

ANNUAL REPORT 2007



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Introduction

CHED experienced another change in leadership in 2007 as Dr. Carlito S. Puno who took over the Chairmanship from Fr. Rolando dela Rosa on May 10, 2005, transferred to the United Coconut Chemical Incorporated (UCCI), a Government Owned and Controlled Corporation (GOCC). Secretary Romulo Neri who was then Director General of the National Economic Development Authority (NEDA) assumed the chairmanship of CHED in August 2007 with a mandate from the President of the Republic to steer the higher education sector for six months to one-year.

Despite the frequent turnover, the major thrusts of the Commission to ensure provision of and broaden access to relevant and quality higher education, have been sustained. Ongoing programs and projects were continued, while additional interventions were initiated to provide developmental support to higher education institutions.

During the past two years under the leadership of Fr. DeLa Rosa and Dr. Puno, the Commission poured significant investments into state universities and colleges, with the end in view of developing their capacity to implement income generating projects, and generate additional resources that could be funneled back towards improving the institutions' academic programs, research and extension. In 2007, the Commission decided to extend similar development assistance to private higher education institutions focusing on intervention areas to be determined through institutional quality monitoring and evaluation or IQAME.



L E A D E R S H I P

Leadership: The art of getting someone else to do something you want done because he wants to do it.

~ Dwight D. Eisenhower

CHED MANDATES

The Commission on Higher Education is mandated under R.A 7722 to promote quality education, broaden access to higher education, protect academic freedom for continuing intellectual growth, and ensure advancement of learning and research. Pursuant to these mandates, the Commission has vigorously implemented programs and projects along its four major thrusts, namely:

- *Access and Equity,*
- *Quality and Excellence,*
- *Relevance and Responsiveness, and*
- *Efficiency and Effectiveness.*

Programs and Projects

FOR PROVIDING ACCESS AND EQUITY

Access to Philippine higher education is provided by 1,710 higher education institutions (HEIs) distributed throughout the country.

The private HEIs, numbering 1,514 make up 88.5% of the entire higher education delivery system in the country. The public HEIs which constitute the remaining 11.5% comprise 110 state universities and colleges (SUCs) main campuses,

436 SUC satellite and extension campuses, 70 local universities and colleges, 11 other government schools and 5 special HEIs.

The total higher education enrollment in Academic Year (AY) 2006-2007 is 2,604,449 representing 21% of the college age (16-21 years old) population. Of this enrollment, 1,722,793 or 66.15% is accounted for by the private sector.

**Table 1. Distribution of Higher Education Institutions by Sector
AY 2006-2007**

Higher Education Institutions	Total Number		% Total	
	w/ satellites/ campuses	w/out satellites/ campuses	w/ satellites/ campuses	w/out satellites/ campuses
TOTAL	2,036	1,710	100	100
PUBLIC	522	196	26	11
State Universities & Colleges	436	110		
Local Universities & Colleges	70	70		
Other Government Schools	16	16		
Special Higher Education Institutions	5	5		
PRIVATE	1,514	1,514	74	89
Non-Sectarian	1,215	1,215		
Sectarian	299	299		

The CHED strategy for broadening access is two-pronged:

1. to financially assist students who wish to go to college, and
2. to encourage/support alternative modes of acquiring education credentials

1. Student Financial Assistance Programs

The Commission on Higher Education, through the Office of Student Services (OSS) provides three types of student financial assistance programs (STUFAPs) for poor but deserving students: Scholarships, Grants-in-Aid, and Student Loans. In addition, it administers eight special STUFAPs for selected sectors.

A total of 12,791 students availed of the regular STUFAPs and 36,482 enrolled under the Special Programs during the 1st semester of AY 2007-2008. Grants to these beneficiaries totaled more than P676 Million (Table 2).

Table 2. Beneficiaries of Student Financial Assistance Programs, 2007-2008

PROGRAM		2007-2008 Number of Beneficiaries	Total Funding Requirements Per Program (in thousand pesos)
Regular Programs			
1	Scholarship	10,987	290,080
2	Grant-In-Aid	1,226	31,755
3	Student Loan (Study Now-Pay-Later Plan)	578	8,381
Sub-Total		12,791	330,216
Special Programs			
1	CHED Study Grant Program for Congressional Districts (CSGPCD)	23,211	116,055
2	Study Grant Program for the Dependents of Tobacco Growers	30	150
3	Project Enrich	321	12,000
4	PGMA Higher Education Loan Program (PGMA-HELP)	14,200	213,000
5	Student Assistance for Education (SAFE)		
6	DND - CHED PASUC Study Grant Program	496	2,480
7	Office of the Pres. Adviser on Peace Process - CHED Financial Assistance Program (OPAPP-CHED FAP)	224	2,240
8	Philippine National Police - CHED Financial Assistance Program (PNP-CHED FAP)		
Sub-Total		36,482	345,926
			-
GRAND TOTAL Php		51,273	676,141

Scholarship Programs

CHED has four regular scholarship programs:

State Scholarship Programs (SSP). This is intended for the poor but academically bright Filipino college students with percentage or rating of 90 and above in the National Scholarship Qualifying Examination (NSQE) in 2006 and National Career Assessment Examination (NCAE) in 2007. SSP scholars are granted Php24,000-Php30,000 to Php94,760 per year which include tuition/school fees, stipend and book allowance.

Private Education Student Financial Assistance Program (PESFA). This was established by virtue of RA 6728, *An Act Providing Government Assistance to the Students and Teachers in Private Education (GASTPE) and appropriating funds therefor*, as amended by RA 8545, *Expanded GASTPE*. PESFA is intended for the poor but academically bright students who obtained a percentage rating of 85 to 89 in the National Science Qualifying Examination/National Career Assessment Examination (NSQE/NCAE).

Bright Mindanaoan Muslims. This is available to the cream of the Filipino Muslim studentry from Mindanao who intend to pursue college education in the fields of Agriculture, Social Sciences, Agribusiness, Science and Technology, Engineering and Teacher Education major in Mathematics, Sciences or Languages.

Higher Education Development Project Scholarship (CHED-HEDP). A new system of administering student financial assistance is being pilot tested under the Higher Education Development Program, a package of major reforms aimed at improving equity, efficiency and effectiveness in

higher education. The new system includes need and merit-based student assessment and upgraded award ranges. There are 380 ongoing pilot scholars under this program.

Grant-In-Aid Programs

There are six regular GIA programs:

Study Grant for Persons with Disabilities (PWD). This is intended for persons with disabilities, including those who are deaf and blind, etc. The package of financial assistance to grantees totals Php12,000.00 per semester.

Study Grant Program for Indigenous and Ethnic Peoples (SGP-IEPs). This program merged the former National Integration Study Grant Program (NISGP) and the Selected Ethnic Group Education Assistance Program (SEGEAP), and is intended for the qualified members of indigenous and ethnic communities. The package of financial assistance to scholars and grantees amounts to Php10,000.00 per semester.

Study Grant Program for Solo Parents and their Dependents (SGPSPD). Stipulated in RA 8972, *An Act Providing for Benefits and Privileges to Solo Parents*, this grant is available for parents who are left solo or alone with the responsibility of parenthood or their legitimate children who qualify for college studies. The program provides Php7,250.00 per semester for schooling expenses.

Iskolar ng Mahirap na Pamilya. As mandated through Executive Order 307, each indigent family is encouraged to send at least one child to post secondary education with government financial assistance of Php5,000-Php14,500 per

year to Php60,000 per year which covers tuition or school fees, stipend and book allowance.

Study Grants for Senior Citizens. RA 9257 known as *Expanded Senior Citizens Act of 2006* provides for the grant of financial assistance to senior citizens or elderly resident citizens (at least 60 years of age) of the Philippines to enable them to enroll in a continuing education program offered by a higher education institution, e.g. baccalaureate, graduate or certificate programs recognized by CHED.

VP Noli De Castro Study Grant Program. This provides financial subsidies to graduating fourth year public high school students from low and middle income families to enable them to pursue a 4-5 year baccalaureate degree program.

Special Programs

CHED Special Study Grant Program for Congressional Districts (CHED-SSGD). This program is intended for the constituents of the Congressional Districts and Party Lists.

Study Grant Program for the Dependents of Tobacco Growers. This is provided by Section 13 (c) of the Republic Act No. 9211, otherwise known as the *Tobacco Regulation Act of 2003* which mandates state colleges and universities to provide free tuition for dependents of tobacco growers.

