

2008

Annual Report



**Higher Education For Global Competitiveness:
Towards the New Higher Education Highway**

The 2008 CHED Annual Report

Introduction

In 2008, the Commission on Higher Education (CHED) took great strides in effecting various reform initiatives and proposed action plans in the higher education sector. The year signaled a significant turn in the accomplishments of CHED as the prime agency that stirs the higher education sector in the country.

The 2008 CHED Annual Report highlights various shifts in both leadership and holistic appearance of CHED. The agency had sustained its efforts in revitalizing the higher education sector through its active involvement in several inter-agency undertakings such as the Presidential Task Force for Education (PTFE) created by

President Gloria Macapagal-Arroyo and the continuance of its programs and projects. CHED had also undergone the most meaningful period with the completion of the Higher Education Development Center (HEDC) where the whole central office is now located.

In September 2008, CHED also welcomed the leadership of Atty. Emmanuel Y. Angeles who serves as its 8th Chairperson since its creation in 1994 and the replacement of outgoing Chairman Romulo L. Neri who served CHED from August 2007.

The Commission on Higher Education is mandated under R.A. 7722 to promote quality education; broaden access

to higher education; protect academic freedom for the continuing intellectual growth; and ensure advancement of learning and research. Pursuant to these mandates, the Commission has vigorously implemented high-impact programs and projects along its four (4) major thrusts namely: **Access and Equity, Quality and Excellence, Relevance and Responsiveness, Efficiency and Effectiveness.**

Program and Projects Outputs

- **For Promoting Access and Equity**
- **For Promoting Quality and Excellence**
- **For Ensuring Relevance and Responsiveness**
- **For Improving Efficiency and Effectiveness**

Promoting Access and Equity

Access to the Philippine Higher Education is provided by the 1,741 higher education institutions (HEIs) distributed all over the country. Of these, 203 are public, comprising 110 State Universities and Colleges (SUCs), 77 Local Universities and Colleges (LUCs), 16 Other Government Schools (OGS).

The private HEIs make up 88% of the entire higher education delivery system in the country with a total number of 1,538.

The total higher education enrollment in Academic Year (AY) 2008/09 numbered to 2,619,795. Of this, 1,697,410 or 65% is accounted for by private sector and 922,385 or 35% is accounted for by the public sector.

The CHED strategy for broadening access is two-pronged:

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

Table 1. Distribution of Higher Education Institutions, Students and Graduates by Sector and Institutional Type, AY 2008/09

Sector/ Institutional Type	Number of HEIs	Number of Students	Graduates (AY 2007-2008)
PUBLIC	203 (12%)	922,385 (35%)	168,067 (34%)
State Universities & Colleges	110		
Local Universities & Colleges	77		
Other Government Schools	16		
PRIVATE	1,538 (88%)	1,697,410 (65%)	320,456 (66%)
Non-Sectarian	1,236		
Sectarian	302		
TOTAL	1,741	2,619,795	488,523

Student Financial Assistance Programs

The Commission on Higher Education, through the Office of Student Services (OSS) provides three (3) types of student financial assistance programs (STUFAPs) for poor but deserving students: Scholarships, Grants-in-

Aid and Student Loans. A total of 52,078 students availed the regular STUFAPs during the first semester of AY 2008/09. Grants to these beneficiaries totaled more than P515 Million (Table 2).

Table 2. Beneficiaries of Student Financial Assistance Program, AY 2008/09

PROGRAM	Number of Beneficiaries	Total Funding Requirements Per Program
1. Scholarship Programs		
National Scholarship Program	1,587	445, 050.00
State Scholarship Program	990	16,647,731.45
Private Education Student Financial Assistance Program	2,232	309,782.35
Regional Scholarship Program	2,388	488912.06
Persons with Disabilities	176	30,491.49
Bright Mindanaoan Muslims	106	38,400.00
CHED-HEDP	380	118,706.00
Full Scholar	2,851	829,501.50
Half Scholar	2,666	3,625,394.25
Graduating	531	159,300.00
Sub-Total	13,907	294916014
2. Grant in-Aid Programs		
Tulong-Dunong	1,979	60,000.00
National Integration Study Grant Program (NISGP)	101	450,000.00
Selected Ethnic Group Educational Assistance Program	88	960,000.00
Scholarship Program for Indigenous and Ethnic People	324	3,420,000.00
Office of the Presidential Adviser on Peace Process - CHED Study Grant Program for Rebel Returnees	222	2215000
DND-CHED-PASUC Study Grant Program	615	3115000
Study Grant Program for Solo Parents and their Dependents	89	1204427
Study Grant Program for Senior Citizens or Elder Person	1	14753.75
Iskolar ng Mahirap na Pamilya	17	165000
CHED Senate Study Grant Program	536	2680000
CHED Special Study Grant Program for Congressional Districts	31,899	141630875
Sub-Total	53,871	183698106.3
3. Student Loan Program		
Study Now-Pay-Later Plan	2,300	37145369.5
Sub-Total	2,300	37145369.5
GRAND TOTAL	52,078	515759489.7

