maynila, Philippine Women's University, Philippine Christian University, Polytechnic University of the Philippines, De La Salle University, Centro Escolar University, La Concordia College, Perpetual Help College, and Mindanao State University.

7. Students who aspire to enrol in these schools are required to take both the current NCEE and the new Unified/Integrated Entrance test which will be given separately on the same day. College aspirants to each of these institutions from Luzon, Visayas, and Mindanao areas shall take the examination in designated testing centers (to be announced later) in Metro Manila in Luzon, Cebu City in Visayas, and Zamboanga City in Mindanao. The higher scores obtained by students in either of these two tests shall be reported as the actual result of the NCEE.

8. For 1991, colleges and universities participating in the program try-out may still administer their own regular college admission tests in addition to these tests (current NCEE and New Unified NCEE).

8. The main objectives of the Large Scale Program Try-out briefly include the following:

- a. Further checks on determining the item difficulty indices, equating item difficulty indices and the assessment of item discriminator.
- b. Further work on the test allotment per subject area of the test.
- c. Assessment of the effect of an improved plan of distribution, security of test materials in the examination centers, training of examiners and proctors, etc.
- d. Management scheme of the program in forging a meaningful cooperation and collaboration with institutions of higher learning in the country (private and government).
- e. Validity studies on content, construct, concurrent, and predictive.

9. The Evaluation Package is viewed as a continuous process and therefore is considered developmental. The evaluation component aims to: (a) compare actual effects/impact of the program with forecast targets; (b) determine short-term, long-term, and the WHY's of the discrepancies between the actual and the projected impacts; and (c) draw implications of future directions and policy implementation.

(SGD.) ASIDRO D. CARINO  
Secretary

Reference:  
None

Allotments: 1-2-3-4—(M.O. 1-87)

To be indicated in the Perpetual Diaries  
under the following subjects:

- ✓CENTERS
- ✓EXAMINATIONS
- ✓SCHOOLS
- ✓STUDENTS
- ✓TESTS
- ✓UNIVERSITIES & COLLEGES