DND-CHED-PASUC Scholarship Program. This program benefits legitimate/legitimated children/dependents of killed-in-action (KIA), battle-related Complete Disability Discharged (CDD-Combat) and Active Military Personnel of the Armed Forces of the Philippines (AFP).

Study Grant Program for the Dependents of the PNP Uniformed Personnel. Intended for dependents of the PNP uniformed personnel, the grant is based on the pronouncement made by Her Excellency, the President of Republic during the 15th Anniversary of PNP on January 30, 2006. Highest priority is given to those who are sons/daughters of personnel who were killed in the actual performance of duty (KIA), complete disability discharged (CDD), wounded or incapacitated in line of duty.

PGMA-Higher Education Loan Program (PGMA-HELP). This is intended for financially needy 3rd year, 4th year and graduating students. Priority is given to those affected by the recent College Assurance Plan (CAP) crisis.

OPAPP-CHED Study Grant Program for Rebel Returnees. This program aims to address the social and economic needs of former rebels and their legitimate/legitimated children by providing them access to college education opportunities.

Emergency Financial Assistance for Students (E-FAST). This is a special study grant for students belonging to the low and middle income families who are encountering economic difficulties. With the grant, student grantees are able to enroll in a course or apply for any curriculum year level in any public or private higher education institution.

Study-Now-Pay-Later Plan (SNPLP)

RA 6728 *An Act Providing Government Assistance to Students and Teachers in Private Education and Appropriating Funds Therefor* created a special fund known as the Student's Loan Fund for Needy Students.

A qualified incoming college freshman or student who has already earned units in any curriculum year may borrow a maximum of Php10,000 per semester for tuition and other school fees, living allowances, book allowances, clothing, transportation and other prerequisites for graduation. The loan, which is interest free during the borrower's period of studies may be renewed each succeeding semester provided the student earns and maintains a general average of 80 or equivalent.

The loan is to be paid in a period of 10 years, amortized monthly. Loan repayment begins after the end of a 2-year grace period following the graduation of the student borrower.

A total of 578 loanees availed of the program in SY 2007-2008.

Student Services

The *Office of Student Services* also implemented programs for enhancing provision of student services and promoting the development of students.

Career Streaming Project. The project aims to revitalize the current practices in career guidance in order to guide students in their career choices. The CHED completed the Guidance Counselor's Framework which provides approaches and information for career guidance counseling.

Drug Education. In partnership with the Dangerous Drugs Board, CHED conducted in May-June 2008 Workshops on Incorporation of Instruction on Dangerous Drugs Prevention and Control in the National Service Training Program (NSTP). More than 300 participants attended the workshops.

Student Internship Abroad Program. The International Practicum Training Program (IPTP) is the practicum training aspect of 4-year degree programs in HRM, Tourism and other related higher education programs. These trainings are conducted in hotels, food and beverage establishments, theme parks and restaurants specially eateries and entertainment food joints. In the last 10 years, Filipino trainees have trained in Singapore, and the number of trainees has been increasing yearly.

CHED is in the process of improving the IPTP policies in order to address issues raised during its implementation. Likewise, linkages and networking between and among the training partners, the Philippine Embassy, CHED and the Government of Singapore through the Ministry of Manpower are being strengthened.

Student Development Program. The National Caravan for Peace and Unity in coordination with the Office of External Affairs officially started in October 2006 the program on "The New Philippines." The Caravan was conducted in 2007 through a series of discussions held in selected HEIs in Luzon, Visayas, Mindanao and NCR. The main focus of the Caravan is to rediscover and affirm the positive Filipino values, promote and reinforce the hope and optimism of the public that are needed to boost the quest of government towards the transformation to a New Philippines.

A National Summit on Campus Safety and Security was held on March 27-29, 2007 at Elegant Hotel in Baguio City. A three-day lecture-seminar on various aspects concerning campus safety and security, was convened with the participation of HEI Vice Presidents for administration, officials of campus security forces, Deans of Student Affairs and Extension Programs and Student representatives

from different HEIs who are the key people in maintaining safe and secure campuses. The lectures focused on calamities, crime, violence, illegal drugs and threat of terrorism in the campus.

The Joint National Consultative Assembly of Student Leaders and Campus Journalists was also held on July 25-26, 2007 at the Serrano Hall, Agricultural Training Institute, Diliman, Quezon City. The event promoted the awareness and commitment of students on responsible citizenry in order to enhance the tenet of students empowerment and democracy.

2. Alternative Learning Systems

Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP)

ETEEAP is another route wherein Filipino skilled workers and professionals could have their experiences and prior learning credited towards a formal degree in higher education. It is being implemented in 88 deputized HEIs nationwide (64 private and 24 state universities and colleges) that have programs with at least Level II accreditation, Center of Excellence or Center of Development status.

The ETEEAP Technical Committee reviewed and revised the Policies, Standards and Guidelines (PSG) for ETEEAP. The revised PSG underwent public consultations in 10 CHED regions and was issued as CMO No. 8, series 2007. A monitoring team assessed and evaluated the program implementation in the 10 regions by 50 deputized HEIs. The team found revived interest in the ETEEAP, very strict matching of competencies, and

efficient implementation. The team also found that some HEIs are offering graduate programs thru the ETEEAP, without proper authorization. Upon approval by the CEB, the revised PSG was disseminated to the deputized HEIs.

The deputized institutions have been offering 50 undergraduate and 20 graduate education programs, (14 Master's and 6 Doctorate) under ETEEAP. As of December, 296 applications for ETEEAP were assessed and referred to appropriate deputized HEIs. In academic year 2006-2007 there were 1,028 graduates under the program. Thus, from 1999 to 2007, more than 3,630 graduated from various programs in the different ETEEAP delivering institutions.

Ladderized Education Program (LEP)

Recognizing the need of some students to seek employment even before completing college, CHED and TESDA designed and implemented the Ladderized Education Program.

Ladderization allows the recognition of units earned in technical-vocational programs in TESDA-registered schools for equivalent academic units in CHED-recognized programs and institutions. It also enables students to move out of the education system to join the workforce and re-enter at any level in the education ladder. Upon approval of the revised Policies, Standards and Guidelines (PSG) by the Commission en banc, CMO No. 8, series 2007 was issued. CHED and TESDA identified eight (8) discipline clusters for the development of ladderized model curricula namely: agriculture technology, business, management information technology, marine engineering, tourism management, travel management, nursing and information technology.

By the end of the year, 23 model ladderized programs had been developed of which 10 were implemented and 13 are for implementation. There are now 624 institutions offering 1,133 ladderized degree programs.

Distance Education (DE)

DE is a mode of educational delivery whereby teacher and learner are separated in time and space, and instruction is delivered through specially designed materials and methods using appropriate technologies, and supported by organizational and administrative structures and arrangements.

There are 17 higher education institutions implementing DE nationwide with more than 1,012 students enrolled in DE programs. The updated Policies, Standards and Guidelines for Distance Education (CMO No. 27, s. 2005) and for Transnational Education (CMO No. 2, s. 2008) were finalized. Distance Education census forms were sent out to higher education institutions to gather data for establishing a database on DE programs, enrolments and graduates based on the new guidelines.

FOR PROMOTING QUALITY AND EXCELLENCE

3. Updating Policies, Standards and Guidelines for Higher Education Programs

In order to ensure that Philippine higher education is internationally comparable and competitive, CHED periodically reviews and updates the PSGs for academic program offerings in Philippine HEIs. These PSGs which are internationally benchmarked, set the minimum quality standards and requirements which private HEIs have to comply with before they are given *permit* to operate academic programs and

recognition to graduate their students. In the case of state universities/colleges, the Commissioners who sit as Chairpersons of the Boards of the SUCs ensure that SUC program offerings meet the set standards.

With the help of the Technical Panels (TPs), CHED updated the Policies, Standards and Guidelines for 13 higher education programs: 10 baccalaureate and 3 graduate.

Also ready for issuance and presentation to stakeholders are the Policies and Standards for Bachelor of Science in Industrial Engineering.