I. Scholarship Programs

State Scholarship Programs (SSP)

This is intended for the poor but academically bright Filipino college students with percentage/rating of 90 and above in the National Scholarship Qualifying Examination (NSQE) in 2007 and National Career Assessment Examination (NCAE). SSP scholars are granted financial assistance ranging from P24,000-P30,000 per year to P94,760/year which includes: a) tuition /school fees = P40,000/sem; b) stipend = P1,000/mo; c) book allowance = P1,000/sem; and d) 3% administrative cost.

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 Therefore”, as amended

by RA 8545. The expanded GASTPE. PESFA is intended for the poor but academically bright students who obtained a percentage rating of 85-89 in the National Science Qualifying Examination/National Career Assessment Examination (NSQE/)National Career Assessment Examination (NCAE).

Persons with Disability (PWD)

This is intended for persons with disabilities, including deaf and blind, and others who are high school graduates or candidates for graduation from high school.

Bright Mindanaoan Muslims

This is available to the cream of the Filipino Muslim students 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.



The students who availed the CHED Scholarship Program under the project of President GloriaMacapagal-Arroyo during the Government Beneficiaries meeting held in Mlacanag palace.

Higher Education Development Project Scholarship (CHED-HEDP)

The project is a new system of administering student financial assistance which is being pilot tested under the Higher Education Development Program (HEDP). The HEDP is 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 categories.

Full Scholarship

The program is open for bright Filipino students who earned the highest score in the NCAE with a percentile rating score of 90 or above in either the general scholastic aptitude (GSA) or entrepreneurship skill and must also belong to the top ten of the graduating class.

The program includes the State Scholarship Program (SSP), National Scholarship Program (NSP), CHED Scholarship for Bright Mindanaoan Muslim and the HEDP Undergraduate Program.

Half Scholarship

This form of scholarship is available for bright Filipino students earned got the highest score in the NCAE with a percentile rating score of 85 to 89 in either the general scholastic aptitude (GSA) or entrepreneurship skill. Scholars under this program shall enroll in private HEIs.



CHED Executive Director Julito D. Vitriolo delivers his message during the Government Beneficiaries Meeting held in Malacanang Palace.

The program includes Private Education Student Financial Assistance Program (PESFA), Scholarship for Persons with Disabilities (PWDs), and Regional Scholarship Program (RSP).

Graduating

The program is a one-shot financial assistance that is specifically designed for graduating tertiary students who are under the thesis program or completing their thesis or research.

II. Grant-In-Aid-Programs

Tulong-Dunong includes the following components:

- National Integration Study Grant Program (NISGP)
- Selected Ethnic Group Educational Assistance Program (SEGEAP)
- Scholarship Program for Indigenous People (SP-IEP)
- Study Grant Program for Solo Parent and their Dependents (SGSP)

Study Grant Program for Indigenous and Ethnic Peoples (SGP-IEPs)

Formerly called National Integration Study Grant Program (NISGP) and the Selected Ethnic Group Education Assistance Program (SEGEAP), this is intended for qualified members of indigenous and ethnic communities.

Study Grant Program for Solo Parents and their Dependents (SGPSPD)

The program covers solo parents or their legitimate children who qualified to college students as provided under RA 8972 “An Act Providing for Benefits and Privileges to Solo Parents”.

Iskolar ng Mahirap na Pamilya

As mandated through EO 307, each indigent family is encouraged to send at least one child to post secondary education with government financial assistance ranging from P5,000-P14,500 per year to P60,000/year inclusive of a) tuition/school fees = maximum of P23,100/sem; b) stipend = P1,000/mo; c) book allowance =P1,000/sem, and d) 3% administrative cost.

Study Grants for Senior Citizens

RA 9257 known as “Expanded Senior Citizens Act of 2006” provides that every senior citizen or elderly resident citizen of the Philippine of at least sixty (60) years of age may avail of the study grant for continuing education program at selected state universities and colleges.



President Arroyo assisted by CHED Chairman Emmanuel Angeles hands over a scholarship certificate to one of OTOS beneficiaries from Pampanga.

CHED Special Study Grant Program for Congressional Districts (CHED-SSGPCD)

This program is intended for the constituents for Congressional District and Party-list representatives.

DND-CHED-PASUC Scholarship Program

The program benefits legitimate/legitimated children/dependents of killed-in-action (KIA), battle-related Complete Disability Discharged (CDD-Combat) of an Active Military Personnel of the Armed Forces of the Philippines (AFP). Educational benefits are granted to children of KIA CDD-Combat in order to contribute to the well-being of our soldiers' family and to encourage them to fight for the country thru ensuring their children's education.