Table 3. PSGs updated in 2007 and corresponding CMOs

DISCIPLINE	PROGRAM	CMO
1. Science and Mathematics	BS Chemistry	CMO No. 18, s. 2007
	BS Mathematics/Applied Mathematics	CMO No. 19, s. 2007
	BS Physics/Applied Physics	CMO No. 20, s. 2007
2. Humanities Education	2 PSGs on Graduate Programs	CMO Nos. 12 & 13, s. 2007
3. Agriculture Education	BS in Agricultural Engineering	CMO No. 37, s. 2007
	BS in Agribusiness	CMO No. 24, s. 2007
	Doctor of Veterinary Medicine	CMO No. 15, s. 2007
4. Engineering Education	Bach. of Aeronautical Engineering	CMO No. 28, s. 2007
	BS in Civil Engineering	CMO No. 29, s. 2007
	BS in Mechanical Engineering	CMO No. 45, s. 2007
	BS in Ceramics Engineering	CMO No. 46, s. 2007
	BS in Mining Engineering	

4. Issuance of Permit and Recognition

The issuance of permit and recognition to offer baccalaureate programs in all disciplines except Nursing, Medicine and Maritime has been decentralized to the regional offices.

The CHEDROs created **Regional Quality Assurance Teams (RQATs)** which conduct monitoring, ocular visits and on-site evaluation of various HEIs that applied for government permit and recognition. For AY 2007-2008, CHEDROs issued a total of **1,399** permits/recognition certificates to deserving HEIs. NCR, which has the biggest number of HEIs, also had the highest number of permits/recognition certificates issued.

Table 4. Number of CHEDRO permits/recognition certificates issued January to December 2007

Region	Initial Permit	Renewal	Recognition	Total
I	56	6	26	88
II	22	31	26	79
III	68	43	45	156
IV-A	65	60	44	169
IV-B	8	6	12	26
V	16	19	15	50
VI	10	30	15	55
VII	39	59	43	141
VIII	21	26	21	68
IX	18	-	11	29
X	68	-	25	93
XI	12	16	18	46
XII	32	21	12	65
NCR	72	62	71	205
CAR	37	40	7	84
CARAGA	10	26	9	45
TOTAL	554	445	400	1,399

The issuance of permit and recognition for the offering of graduate programs and baccalaureate programs in Nursing, Medicine and Maritime is done at the Central Office, through the Office of Programs and Standards.

In 2007, the CHED Central Office approved 11 Maritime and Graduate Programs: 6 for permit and 5 for recognition. In addition, 36 applications for said disciplines (24 applications for permit and 12 for recognition) were in process by year-end.

5. Regulation of review Centers

The President signed the Implementing Rules and Regulations of Executive Order No. 566 directing CHED to regulate the establishment and operation of review centers and similar entities. A Coordinating Council Unit for Review Centers (CCURC) was created by CHED to monitor and evaluate operation of review centers in order to ensure compliance with all the standards set by the Commission. The CCURC accomplished the following in 2007:

- Recommended for Commission approval eight (8) applications to operate Review Centers;
- Conducted regional orientations on the proper implementation of the Revised Implementing Rules and Regulations;
- Developed inventory and data base of all review centers and similar entities operating in the entire country. There are 634 Review Centers throughout the country: 53 school-based and 581 non-school based.
- Developed evaluation instrument base on guidelines set by the Commission for monitoring compliance of Review Centers and similar entities
- Monitored the operations of Review Centers and similar entities

6. Institutional Monitoring and Evaluation for Quality Assurance (IQuAME)

The IQuAME program is designed to assess through monitoring and evaluation, the effectiveness of each higher education institution in its entirety, particularly, the development and implementation of institutional systems that ensure quality of HEI's academic programs and services.

Under this program, CHED gave assistance to HEIs for the development of the Self Evaluation Document using the IQuAME Framework and conducted three zonal coordination and training sessions for CHEDRO officials and assessors on the improved process of IQuAME implementation. Seventy (70) assessors were trained on IQuAME monitoring and evaluation report writing.

Based on the results of the evaluation, an HEI may be categorized as Ar, At, B or C.

Category A (r). These are institutions that undertake the full range of higher education functions, including research. These are likely to be only a small number of such institutions, given the need for advanced research effort to be concentrated in academic communities having a critical mass of active researchers. Such an institution will normally be evaluated against *all of the indicators* in the framework.

To be placed in Category A (r) an institution would have to achieve scores of at least 3 in 75% of the indicators against which it was assessed, no scores less than 2, and a score of at least 3 in the research indicator.

Category A (t). These are institutions that have teaching as their core business. They will normally undertake research, although faculty will keep up to date with developments in their discipline through their personal study and scholarship. They may undertake other forms of advanced scholarship, the results of which will often merit publication in refereed journals, in fields such as professional practice and higher education pedagogy. They may undertake such activities as extension and networking, and they may house centers of excellence or development.

Such institutions will normally be evaluated against *all indicators except for Research Capability*, which are relevant to their additional activities. It will be for CHED to determine, in discussion with the institution, which additional indicators will apply.

To be ranked under Category A (t), an institution would have to achieve scores of at least 3 in 75% of the indicators, against which it was assessed, with no scores less than 2.

Category B. This category includes institutions that are in a stage of development, and which have the potential to be placed in one of the A categories at a future date. Usually, they will undertake only those activities covered by the core indicators. As they mature, they are likely to add activities covered by some of the other indicators; as they reach that stage, they may qualify for one of the A categories. While in Category B, they will normally be evaluated against the *core indicators only*.

To be placed in Category B, following an initial application an institution must achieve scores of at least 3 in 50% of the indicators against which it is assessed, with no scores less than 2. To remain in the developmental category, an institution must achieve, at the next monitoring and evaluation visit, an increase in the number of scores of at least 3, with no scores less than 2. It should also be able to show a year on year improvement in the average passing rate in licensure examinations. After two successful evaluations in the B category, an institution should normally apply at the next monitoring and evaluation visit for inclusion in the appropriate A category.

Category C. This category contains all other institutions. Of the 26 HEIs that had gone through IQaME, no institution qualified for “Ar” category, 9 HEIs qualified as “At”, 9 were categorized as “B”, and 11 were categorized as “C” or for close coordination with CHEDROs. Four (4) HEIs who applied for IQaME are scheduled for visitation in 2008.

7. Centers of Excellence/ Centers of Development (COEs/CODs)

The Commission on Higher Education (CHED), upon the recommendation of the Technical Panel for Business and Management Education, named the first batch of Centers of Excellence and Centers of Development in the Business and Management discipline with terms beginning in year 2007. Twenty-five applications for COE/COD were initially evaluated in 2007. For the first batch, Ateneo de Manila University was named COE for two of its programs – Business Administration and Entrepreneurship. Centro Escolar University, Holy Angel University, St. Paul University in Tuguegarao, University of San Carlos and University of Mindanao were given titles as COD in Business Administration. The Entrepreneurship program of Ateneo de Naga University and the Accountancy program of Silliman University were named CODs.

The CHED announced the first batch of COEs and CODs in the Business and Management discipline in an awarding ceremony held at the Crown Regency in Makati City on December 7, 2007.

The COE title for Business and Management education is awarded to colleges/departments within higher education institutions (HEIs), in recognition of their outstanding quality of instruction, scholarly research relevant to business and management, and meaningful extension services that are in line with the national development plan. With a three-year term starting 2007, COEs and CODs must maintain its high standards while performing exemplary roles as: midpoints for business and industry to propagate best practices; role models and leaders for innovation; and resource hubs for a network among the academe,

professional associations and the government within the regional, national, and global levels. The COEs/CODs are expected to produce graduates who are globally competitive professionals and responsive to the needs of industry and the global markets.

With the addition of the COEs/Ds in Business and Management, there are now 62 COEs/Ds (Table 5).

The criteria and evaluation process for COE/COD in Business and Management are defined in CHED Memorandum Order (CMO) No.10 series 2007. The Commission on Higher Education also approved the criteria for the selection of the second batch of Centers of Excellence (COEs) in agriculture education. The criteria include instructional quality (45%), research and publication (35%), extension and linkages (10%), and institutional qualifications (10%).

The selection of COEs covered undergraduate degrees in agriculture, agricultural engineering, fisheries, forestry, and veterinary medicine. Colleges and universities applying for the award should have at least have 100 enrolment or (students enrolled) before they can be considered for evaluation.

The application for COEs were accepted until March 31, 2008. On site evaluation of shortlisted HEI applicants was scheduled for the second semester of next year. The first batch of COEs in agriculture education was identified in 2001. This consisted of 21 agriculture education programs of 12 universities that had demonstrated the highest degree or level of standards along the areas of instruction, research and extension. A total of Php89 Million was released to these centers from 2001 to 2007 for student scholarships, faculty development, library and laboratory upgrading, research and extension services, instructional materials development, and networking of existing COEs and CODs.

Table 5. Centers of Excellence/Centers of Development (COE/COD)

Information Technology (per CMO No. 32, s. 2007)

Region	Institution	Designation
01	Colegio de Dagupan (formerly Computronix College)	COD
	Don Mariano Marcos Memorial State University-Mid La Union	COD
	Lorma Colleges	COD
02	St. Mary's University	COD
	St. Paul University	COD
	University of La Salette	COD
03	Angeles System Plus Computer College	COD
	Angeles University Foundation	COE
	Holy Angel University	COD
04A	De La Salle University-Dasmariñas	COD
	Manuel S. Enverga University Foundation-Lucena	COD
	University of the Philippines-Los Baños	COE
05	Ateneo de Naga University	COD
06	University of Negros Occidental-Recoletos	COD
07	Cebu Institute of Technology	COE
	Silliman University	COD
	University of San Jose-Recoletos	COD
	University of the Philippines-College of Cebu	COE
08	Asian Development Foundation College	COD
09	Ateneo de Zamboanga University	COD
	Dipolog Medical Center College Foundation	COD
	St. Vincent College	COD
10	Capitol University (formerly Cagayan Capitol College)	COD
	Mindanao State University-Iligan Institute of Tech.-Iligan City	COD
11	Ateneo de Davao University	COD
	University of the Immaculate Conception	COD
	University of the Philippines-Mindanao	COD
	University of Mindanao - Davao City	COD
12	Notre Dame of Marbel University	COD
NCR	Asia Pacific College	COE
	Ateneo de Manila University-Quezon City	COE
	De La Salle University	COE
	Far Eastern University-East Asia College	COD
	Mapua Institute of Technology	COD
	Technological Institute of the Philippines-Manila	COD
	Technological Institute of the Philippines-Quezon City	COD
	University of the East	COD
University of the Philippines-Diliman	COE	
CAR	Saint Louis University	COD
	University of the Cordilleras (formerly Baguio Colleges Foundation)	COE

**Cont. Table 5. Centers of Excellence/Centers of Development
(COE/COD)**

Business Management (per CMO No. 02, s. 2009)

Region	Institution	Designation	Discipline
02	Saint Paul University Philippines	COD	Business Administration
03	Holy Angel University	COD	Business Administration
05	Ateneo de Naga University	COD	Business Administration
		COD	Entrepreneurship
06	Silliman University	COD	Accountancy
07	University of San Carlos	COD	Business Administration
11	University of Mindanao	COD	Business Administration
NCR	Ateneo de Manila University	COE	Business Administration
		COE	Entrepreneurship
	Centro Escolar University	COD	Business Administration

Science and Mathematics (per CMO No. 05, s. 2007)

03	Central Luzon State University	COD	Biology, Chemistry
04A	University of the Philippines-Los Baños	COE	Biology, Chemistry, Mathematics
		COD	Statistics
06	University of the Philippines-Visayas	COD	Biology, Marine Science
07	Silliman University	COD	Biology
	University of San Carlos	COE	Chemistry
		COD	Biology, Physics
10	Central Mindanao University	COD	Biology
		COD	Mathematics
	Mindanao Polytechnic State College	COD	Mathematics
	Mindanao State University-Naawan	COD	Marine Science
	Mindanao State University-Iligan Institute of Technology – Iligan City	COE	Chemistry, Mathematics
COD		Biology, Physics	
NCR	Ateneo De Manila University	COE	Chemistry, Mathematics, Physics
		COD	Biology, Environmental Science
	De La Salle University	COE	Biology, Chemistry, Mathematics, Physics
	University of Santo Tomas	COE	Chemistry
		COD	Biology
University of the Philippines-Diliman	COE	Biology, Chemistry, Geology, Marine Science Math, Molecular Biology, Statistics, Physics	
CAR	University of the Philippines Baguio	COD	Mathematics

8. Internationalization of Higher Education

CHED developed strategies to establish linkages with international institutions of higher learning. Bilateral and multilateral Memoranda of Agreement/Memoranda of Understanding (MOA/MOU) on academic/education cooperation were negotiated with 10 countries, namely: Terra Leste, Spain, Italy, Indonesia, Singapore, Vietnam, Croatia, Ukraine, China and European Community.

The RP-China MOU on Academic Cooperation was signed while the Revised RP-China Mutual Recognition Agreement (MRA) on academic degrees will undergo further consultation with China and other concerned agencies. Furthermore, CHED endorsed the second phase of ASEAN University Network project to Japan International Cooperation Agency (JICA) thru National Economic and Development Authority (NEDA).

In 2007, there were already 47 Engineers registered under the Asia Pacific Economic Cooperation (APEC) Engineers' Registry-Philippines. These APEC-registered engineers can practice their profession in any of the member economies of APEC, namely: Australia, Chinese Taipei, Canada, Hongkong, Japan, Korea, Malaysia, New Zealand, Thailand, Singapore and U.S.A.

The administration of Foreign Scholarship Training Programs (FSTP) for higher education is now being handled by CHED. In 2007, CHED endorsed nominees from Philippine Government agencies and SUCs, 28 of whom were awarded scholarships to pursue Post-Graduate and Master's degrees in various fields of study relevant to the needs of their institutions, in Netherlands, New Zealand, India, Japan and Korea.

9. Faculty Development Program (FDP)

The **Faculty Development Program (FDP)** is a major component of the Higher Education Development Project (HEDP), a set of reform-oriented interventions aimed at improving the quality, equity and efficiency of Philippine higher education. The FDP seeks to upgrade the academic qualifications of tertiary faculty to masters and doctorate degree levels.

Since 2004, CHED has been providing scholarships for faculty to pursue masters or PhD studies in priority fields specifically Natural Sciences, Social Sciences, English, Mathematics, Engineering and IT. As of December 2007, out of the total 1,474 grantees, 256 who started in SY 2004-2005 have graduated. The remaining 1,218 who started in SYs 2005-2006, 2006-2007 and 2007-2008 are still completing their studies under the program.

In addition, President Gloria Macapagal Arroyo ordered the release of Php100 Million for faculty scholarship in the sciences and engineering, starting 2007.

The **President Gloria Macapagal Arroyo-Science and Engineering Graduate Scholarhips (PGMA-SEGS)** is aimed at improving the scientific and engineering human resources of the country in the pursuit of the President's desire to make the country a major player in the global economy.

There are 225 HEI faculty scholars pursuing Masters and PhD in sciences and engineering under this program.

Table 6. Number of FDP grantees by priority field and level

Priority Fields	Number of Grantees		Total
	Masters Level	Doctorate Level	
1. Natural Sciences	270	48	318
2. Social Sciences	204	41	245
3. English	192	18	210
4. Mathematics	120	24	144
5. Engineering	231	10	241
6. Information Technology	225	4	229
7. Other COE Disciplines	15	72	87
Total	1,257	217	1,474

FOR ENSURING RELEVANCE AND RESPONSIVENESS

10. National Human Resource Conference

CHED and DOLE convened the 2007 National Human Resource Conference at the Manila Hotel on April 25, 2007 to address the labor demand-supply mismatch in hard-to-fill occupations needing middle to high-level skills. The Conference focused on how quality education and training, good human relations and harmonious labor relations could be harnessed to enhance the productivity and competitiveness of the Filipino workforce.

More than 800 participants from industry, academe, civil society and other government agencies identified strategies for improving the employability of the country's workforce and produced a *Policy and Action Agenda Towards Workforce Productivity and Competitiveness*. The participants likewise identified 35 hard-to-fill occupations which fall under mining, hotel and restaurant management, agribusiness, maritime, health, wellness and medical tourism, construction and cyber services.

The Conference was a follow-up activity to the 2006 National Manpower Summit, which assessed the demand-supply situation in key employment generators (KEGs) or sectors where employment opportunities are projected to be significant in the next five years.

11. Career Guidance Counseling

The mismatch between what the industry needs and what the HEIs produce is a problem that continues to challenge the higher education sector. One way to address this is through Career Guidance

Counseling. A project intended to redirect the course preferences of our graduating high school students as well as present first year and second year college students is now being implemented through the conduct of orientation seminars for guidance counselors.