OPPAP-CHED Study Grant Program for Rebel Returnees

The program aims to contribute in addressing to the social economic needs of former rebels and their legitimate/legitimated children by providing access to college education opportunities for them.

III. Student Loan Program

Study Now-Pay-Later-Plan (SNPLP)

This program is designed to promote democratization of access to educational opportunities in the tertiary level to poor but deserving students through financial assistance in the form of an educational loan. It is a scheme that extends or credit to students who are entering as freshmen in college or tertiary students with college units earned.

IV. Student Services

The Office of Student Services (OSS) also implements programs for enhancing provision of student services and promoting the development of students. The following activities were undertaken in 2008:

Promotion of Students' Rights and Welfare

• Student Governance

- √ Student Youth Camp – 126 students from different HEIs participated.
- √ Regionalization of Student Governments & Campus Journalists – NCR Congress – 180 student leaders from different HEIs in the region were present.

• Career Counseling and Drug Education

- √ Training for Guidance Counselors on Drug Counseling – 285 participants attended.
- √ Workshop on Program of Instruction on Drug Prevention and Control - 355 participants attended.
- √ Continuing Advocacy on Drug Addiction – 350 copies distributed.

• International Practicum Training Program

- √ Issuance of Overseas Trainingship Certificate (OTC) for International Practicum Training Program – 1,807 participants were granted OTCs.

• Campus Journalism

- √ Joint National Consultative Assembly of Student Leaders & Campus Journalist – 50 student leaders and campus journalists were present.
- √ 2nd Congress of Student Government Leaders & Campus Journalists of the Philippines – 150 participants from different HEIs.

• National Service Training Program

- √ Leadership Seminar on Values Formation – 30 selected student government leaders & campus journalists attended.
- √ National Environmental Youth Camp – 120 students, faculty members and NSTP Coordinators were present.

Alternative Learning Systems

Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP)

This program 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 deputized HEIs nationwide that have programs with at least Level II accreditation, or Center of Excellence or Center of Development status.

The program is being expanded thru deputization of additional qualified institutions. ETEEAP graduates have improved chances of getting promoted and earn a higher income. There are 88 deputized HEIs (64 private and 24 state universities and colleges) implementing the program which have produced 6,220 graduates covering Academic Years 2000/01 to 2008/09.

The list of deputized higher education institutions and their program offerings through the ETEEAP is contained in CHED Memorandum Order (CMO) No. 41, series of 2007.

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 get out of the education system to join the workforce and re-enter at any level in the education ladder.

Ladderized Model Curricula

Ready for implementation are the ladderized model curricula: Diploma in Agricultural Technology-Bachelor in Agricultural Technology (DAT-BAT), BS in Marine Engineering, BS in Hotel and Restaurant Management, BS in Information Technology, BS in Information System. BS in Computer Science, BS in Nursing thru Midwifery, Bachelor in Technical Teacher Education (BTTE), BS. Mechanical Engineering.

Distance Education (DE)

This is a mode of educational delivery whereby teacher and learner are separated in time and space, and instruction is delivered through especially designed materials and methods using appropriate technologies and supported by organizational and administrative structures and arrangements. 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. CHED is establishing a database on DE programs using the DE census forms that were sent out to higher education institutions.

Promoting Quality and Excellence

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

Table 3. Policies, Standards and Guidelines (PSGs) 2008

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Policies, Standards & Guidelines for Transnational Education	CMO 02, s. 2008
Policies and Standards for the Bachelor of Science in Nursing (BSN) Program	CMO 05, s. 2008
Policies and Standards (PS) for Bachelor of Science in Mechanical Engineering (BSME)	CMO 09, s. 2008
Policies and Standards (PS) for Bachelor of Science in Mining Engineering (BSEM) Program	CMO 10, s. 2008
Policies and Standards (PS) for the Degree Bachelor of Science in Metallurgical Engineering Program (BSMetE)	CMO 11, s. 2008
Policies and Standards for Bachelor of Science in Geodetic Engineering (BSGE) Program	CMO 12, s. 2008
Policies and Standards (PS) for Bachelor of Science in Computer Engineering	CMO 13, s. 2008
Policies and Standards (PS) for Bachelor of Science in Agriculture (BSA) Program	CMO 14, s. 2008
Revised Policies and Standards (PS) for the Degree in Bachelor of Science in Industrial Engineering (BSIE)	CMO 15, s. 2008
Policies and Standards (PS) fro the Degree of Bachelor of Science in Chemical Engineering (BSChE)	CMO 23, s.2008
Policies and Standards (PS) for the Degree of Bachelor of Science in Electronics Engineering Program	CMO 24, s. 2008
Revised Policies and Standards for Bachelor of Science in Interior Design	CMO 28, s. 2008
Policies and Standards for Bachelor of Fine Arts (BFA) Program	CMO 29, s. 2008
Policies and Standards for Bachelor of Arts in Islamic Studies (ABIS) Program	CMO 30, s. 2008
Policies and Standards for the Degree of Bachelor of Science in Electrical Engineering Program	CMO 34, s. 2008
Policies and Standards for Bachelor of Science in Geology (BS Geology) Program	CMO 35. s. 2008
Policies and Standards for Bachelor of Science in Accounting Technology (BSAT)	CMO 50, s.2008
Supplemental Guidelines to CHED Memorandum Order No. 39, s. 2006 entitled “Policies, Standards and Guidelines for Bachelor of Science in Business Administration	CMO 27, s. 2008
Policies and Guidelines for the Grant of Autonomous and Deregulated Status to Private HEIs	CMO 44, s. 2008