With a Php2.5Million fund, Capability Building was conducted through three (3) zonal orientation seminars: one in Manila for 181 participants, a second in Cebu for 95 participants, and a third in Davao for 110 participants. The said orientation seminars served as fora for discussion and dissemination of information that could be used by guidance counselors in helping students choose academic programs and careers that are market-responsive and suited to their aptitudes. Documentation reports for Luzon, Visayas and Mindanao were prepared and a career handbook is now ready for reproduction.

12. National Agriculture and Fisheries Education System (NAFES)

The **National Agriculture and Fisheries Education System (NAFES)** was revived after years of dormant status. NAFES aims to establish, maintain and support a complete and integrated system of Agriculture and Fisheries Education (AFE) relevant to the needs of the economy, community and society, modernize and rationalize AFE from elementary to higher education levels; and unify, coordinate and improve the system of implementation of academic programs. It also seeks to upgrade quality, ensure sustainability and promote global competitiveness at all levels of agriculture and fisheries education.

13. National Higher Education Research Agenda (NHERA)

One major component of the NHERA is research expertise building in HEIs. CHED has been providing dissertation and thesis grants, visiting research fellowships, and support for paper presentations in international conferences.

Under this program, 23 HEI faculty and researchers availed of thesis grants, 27 received dissertation grants and 56 faculty/researchers from 34 HEIs were given travel grants to present their research outputs in various international conferences.

Another component of NHERA is a system of incentives and rewards for the conduct of research and dissemination of research outputs. There are two ongoing programs for recognizing outstanding research outputs: The Best HEI Research Program Award and REPUBLICA.

Best HEI Research Program Award

The CHED awarded a total of Php2.4 Million to the winners of the 2006 Best Higher Education Institution Research Program Award. The Award recognizes technology-driven, innovative, and creative HEI research initiatives that have contributed significantly to national development and to the advancement of the disciplines. Led by CHED Chairman Carlito Puno, together with Commissioners Saturnino Ocampo, Hadja Luningning Umar, Nenalyn Defensor, and Nona Ricafort, the awarding ceremony, was held on January 25, 2007 at the Philippine International Convention Center.

The National Winner, Silliman University, received Php1 Million and a trophy for its *Marine*

Laboratory Program on Marine Protected Areas. The first runner up, University of the Philippines - Marine Science Institute won Php500,000 and a plaque of recognition for its program, *Phase 1: Application of Nuclear Techniques to Address Specific Red Tide (Harmful Algae Bloom) Concerns (1998-2001)*. *Phase 2: Development and Application of Predicting, Controlling and Mitigating (PCM) Techniques for Harmful Algae Blooms (HABS) in Selected Mariculture Sites in the Philippines (On-going)*. The second runner up, Mariano Marcos State University won Php300,000 and a plaque of recognition for its *Integrated Kawayan R&D Program of the Ilocos Region*. The Regional Evaluation Committees screened 47 entries. Of these, 11 were declared first prize regional winners and nominated for the National Award. The next search will be conducted in 2008.

The Award is open to all HEIs in the country, public and private.

REPUBLICA

Zonal and national winners of the 2007 Research and Publication Awards (REPUBLICA) were recognized in a formal ceremony at Waterfront Hotel, Cebu City on October 25.

Out of more than 100 nominees, the CHED National Awards Board declared 13 zonal winners: 9 in Natural Science, Math, Engineering and Information Technology and 4 in Social Science, Economics, Education and Humanities. Of the nine zonal winners under the Natural Science Category, Ma. Luisa G. Tejada of UP Diliman, and Prima Fe Franco and Cynthia T. Hedreyda of CLSU were declared national winner and runners-up, respectively. Rizal G. Buendia of DLSU won the national award for the Social Science Category.

Each national winner received a trophy, cash prize of Php150,000 and another Php150,000 to cover expenses for in-country lecture tour or conduct of another research.

The national runner-up received Php100,000 cash prize, Php100,000 research or travel grant, and a trophy. Zonal winners each received Php50,000 and a plaque. The awards are offered every two years to recognize outstanding research outputs that contribute to the discovery of new knowledge and the development of innovative technology.

Zonal Research Center (ZRC) Program

The ZRC program has been ongoing since 2001. Under this program, ZRCs are identified and designated every three years to assist in the promotion and management of HEI research in the regions.

The CHED Zonal Research Centers are hosted by higher education institutions that are chosen based on institutional capability, institutional leadership within the zone, strong graduate program and presence of critical mass of research oriented faculty. The ZRCs are expected to provide the mechanism whereby the HEIs in the region that have strong capacity and tradition in research would help other HEIs in building capacity, facilitate networking and develop community of practice. They are likewise tasked to bring closer to the HEIs the assistance necessary to strengthen their research function.

The second batch of nine (9) Zonal Research Centers were due to complete their three (3) year term in December 2007. The Commission, however, decided to extend their term for another six months up to June 2008 to give them time to wrap up their projects.

During their 3-year term, CHED released a total of Php44,621,881.42 for ZRC operation, conduct of training programs and Grants-in-Aid to fund the conduct of research by the HEIs in the regions covered by the ZRCs. During this period, more than 50 HEIs received CHED funding for research under the GIA or Commissioned Research Programs. In addition 5,491 were trained by the ZRCs in research proposal generation, methods of research, writing for publication, and other research related activities.

FOR IMPROVING EFFICIENCY AND EFFECTIVENESS

14. Regional Complementation Project - Super Regions

One of the rationalization initiatives of CHED is the implementation of the **Regional Complementation Project** wherein institutional capacity building activities of the Commission are undertaken through networking arrangements to benefit selected higher education institutions within a given priority region. This project as a rationalization strategy intends to develop the selected regions' higher education flagship programs and improve efficiency/effectiveness of their organizational structure and management system to help bring about a more cost-effective delivery of quality higher education.

In order to ensure proper implementation of the Project and in consonance with PGMA's current agenda to accelerate the development of the designated Super Regions, CHED organized Technical Working Groups (TWGs) to oversee the conduct of the following complementation activities:

- **North Luzon Agribusiness Quadrangle/ comprising CAR, I, II, northern towns of Zambales, Aurora, Nueva Ecija and Tarlac.** Six (6) projects under the North Luzon Agribusiness Incubation Program were given a total funding of Php7,640,360. The objectives of the program are to gear up as food basket of Luzon through agriculture and mariculture development, and establish agribusiness incubators in the SUCs for commodities/produce which will include among others fresh vegetables, fruits, aquaculture, mariculture, small ruminant/goats and sheep, lowland vegetables, spices, rootcrops, legumes and

cereals. The recipient SUCs were Mariano Marcos State University (MMSU), University of Northern Philippines (UNP), Isabela State University (ISU), Nueva Vizcaya State University (NVSU), Benguet State University (BSU) and Ifugao State College of Agriculture and Forestry (ISCAF).

- **Agribusiness Mindanao.** All regions in Mindanao, except Camiguin Province and Siargao Island belonging to Central Philippines, were involved. Nine (9) SUCs received a total of Php7 Million funding support from the Commission to implement the projects on agribusiness development.

- **Cyber Corridor.** This area cuts across all regions. It is an ICT belt stretching over 600 miles from Baguio City to Zamboanga that is envisioned to provide a variety of cyber services at par with global standards. The Commission funded the implementation of a *Post Baccalaureate Bridging Program* in this super region the following objectives: 1) to supplement the basic skills of higher education graduates with specialized skills specifically identified by industry; 2) to develop, design and conduct competency-based training programs responsive to industry requirements; and 3) to promote complementation and foster synergy among government, academe and industry thereby ensuring the employability of graduates. The program was implemented by delivering institutions identified as COEs/CODs in IT and 31 partner industrial establishments. Five hundred thirty (530) near-hire new college graduates finished the program; 96% of the trainees were immediately employed by the industry partners.

15. HEI Management Development

CHED has an ongoing *Strengthening HEI Management Capacity Program* to improve management at the institutional level. Since its inception in 2004, the program has provided refresher/training courses to 1,471 HEI administrators. In 2007 alone, 135 participated in the HEI Management Development Program. Modules under the program include Strategic Management, Executive Leadership, Financial Management, Entrepreneurial Management and Human Resources Management. A one-month course integrating the five modules was offered for “presidentiables” in 2007. This was delivered in cooperation with Ateneo School of Governance and UP Business Research Foundation Inc.

A Presidents’ Forum was also conducted in Tagaytay in June 2007. This was attended by 330 Presidents and Vice-Presidents of state universities and colleges. Selected SUC Presidents shared their experiences in managing multi-campus and implementing resource generation projects in collaboration with local government units.

16. Integrated Research Utilization Program (IRUP)

The initiatives of CHED, Department of Science and Technology and other funding agencies to support higher education research, have led to the generation of a considerable stock of information, knowledge and technologies, some of which have not gone beyond the walls of research institutions. The IRUP was designed to ensure that the products of

higher education research are properly disseminated and utilized.

There are two components under IRUP: 1) The University Network with Local Government for Agricultural Development (UNLAD); and 2) Strengthening the SUCs/HEIs in Technology Commercialization for Poverty Alleviation, Employment Generation, Food Production and Sustainable Development (TechComm). Both components are aimed at strengthening the SUCs extension function and supporting their technology transfer activities as well as their income-generating projects. The main difference is the requisite involvement of concerned LGUs in UNLAD implementation. For TechComm projects, the SUC partners may be industry, LGU or other entities.

In 2007, the Commission released Php15,499,535 to 16 SUCs for UNLAD projects and Php21,392,937 to 17 SUCs for TechComm projects. Almost half of the 2007 allocation for UNLAD went into the *Production and Promotion of Bio-Organic Fertilizer Project* of 12 SUCs. The rest supported tilapia breeding and production, breeder goats for cheese and milk production, establishment of rubber and abaca central nursery, brackishwater aquaculture, scallion green onion production with the application of rice and tuna *piyassak* and seaweeds products.

The TechComm projects funded in 2007 included commercialization/utilization of technologies for citrus production, aerobic seed production, mango production, banana tissue culture, jackfruit production, intensive bangus production in fish cages, high value vegetable production, silk technology, cutflower development, and renewable energy sources.

17. SUC Development Projects

CHED has been supporting the capacity building programs of SUCs such as upgrading of library and laboratory facilities, training of senior managers, provision of scholarships for faculty and students, and computerization of operations and services.

Almost all the SUCs received grants ranging from Php40,000 to Php4 Million for various development projects. The funds released for these projects totaled more than Php253 Million in 2007. The distribution of the SUC Development Fund by project is shown in the following table.

**Table 7. Distribution of SUC Development Fund
2007**

Projects	No. of SUCs Granted	Amount
Upgrading of SUC buildings, offices and classrooms	15	41,574,499
Facilities Improvement/Equipment Acquisition		
IT facilities/cyber laboratories	24	71,382,609
Computer units/packages	8	12,640,000
Laboratory equipment	18	45,358,240
Digital microscopy anatomy package	12	17,300,000
Speech laboratories	5	10,500,000
Library facilities	5	13,500,000
Others		
Convention, (seminars/workshops/symposium)	3	6,700,426.75
Faculty and students scholarships	2	1,409,455
RDE projects	12	27,152,286
Sports Olympic Event	1	6,000,000
TOTAL	105	253,517,515.75

18. Management Information System (MIS)

In order to facilitate and improve collection, collation and packaging of labor market and higher education information needed by stakeholders, and to ensure efficient CHED operations and provision of services, the following systems were developed:

Electronic Verification and Certification System (EVCS). This is an electronic system for matching the curriculum of a degree program against the Enrollment List and Summary of Courses Taken (Promotional List or Form XIX) by individual student. It will be the basis for the issuance of Special Order and/or Certification, Authentication and Verification (CAV) certificate for students and graduates of public and private higher education institutions. Updated statistics on enrollment and eventually graduates can be extracted from the system 45 days after the opening of classes and end of term. The EVCS was completed and installed onto the CHED server and user's training was conducted for Central Office and CHEDROs staff. In turn, the trained staff echoed their training to more than 1,700 HEI registrars and technical staff nationwide on the use of EVCS and also elicited comments and suggestions which were incorporated into the system. The system can be accessed at CHED LAN and CHEDROs: <http://61.9.41.182>

Scholarship Administration System (SAS). The SAS is a web-based system for tracking the performance of scholars/ beneficiaries of CHED's student financial assistance programs. Once scholars are named, the system will monitor their progress until they graduate or drop out of the scholarship program. The CHED-OSS can extract accurate statistics on the number of STUFAPs beneficiaries by program,

congressional district, etc. The HEDF could see in advance the scholars to be funded based on the electronic submission of Masterlist by CHEDROs. The HEIs could see the approved scholars that they could admit into their degree program and the students can access to view their grades and check availability of benefits. The SAS has been completed and installed onto the CHED server. User's training will be conducted in August 2008 and the system will be implemented in Academic Year 2008-2009. The system can be accessed at CHED LAN: <http://61.9.41.182>

Web-based Graduate Tracer Study Information System (On-line GTSIS). The GTSIS is an online data capture of graduate's educational background, employment status and training/advanced studies with the end view of ascertaining the employability of graduates and eventually, improving the program offerings of higher education institutions in the country. The development of GTSIS has been completed and user acceptance and testing is scheduled in August 2008. The beta version can be accessed at: <http://edsa.pinnacle.com/gts>.

Web-GIS-based Information System (GIS Mapping). The system will be a tool to assist education planners and policy/decision makers as well as students in making informed choices and decisions relative to higher education in the country, available through the Internet using Geographic Information System technology. The WGISIS has been installed onto the CHED server and user's training has been conducted. The system includes preliminary market data such as PRC performance of HEIs, CODs/COEs, STCW compliant maritime HEIs, accredited programs, autonomous/deregulated HEIs, enrollment and tuition fees. The system can be accessed at CHED LAN: <http://61.9.41.188>

In addition, CHED acquired and completed the customization of four (4) application systems developed by the Department of Science and Technology-Advanced Science and Technology Institute (DOST-ASTI).

- Personnel Management Information System (PMIS)- consisting of modules on leave application process, OB Pass slip, and HR monitoring.
- Announcements and Events Systems (AES) - which serves as online bulletin of information (announcements, updates, activities, etc.).
- Equipment and Supplies Inventory System (ESIS) - including modules on Purchase Request generator, equipment inventory, supplies inventory and reports.
- Library Management System (LMS) – currently used by the CHED librarians for cataloging, inventory, circulation, reports generation, and searching.

User’s training sessions on the customized systems are scheduled in July - August 2008.

The MIS unit continued to disseminate information through the web and printed media. Available through web are:

- **Higher Education Market Data**
(http://www.ched.gov.ph/hei_dir/index.html)
 - List of higher education institutions by region
 - Program offerings of HEIs with their government authority by region and HEI
 - Programs of SUCs accredited by Accrediting Agency of Chartered Colleges and Universities of the Philippines (AACUP)
 - Programs of private HEIs accredited by the Federation of Accrediting Agencies of the

Philippines (FAAP)

- Centers of Excellence and Centers of Development
- Standards of Training and Watchkeeping 1995 - compliant maritime HEIs
- Autonomous/deregulated private HEIs
- 2006 PRC performance of HEIs by discipline
- Statistical Bulletin

- **Printed Publications circulated by CHED include:**

- CHED Newsletter “CHEDLink” – Reports on recent CHED’s projects and activities
- Book of Abstracts of Theses and Dissertations
- Higher Education Research Papers (2nd issue) – contains outputs of research^{ch} undertakings in and on higher education
- Statistical Bulletins (2003-2004, 2004-2005) - The bulletin presents statistical data on enrollment, graduates, faculty, programs and institutions, which could provide picture of Philippine higher education that may be used by policy-makers, planners, researchers and professional for planning and policy-making and by students for making informed choices.

- **Provision of service to clients**

For 2007, the OPPRI-MIS Division served a total of 9,768 clients, apart from the thousands of hits by international and local users of data accessed through the CHED website being maintained by MISD. The data requests included detailed information required by foreign credential evaluators, graduates data by province/municipality for prospective Business Process Outsourcing locators, data for theses/dissertations of students, data needed by senators and congressmen in aid of legislation, media requirements on enrollment and graduates, among others.

FINANCIAL REPORT

FINANCIAL POSITION AND SOURCES AND APPLICATION OF FUNDS

As the following table below shows, there was a significant increase in assets due to the on-going

construction of the Higher Education Development Center (HEDC) Building.