Issuance of Permit and Recognition

The issuance of permits and recognition to offer baccalaureate programs in all disciplines, except Maritime and Graduate Programs, have been decentralized and are now being processed at the Regional Offices.

The CHEDROs created Regional Quality Assurance Teams (RQATs) which conducts monitoring, ocular visits and on-site

evaluations of various HEIs that applied for government permit and recognition.

In AY 2008-2009 CHEDROs issued a total of 1,426 permits/recognition certificates to qualified HEIs. The National Capital Region (NCR) which has the biggest HEI population also has the highest number of permits/recognition certificates issued (Table 4).

Table 4. Number of CHEDRO permits/recognition certificates issued January to December 2008

Region	Initial Permit	Renewal	Recognition	Total
I	21	16	23	60
II	14	15	3	32
III	97	97	56	250
IV-A	72	56	none	128
IV-B	1	2	none	3
V	14	24	15	53
VI	15	13	16	44
VII	38	74	34	146
VIII	12	19	13	44
IX	8	none	15	23
X	18	103	12	133
XI	19	41	14	74
XII	17	42	20	79
CARAGA	13	25	10	48
NCR	152	41	72	265
CAR	15	15	14	44
TOTAL	526	583	317	1,426

In 2008, the CHED Central Office issued 52 permits and 36 recognition certificates to maritime HEIs while 30 permits and 25 recognition certificates were issued to

institutions offering graduate programs. In addition, 112 applications for said disciplines would have been processed by end of 2008.

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

The Centers of Excellence serves as models of excellence and resource centers for the other HEIs. Support to COEs/CODs includes provision for student scholarships, faculty development, library and laboratory upgrading, research and extension services, development of instructional materials, and implementation of networking and linkages activities.

The Commission en banc session issued Resolution No. 281-2008 dated June 2, 2008 as recommended by the Technical Panel for Teacher Education (TPTE) which identifies and designates the following higher education institutions, Table 5 as Centers of Excellence (COEs) and Centers of Development (CODs) for Teacher Education with a validity period of three (3) years from June 2, 2008 to June 2, 2011:

Table 5. HEIs with Identified COEs and CODs for Teacher Education	
Name of Institution	Region
Centers of Excellence	
Mariano Marcos State University	Region I
Saint Mary's University	Region II
Bicol University	Region V
Ateneo de Naga University	Region V
West Visayas State University	Region VI
University of San Carlos	Region VII
Silliman University	Region VII
Leyte Normal University	Region VIII
Notre Dame of Marbel University	Region XII
De La Salle University	NCR
Philippine Normal University	NCR
Centro Escolar University	NCR
University of Santo Tomas	NCR
St. Louis University	CAR
Centers of Development (CODs)	
St. Paul University Philippines	Region II
Holy Angel University	Region III
Cebu Normal University	Region VII
Xavier University	Region X
Ateneo de Davao University	Region XI

The Commission also identified 24 the Agriculture Project: new COEs and CODs for the second phase of

Table 6. HEIs with Identified COEs & CODs in Agriculture and Related Disciplines		
Discipline	Institution	Region
<i>Agriculture</i>	Centers of Excellence	
	Central Luzon State University	Region III
	University of the Philippines-Los Baños	Region IVA
	Visayas State University	Region VIII
	Centers of Development	
	Mariano Marcos State University	Region I
	Isabela State University	Region II
	Cavite State University	Region IV-A
	Camarines Sur State Agricultural College	Region V
	Aklan State University	Region VI
	Xavier University	Region X
	University of Southeastern Philippines	Region XI
	University of Southern Mindanao	Region XII
	Benguet State University	CAR
<i>Agricultural Engineering</i>	Centers of Excellence	
	Central Luzon State University	Region III
	University of the Philippines-Los Baños	Region IV-A
	Centers of Development	
	Isabela State University	Region II
University of Southeastern Philippines	Region XI	
<i>Fisheries</i>	Center of Excellence	
	Central Luzon State University	Region III
	Center of Development	
	Isabela State University	Region V
Bicol University	Region II	
<i>Veterinary Medicine</i>	Centers of Excellence	
	Central Luzon State University	Region III
	University of the Philippines-Los Baños	Region IV-A
	Central Mindanao University	Region X
	University of Southern Mindanao	Region XII
	Center of Development	
Cavite State University	Region IV-A	