Table 8. Comparative Financial Position, FY 2007 and FY 2006

Accounts	FY 2007	FY 2006	Increase/Decrease
Assets	5,476,414,361.74	5,322,702,002.61	153,712,359.13
Liabilities	2,925,673,114.65	3,249,261,012.18	(323,587,897.53)
Equity	2,550,741,247.09	2,073,440,990.43	477,300,256.66

The decrease in liabilities was due to the collection of CHED share in the income generated by government institutions such as Philippine Amusement and Gaming Corporation (PAGCOR), Professional

Regulation Commission and Philippine Tourism Authority.

The said increase in assets and decrease in liabilities contributed to the increase in equity.

Table 9. Sources and Application of Funds, 2007 and 2006

Particulars	2007	2006	Increase/Decrease
Income	1,416,409,943.81	2,004,576,765.53	(588,166,821.72)
Personal Services	158,516,385.31	157,435,863.96	1,080,521.35
Maintenance and Other Operating Expenses	584,111,063.48	1,098,489,677.40	(514,378,613.92)
Financial Expenses	12,792.80	25,747.48	(12,954.68)
Total Expenses	742,640,241.59	1,255,951,288.84	(513,311,047.25)
Excess of Income over Expenses	673,769,702.22	748,625,476.69	(74,855,774.47)

The decrease in income was due mainly to decrease in subsidy for scholarship funded from the

Priority Development Assistance Fund, consequently reducing Donation expense.

ALLOTMENT, OBLIGATION AND BALANCES

Total allotment available during the year for Fund 151 including continuing allotment from FY 2006 was Php1,893,155,104.25 with obligations incurred in the amount of Php1,432,185,071.69 (Table 10).

Table 10. Allotment, Obligation and Balances, Fund 151

Category	Allotment			Obligations	Unexpected Balance		
	Continuing	Current	Total		Total	Reverted	Continuing
MOOE	507,392,931.25	860,200,000	1,367,592,931.25	921,415,808.83	446,177,122.42	635,833.40	445,541,289.02
CO	525,562,173		525,562,173	510,769,262.86	14,792,910.14	14,792,910.14	
Total	1,032,955,104.25	860,200,000	1,893,155,104.25	1,432,185,071.69	15,428,743.54	15,428,743.54	445,541,289.02

Total allotment available during the year for Fund 101 including allotment carried over from FY 2006 was Php 436,795,500.43 with obligations incurred in the amount of Php 347,151,384.84 (Table 11).

Unexpected balance of MOOE consisted of Student Scholarship Allotment funded by the Priority Development Assistance Fund and Scholarship for Faculty under the President Gloria Macapagal Arroyo-Science and Engineering Graduate Studies (PGMA-SEGS) program.

Table 11. Allotment, Obligation and Balances, Fund 101

Category	Allotment			Obligations	Unexpected Balance		
	Continuing	Current	Total		Total	Reverted	Continuing
PS		164,309,960.22	164,309,960.22	157,854,947.09	6,455,013.13	6,455,013.03	
MOOE	10,333,654.36	262,151,885.85	272,485,540.21	189,047,162.15	83,438,378.06	43,812.84	83,394,565.22
CO				249,275.10	(249,275.10)		(249,275.10)
Total	10,333,654.36	426,461,846.07	436,795,500.43	347,151,384.34	89,644,116.09	6,498,825.97	83,145,290.12

APPENDICES

HIGHER EDUCATION INDICATORS

Indicator	2004/05	2005/06	2006/07	2007/08
Higher Education Institutions				
Without SUCs Satellite campuses	1,619	1,683	1,710	1,726**
With SUCs Satellite campuses	1,890	1,943	2,036	2,060
Public	176	191	196	203
State Universities and Colleges (SUCs)	111	111	110	110
Local Colleges and Universities (LCUs)	50	65	70	77
Others	15	15	16	16
Private	1,443	1,492	1,514	1,523
Sectarian	340	358	299	301
Non-Sectarian	1,103	1,134	1,215	1,222
Enrollment				
All Disciplines	2,402,315	2,483,645	2,530,550	2,565,534
Public	819,251	849,555	811,455	877,712
Private	1,583,064	1,634,090	1,719,095	1,687,822
Priority Disciplines	1,558,118	1,655,707	1,686,976	1,710,298
Sciences	24,946	22,903	21,857	22,159
Maritime	73,250	74,601	72,861	73,869
Medicine and Health Related	445,105	549,658	639,777	648,622
Engineering and Technology	316,024	309,460	294,874	298,951
Agriculture, Agri. Eng'g., Forestry, Vet. Med.	70,680	63,913	48,191	48,857
Teacher Education	368,163	361,774	322,711	327,173
IT Related	228,405	243,030	257,128	260,682
Mathematics	11,779	10,701	11,220	11,375
Architectural and Town Planning	19,766	19,667	18,357	18,610
Graduates				
All Disciplines	409,722	400,387	473,613*	491,320*
Public	146,090	128,065	162,051	170,752
Private	263,632	272,322	311,562	320,478
Priority Disciplines	254,578	258,866	306,209	317,658
Sciences	4,267	3,341	3,952	4,100
Maritime	12,020	10,853	12,838	13,318
Medicine and Health Related	61,916	86,030	101,764	105,569
Engineering and Technology	49,305	43,504	51,460	53,384
Agriculture, Agri. Eng'g., Forestry, Vet. Med.	12,803	11,224	13,277	13,773
Teacher Education	70,836	62,089	73,444	76,190
IT Related	38,628	37,548	44,415	46,076
Mathematics	2,041	1,791	2,119	2,198
Architectural and Town Planning	2,762	2,486	2,941	3,051

* Projection

** as of September 2008

HIGHER EDUCATION INDICATORS

Indicator	2004/05	2005/06	2006/07	2007/08
Performance (% Passing) in licensure examination	2004	2005	2006	2007
Across all disciplines	32.77	35.42	37.83	38.22
Priority Disciplines				
Sciences	46.47	49.03	50.91	53.14
Maritime	42.35	45.52	48.18	47.88
Medicine and Health Related	46.90	50.81	46.57	46.62
Engineering and Technology	38.71	38.98	41.06	38.46
Agriculture, Agri. Eng'g., Forestry, Vet. Med.	29.08	33.88	34.72	36.24
Teacher Education	27.05	26.77	30.78	28.28
Faculty Qualification				
% with MA/MS	31.00	34.48	33.31	32.93
% with PhD	9.21	10.09	9.66	9.65
Accreditation				
No. of HEIs with Accredited Programs	297	303	386	388
% of HEIs with Accredited Programs	18	16	19	19
No. of Accredited Programs by Level:				
Candidate Status	51	62	534	509
Level I	317	322	313	384
Level II	1,057	1,054	1,155	1,076
Level III	186	180	290	312
Level IV (institution)	2	2	2	2
Total (Excluding Candidate Status)	1,560	1,556	1,758	1,772
Beneficiaries of STUFAPS: Total	791,755			828,929
Student Scholarship and Other Financial Assistance	47,004	33,466	58,547	54,188
Partial Subsidy through SUCs (enrollment)	744,751	754,448	709,200	774,741
ETEEAP				
No. of Graduates	501	656	1,012	
HEIs Presence in the World Wide Web:				
No. of HEIs with web-site			380	
No. of HEIs with e-mail			878	
* Projection				
** as of September 2008				

CHED MEMORANDUM ORDER 2007

NUMBER	DATE	TITLE
1	January 5, 2007	Initial List of Institutions with Ladderized Programs Under Executive Order 358
2	January 9, 2007	Corrigendum to CMO No. 16 s. 2006 entitled General Health Science Curriculum for Health Related Programs Amending CMO No. 27 s. 1998 otherwise known as “The Common Two-Year Associate Health Science Education”
3	January 22, 2007	Revised Policies and Standards for Bachelor of Science in Accountancy
4	January 22, 2007	Implementing Rules and Regulations (IRR) of CMO No. 33, series of 2006, entitled “Policies, Standards and Guidelines on the Establishment and Operation of Local Colleges and Universities
5	January 24, 2007	Identified Centers of Excellence and Centers of Development in Science and Mathematics
6	January 25, 2007	Addendum to CHED Memorandum Order No. 55 series of 2006, entitled “Revised Policies and Standards on Centers of Excellence Project”
7	January 25, 2007	Amendment to CMO No. 14 s. 2005, as amended, entitled “The Guidelines and Procedures to be observed by Higher Education Institutions (HEIs) Intending to Increase Tuition and Other School Fees, and Introduce New Fees”
8	January 25, 2007	Amendments to CHED Memorandum Order (CMO) No. 38 s. 2006, entitled “Procedures in the Processing of Applications for the Grant of Authority to Operate Ladderized Programs as Part of the Implementation of Executive Order No. 358, entitled “To Institutionalize a Ladderized Interface between Technical-Vocational Education and Training (TVET) and Higher Education (HE)”
9	February 2, 2007	Policies and Standards for Bachelor of Science in Respiratory Therapy Education