By virtue of the Resolution No. 365-2008 issued by the Commission dated July 14, 2008, the Criminology programs of the

following higher education institutions were identified and designated as COEs and CODs:

Table 7. HEIs with Identified COEs and CODs in Criminology	
Institution	Region
Centers of Excellence	
University of Luzon	Region I
University of Baguio	CAR
University of the Cordilleras	CAR
Centers of Development	
Cagayan de Oro College	Region X
Capitol University	Region X

Table 8. HEIs with Identified COEs and CODs in Nursing Education	
Institution	Region
Centers of Excellence	
University of the Philippines-Manila	NCR
University of the East-Ramon Magsaysay Memorial Medical Center	NCR
University of Santo Tomas	NCR
St. Paul University	Region II
Cebu Normal University	Region VII
Silliman University	Region VII
Centers of Development	
Our Lady of Farima University	NCR
St. Louis University	CAR

The above indicated higher education institutions (HEIs) will be subject to periodic monitoring and evaluation by CHED through the Office of Programs and Standards (OPS).

However, the COE / COD status may be revoked if institutions fail to maintain compliance with the CHED criteria.



The representatives of HEIs awarded as COD in Criminology. From left to right: Dr. Raymond Reyes and Dr. Manuel Jaudian of the Cagayan De Oro College; DOJ Undersecretary Linda M. Hornilla, TPCJE Chair; CHED Chairman Emmanuel Y. Angeles and Atty. Casimiro Juarez, President of the Capitol University and Dean Roger Abaday, Capitol University.



(L-R): Dr. Miller Peckley and Dr. Victor Delos Santos of the University of Baguio; Dr. Benjamin Mang-usan, University of the Cordilleras; DOJ Undersecretary Linda M. Hornilla, TPCJE Chair; Dr. Edilberto De Jesus, President, University of the Cordilleras; CHED Chairman Emmanuel Y. Angeles; Dr. Aurora Samson-Reyna and Dr. Esther Vedaña of the University of Luzon.



CHED Chairman Emmanuel Y. Angeles (4th from R) and CHED Commissioner Nenalyn Defensor (Center) join the Centers of Excellence (COEs) and Centers of Development (CODs) awardees in Teacher Education program during the Awarding Ceremony held at the SEAMEO INNOTECH in Diliman, Quezon City on October 9, 2008.



CHED Chairman Emmanuel Y. Angeles (Center) joins the Centers of Excellence (COEs) and Centers of Development (CODs) awardees in Teacher Education program during the Awarding Ceremony held at the SEAMEO INNOTECH in Diliman, Quezon City on October 9, 2008.

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 in its entirety, particularly, the development and implementation of institutional systems that ensure quality of HEIs academic programs and services.

Under this program, CHED provides assistance to HEIs in the development of the Self-Evaluation Document using the IQuAME Framework. In line with this, CHED has conducted three (3) zonal coordination and training sessions for CHEDRO Officials and assessors to improve the IQuAME implementation process.

For 2008, CHED OPS evaluated 21 IQuAME Reports, recommended institutions' categories for the Commission en banc's decision. OPS also conducted orientation to at least 180 HEIs in three (3) regions and eight (8) HEIs with at least 70 participants. The orientation highlighted the development of the proposed guidelines and proposal for IQuAME intervention programs. The OPS also conducted coordination meetings with CHEDROs and other CHED officials to clarify IQuAME related concerns. As a result, the Commission issued CMO No. 41, s. 2008 – Approved Categories of Institutions Assessed Under the Institutional Quality Assurance through Monitoring and Evaluation (IQuAME) in the 2nd Quarter of 2007 and January to June 2008.

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, n 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 placed in 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 contains 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 a 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 nest following 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 pass 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.

Autonomous and Deregulated Status

The Commission on Higher Education (CHED) promulgates policies and guidelines for the grant of autonomous and deregulated status to private higher education institutions (PHEIs) with corresponding benefits. These policies and guidelines shall be adopted in the identification of PHEIs that will be granted autonomous and deregulated status as well as in the evaluation of identified PHEIs for the retention/withdrawal or upgrading/downgrading of their status.

The grant of autonomous and deregulated status to deserving private colleges and universities is thus aimed at recognizing

PHEIs that have consistently shown exemplary performance in the provision of education, research and extension services, at the same time rationalizing supervision of PHEIs through progressive deregulation.

The Commission has granted Autonomous Status to 32 and 35 Deregulated Status to private higher education institutions (PHEIs) for the year 2008. Furthermore, CHED has conducted consultation/dialogue with the officials of the Federation of Accrediting Agencies in the Philippines (FAAP) and PAASCU on the certificates issued by the two agencies.

Internationalization of Higher Education

CHED developed strategies and schemes to establish linkages with international institutions of higher learning. To be globally competitive, CHED embarked on the following activities:

√ Strengthened International Cooperation through Bilateral/Multilateral agreements on academic cooperation and linkages with foreign HEIs and International agencies, in coordination with the Department of Foreign Affairs.

√ Formalized 9 Memoranda of Understanding (MOUs) / Memoranda of Agreement (MOAs) with Cuba,

Saudi Arabia, Brunei, Estonia, People's Republic of China, Bahrain, Palau, Busan South Korea and Timor-Leste.

√ Foreign Scholarship Training Program (FSTP) – E.O. 402
- Out of the 50 applicants endorsed, 14 were accepted to the program.

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

Doctorate studies in priority fields specifically Natural Sciences, Social Sciences, English, Mathematics, Engineering and IT. As of December 2008, 256 out of the total 1,737 grantees who started their studies in SY 2004-2005 through the program graduated. The remaining 1,481 who started in School Years 2005-2006, 2006-2007, 2007-2008 and 2008-2009 are in the process of completing their degrees under the program.

Table 9. Number of FDP grantees by priority field and level

PRIORITY FIELDS	NUMBER OF GRANTEES		TOTAL
	Master's Level	Doctorate Level	
Engineering	241	9	250
English	245	26	271
Information Technology	348	2	350
Mathematics	132	28	160
Natural Sciences	287	43	320
Social Sciences	230	46	276
Other COE Disciplines	21	79	100
Total	1,504	233	1,737

In addition, President Gloria Macapagal-Arroyo ordered the release of P100 Million for faculty scholarships in the sciences and engineering fields which started in 2007.

The President Gloria Macapagal Arroyo-Science and Engineering Graduate Scholarships (PGMA-SEGS) is specifically

aimed at improving the scientific and engineering human resources of the country in 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 Doctorate degrees in sciences and engineering under this program.

Ensuring Relevance & Responsiveness

The Evaluation/Reformulation of the National Higher Education Research Agenda (NHERA)

In 2008, the NHERA of 1998 – 2007 underwent evaluation and processing. The creation of a Technical Working Group (TWG) with technical staff was made possible through CSO No. 115 S. 2008. The TWG assessed the accomplishments of NHERA 1 in accordance with the following: higher education research policy environment, administrative and technical support for research, financial support for research grants, support to graduate education and publications, recognition of research talents, and research capability programs.

In 2009, the TWG is expected to submit its final report to the Commission recommending future research directions for NHERA and a draft Ten-Year National Higher Education Research Agenda (NHERA) 2.

Under NHERA 1, public and private HEI faculty and researchers were awarded grants; 84 have availed of the Thesis Grant from 2005 to 2008 amounting to a total of P3,961,950.00. Moreover, 147 were awarded Dissertation Grants amounting to P7,880,936.05 from 2003 to 2008.

178 faculty/researchers were given travel grants in 2005 – 2008 to present their research outputs to various international conferences.

The Best HEI Research Program Award

A component of the incentive and awards system for the conduct of research and dissemination outputs of the NHERA is the CHED Best HEI Research Program Award along with the CHED Outstanding HEI Extension Program Award.

Held biennially, the 2008 CHED Best HEI Research Program Award was held on 17th of December at the SEAMEO-INNOTECH, Diliman, Quezon City. The Award recognizes technology-driven, innovative, and creative HEI research initiatives that have contributed significantly to national development and to the advancement of disciplines.

The Central Luzon State University (CLSU) in Munoz, Nueva Ecija, Region III was this year's National Winner for the Best HEI Research Program Award with its research program titled "*Sustainable Aquaculture and Fisheries Research and Development Program for Quality Life*". As National Winner, CLSU



Presenting the 2008 Best HEI Research Program Award to Central Luzon State University President and other representatives as the National Winner is CHED Chairman Emmanuel Angeles. Dr. Angeles is also joined by (from R-L) Commissioners William Medrano, Nona Ricafort, Nenalyn Defensor and Congressman Joseph Emilio Abaya.

received P 1 million and a trophy. The 1st runner-up National winner was awarded to the research program of Visayas State University (VSU, Baybay Leyte), Region VIII, titled “*Integrated Rootcrops Research and Development Program (2003-2007)*”. VSU received P500,000.00 and a trophy.