CHED MEMORANDUM ORDER 2007

NUMBER	DATE	TITLE
10	February 2, 2007	Implementing Guidelines for the Identification, Support and Development of Centers of Excellence (COEs) and Policies, Standards and Guidelines for Medical Education.
11	February 21, 2007	Revised Implementing Guidelines for CHED REPUBLICA Awards
12	March 09, 2007	Policies and Standards for Graduate Catholic Theological and Religious Education Masters Programs
13	March 09,2007	Policies and Standards for Doctors Programs in Theology and Religious Education in Catholic Higher Education Institutions and Seminaries
14	March 19, 2007	Authentication of School Documents per Executive Order No.582 and Expanding the Coverage of Higher education Graduates Database as Bases for Preliminary Authentication of School Documents
15	March 19, 2007	Policies, Standards and Guidelines for Doctor in Veterinary Medicine (DVM) Programs
16	March 22, 2007	Deferment on the Implementation of CMO No.16 S. 2006, otherwise known as “General Health Science Curriculum for Health Related Programs in the Nursing Programs”.
17	March 27, 2007	Participation of Higher Education Institutions in the Phil – Jobnet System
18	March 30, 2007	Policies and Standards for Bachelor of Science in Chemistry (BSCHEM)
19	March 30, 2007	Minimum Policies and Standards for Bachelor of Science in Mathematics and Bachelor of Science in Applied Mathematics
20	March 30, 2007	Minimum Policies and Standards for Bachelor of Science in Physics (BS Physics) and Bachelor of Science in Applied Physics

CHED MEMORANDUM ORDER 2007

NUMBER	DATE	TITLE
21	March 30, 2007	Procedures on Admission, Enrollment, Issuance of Special Order and Scholastic Records, and Diploma for Graduates Under the Special Education Program for Philippine National Police (PNP) Personnel Granted by the Universidad De Zamboanga and its Partner Schools Pursuant to CHED Memorandum Order No. 6, s. 2006
22	March 30, 2007	Supplemental to CMO No. 52,s.2006: Implementation Scheme, Requirements and Schedule in the Evaluation of Autonomous and Deregulated Institutions Identified in 2001 and 2003
23	April 02, 2007	General Guidelines for the Physical Therapy and Occupational Therapy Internship Programs
24	April 11, 2007	Policies and Standards for Bachelor of Science in Agribusiness (BSAB) Program
25	April 17, 2007	AY 2007 – 2008 Higher Education Data / Information Collection
26	April 30, 2007	Criteria and Implementing Guidelines for the Identification, Support and Development of Center of Excellence (COE's) and Centers of Development (COD's) for Teacher Education Program
27	April 30, 2007	Implementing Rules and Regulations for the Vice President Noli de Castro Study Grant Program
28	May 02, 2007	Policies and Standards (PS) for the Degree of Bachelor of Science in Aeronautical Engineering (BSAeroE)
29	May 02, 2007	Policies and Standards (PS) for the Degree of Bachelor of Science in Civil Engineering (BSCE)
30	May 07, 2007	Revised Implementing Rules and Regulations Governing the Establishment and Operation of Review Centers and Similar Entities in the Philippines Pursuant to Executive Order No. 566

CHED MEMORANDUM ORDER 2007

NUMBER	DATE	TITLE
31	May 17, 2007	Moratorium on the Opening of All New Graduate Programs Except in the Health Related Professions including Nursing Engineering and Science and Mathematics effective SY 2007 – 2008
32	May 22, 2007	List of Identified Centers of Excellence (COEs) and Centers of Development (CODs) in Information Technology Education
33	June 07, 2007	Policies and Standards in Midwifery Education
34	June 13, 2007	Policy Requirement in the Conduct of Health Research Involving Human Subjects / Participants
35	June 21, 2007	Submission of Specimen Signatures of the Official Signatories of State Universities and Colleges (SUCs), Local Universities and Colleges (LUCs) and other Public Higher Education Institutions and the List of Higher Education Graduates as Basis for Authentication for School Documents
36	June 21, 2007	Pilot Testing of the Electronic Verification, Certification System / Special Order Application and Issuance System (EVCS/SOAIS) by Selected Higher Education Institutions (HEIs)
37	June 22, 2007	Revised Policies and Standards for Bachelor of Science in Agricultural Engineering (BSAE) Program
38	June 27, 2007	Policies and Standards for Optometry Education
39	June 25, 2007	Moratorium on the Opening of all New Graduate Programs except in the Health Related Professions including Nursing, Engineering and Science and Mathematics effective Academic Year 2007 – 2008
40	July 20, 2007	Implementing Rules and Regulations for the Scholarship Program under the CHED – Higher Education Development Project

CHED MEMORANDUM ORDER 2007

NUMBER	DATE	TITLE
41	July 20, 2007	List of Higher Education Institutions Deputized to Implement the Expanded Tertiary Education Equivalency and Accreditation Program (ETEAAP)
42	July 20, 2007	DBM – CHED Joint Circular No. 1-B dated June 21, 2007 Providing the SUC Leveling Instrument and Guidelines for the Implementation thereof
43	July 27, 2007	Guidelines in the Determination of Courses Curriculum
44	July 27, 2007	Submission of the Electronic Copy in CD ROM of the Graduate Programs, Theses/ Dissertations to the Commission on Higher Education
45	August 13, 2007	Model Embedment of Gas Welding in Bachelor of Science in Mechanical Engineering.
46	August 13, 2007	Policies and Standards (PS) for the Degree of Bachelor of Science in Ceramic Engineering (BS Cer E)
47	August 13, 2007	Policies and Standards for Associate in Radiologic Technology Education
48	August 15, 2007	Revised Model Embedment of Technical and Vocational Education and Training (TVET) Training Relations (TRs) in the Bachelor of Agricultural Technology (BAT) Program
49	Sept. 25, 2007	Updates of the Data /Information Collection on Research for the Research Management Information System (RMIS) from CY 2005 to 2006
50	Sept. 26, 2007	Guidelines for COE / COD Grants and Proposals in Science and Mathematics
51	October 15, 2007	Implementing Guidelines for the Selection of Center of Excellence and Center of Development in Agriculture Education

CHED MEMORANDUM ORDER 2007

NUMBER	DATE	TITLE
52	October 17, 2007	Addendum for CMO 30, series of 2004 entitled 'Revised Policies and Standards for Undergraduate Teacher Education Curriculum'
53	October 24, 2007	Policies and Standards for Graduate Programs in Education for Teachers and other Education Professionals
54	Nov. 05, 2007	Revised Syllabi in Filipino 1,2 and 3 under the New General Education Curriculum (GEC)
55	Nov. 19, 2007	Extension of the Deadline for six (6) months from November 28, 2007 for all existing Independent Review Centers to Tie-up or be Integrated with Higher Education Institution as required under Section 1, Rule XIV of the Revised Implementing Rules and Regulations of Executive Order No. 566
56	Nov. 20, 2007	Policies and Standards for the Ladderized Bachelor of Technical Teacher Education
57	Nov. 23, 2007	Revised Implementing Guidelines on the Administration of and awards from the HEDF
58	Nov. 26, 2007	Approved Categories of Institutions Assessed under the Institutional Quality Assurance through Monitoring and Evaluation (IQuAME)
59	Dec. 03, 2007	Grant of Autonomous and Deregulated Status to Qualified Private Higher Education Institution (PHEIs)
60	Dec. 05, 2007	Issuance of the SUC Leveling Result
61	Dec. 17, 2007	ISO (International Organization for Standardization) Certification as Equivalent Criteria in Lieu of an Accreditation Requirement under section 1, Rule VII of the Revised Implementing Rules and Regulations of Executive Order No. 566
62	Dec. 27, 2007	Collegiate Academic Calendar for AY 2008 – 2009

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