“*Semi-Temperate Vegetable Research and Development Program*” of Benguet State University, La Trinidad, Benguet (CAR), was ranked second National Winner, with a P300,000.00 cash and a trophy. There were 12 first prize regional winners awarded P300,000.00 each and plaques of recognition; 1st and 2nd runners-up in the region also

received plaques of recognition and P200,000.00 and P100,000.00 respectively. A Regional Evaluation Committee (REC) was tasked to select the regional winners while the National Evaluation Committee (NEC) took charge of the national level selection.

CHED Outstanding HEI Extension Program Award

The CHED Outstanding HEI Extension Program Award was launched in 2008. The Program Award aims at the following objectives:

- √ Recognize and reward both the implementer(s) and the higher education institutions for their outstanding Extension programs;
- √ Encourage conduct of Extension work that is relevant and responsive to the

needs of the community and society;
and

- √ Promote appreciation of the importance of the Extension function of HEIs.

The National winner for the CHED Outstanding Extension Program for 2008 was awarded to Mariano Marcos Memorial State University, Region I for its extension program titled “Transforming the Lives of Farm Households through Sustainable Technology-Based Development: The Case of MMSU Seed Stock Dispersal Program (SDP).” MMSU received P1 million and a trophy. The 2nd most



CHED Chairman Emmanuel Y. Angeles hands over the cheque to the 2008 Outstanding HEI Extension Program National Winner, Mariano Marcos State University headed by Dr. Miriam Pascua, President MMSU. Included in the picture are: (from R-L) CHED Commissioners Nona Ricafort, Nenalyn Defensor and Congressman Joseph Emilio Abaya. Other MMSU officials are also in the photo. Awarding ceremony was held on December 17, 2008 at SEAMEO INNOTECH, Diliman, Quezon City.

Table 10. Regional Winners who competed for the National Awards for Best HEI Research and Outstanding Extension Programs		
Region		Name of Institution
Region I	Best Regional HEI Research Program	Mariano Marcos State Univ.
	1st Runner-Up	Pangasinan State University
	Outstanding Regional HEI Extension	Mariano Marcos State Univ.
Region II	Best Regional HEI Research Program	Nueva Vizcaya State Univ.
	1st Runner-Up	Isabela State University
	Outstanding Regional HEI Extension	Nueva Vizcaya State Univ.
Region III	Best Regional HEI Research Program	Central Luzon State Univ.
	Outstanding Regional HEI Extension	University of Regina Carmeli
Region IV-A	Best Regional HEI Research Program	De La Salle Univ.- Dasmariñas
	1st Runner-Up	U.P. Los Baños
	Outstanding Regional HEI Extension	De La Salle Univ.
Region V	Best Regional HEI Research Program	Bicol University
	Outstanding Regional HEI Extension	Universidad de Santa Isabel
Region VI	Best Regional HEI Research Program	Central Phil. University
	Outstanding Regional HEI Extension	Negros State College of Agriculture
Region VII	Best Regional HEI Research Program	University of San Carlos
	1st Runner-Up	Silliman University
	Outstanding Regional HEI Extension	Silliman University
Region VIII	Best Regional HEI Research Program	Visayas State University
	Outstanding Regional HEI Extension	Visayas State University
Region IX	Best Regional HEI Research Program	Jose Rizal Memorial State Coll.
	Outstanding Regional HEI Extension	Jose Rizal Memorial State Coll.
Region X	Outstanding Regional HEI Extension	Capitol University
Region XI	Best Regional HEI Research Program	Davao del Norte State College

Outstanding Extension Program was awarded to the extension program of Jose Rizal Memorial State College, Region IX, titled Barangay Community Development Program Subanen GK Village – Campo Subano, Buenasuerte, Mutia, Zamboanga del Norte.” JRMSC received P500,000.00 and a trophy. “Integrated Silliman University Extension Program of Silliman University”, Region VII was awarded the third Most Outstanding

Extension Program Award with a trophy and prize of P300,000.

Table 10 shows the higher education institutions (HEIs) Regional Winners who competed for the National Awards for Best HEI Research and Outstanding Extension Programs of CHED. The Regional Winners received P300,000 each.

The Zonal Research Center (ZRC) Program

With the prime task of helping the CHED to promote research and implement higher education research in their respective zones, the CHED ZRCs served as the implementing arm of CHED. It serves as a mechanism for the public and private HEIs in the zones that have strong capacity for research in helping other higher education institutions in building research capability and facilitating networking capacity among institutions under their zone jurisdiction.

The CHED ZRCs are hosted by HEIs that are chosen based on institutional capability, institutional leadership with a strong graduate program and a presence of critical mass of research-oriented faculty.

The Commission has extended for six (6) months the term of the 9 ZRCs comprising the 2nd batch of operation until June 2008 to give them time to finalize their projects. The 3rd batch's operation started in the second half of 2008 with additional two (2) zonal research centers and a replacement of one (1) center which totals to 11. Two program cluster implementers (PCIs) were also formed under the management of two of the 11 ZRCs to assist the zones in the implementation of their Zonal Research Programs.

The ZRCs' Zonal Research Program (ZRP) budget for 2008 amounted to P30 million.

Improving Efficiency & Effectiveness

Regional Complementation Project - Super Region

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 (HEIs) within a given priority region. This project as a rationalization strategy intends to develop the selected regions'/HEIs 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 the government's current agenda to accelerate the development of the designated Super Regions, CHED organized Technical Working Groups (TWGs) to oversee the conduct of the complementation activities in Super Regions:

Agribusiness Mindanao - All regions in Mindanao, except Camiguin province and Siargao Island belonging to Central Philippines were involved. The nine SUCs received P7 million funding support from CHED to implement the projects on agribusiness development. Out of the P7 million, P2 million were divided among the four (4) SUCs in

region XI, as part of the Regional University System project.

The Regional University System (RUS) has been identified as one of the most viable and cost-effective strategies to rationalize the public higher education system in the country. This is clearly evident in the many studies on education that have been conducted in the past which include among others the EDCOM, PCER, the Laya-Mananghaya Rationalization Study, and most recently the Presidential Task Force on Education (PTFE) per Executive Order No. 562 issued in August 2007. It was for these reasons that CHED has committed itself in implementing this innovative approach to improve the governance structure and internal operations of the state universities and colleges (SUCs) at the regional level.

In an attempt to jump-start the implementation of this rationalization initiative CHED has identified the Davao Region as the pilot RUS region. It has been chosen as the pilot region for the following reasons: (1) the presidents of the 4 SUCs in the region were all receptive to the RUS concept; (2) selection of the RUS main campus will not be an issue since clearly the University of Southeastern Philippines (USEP) as the only state university among the 4 SUCs will be a hands-down choice; (3) the political leaders in the Davao

region were perceived to be supportive of the idea of establishing a Davao Regional State University System (DRSUS) through legislation.

On October 8, 2008, Chairman Emmanuel Angeles formally launched the Regional University System and Complementation Project in Region XI. This occasion was highlighted by the formal signing of the Memorandum of Agreement (MOA) together with four (4) SUC Presidents of the Davao Region. The MOA signing, which was also attended by the National TWG Chairman and members, and the Local Force and the Technical Staff of the RUS project, was held at the USEP campus. Officials coming from the academe, some members of the Davao Regional Development Council, heads of private HEIs in Davao City, some government officials, consultants and the USEP community witnessed the MOA signing.

The MOA commits specific resources/logistics from CHED and the 4 SUCs in the Davao Region which is critical in ensuring the successful implementation of the RUS project in Region XI.



It is expected that this high-impact project will help bring about the following:

- √ Implementation of CHED’s “one state university per region” policy which would help rationalize the public higher education sector by a) decreasing the number of SUCs in the country; and b) eliminating the wasteful duplication of program offerings among the SUCs;
- √ Optimization of government resources due to the following: a) the four SUCs will now be operating under a common governing board; b) unified/harmonized curricula; and c) program delivery via the Flagship Fleet Model; and
- √ Improved quality of programs due to the implementation of various capacity-building activities (i.e. faculty development, research, etc.) in order to generate globally competitive scientific and technical manpower and world-class professionals.

Cyber Corridor - This area cuts across all regions. It is an ICT belt stretching over 600 miles from Baguio City to Zamboanga. It is envisioned to provide a variety of cyber services at par with global standards. For 2008, the budget of P200,000.00 for Super Regions Cyber Corridor Project was initially earmarked for group activities/meetings. Instead of holding workshop/meetings as planned, the TWG proposed that the budget be utilized for the conduct of the Phase II of the project.

Chairman Emmanuel Angeles (R) signs the RUS Project MOA to formally launch the Regional University System (RUS) Project in Region XI. The MOA signing was done together with the 4 SUC Presidents from Region XI on October 8, 2008 in Davao City.

The reprogrammed/realigned for the conduct of On-line Bridging Program on the Non-Technical Dimensions of OICT for the Cyber Corridor Workforce- Phase II (Intellectual Property Rights) was approved during the Commission En Banc meeting on November 12, 2008 through Resolution No.560-2008

North Luzon Agribusiness Quadrangle – This group is comprised of the Cordillera Administrative Region (CAR), Region II, northern towns of Zambales, Aurora, Nueva Ecija and Tarlac. The objectives of the program include: 1) gear up as Food Basket of Luzon through agriculture and mariculture development; and 2) establish agribusiness incubators in the SUCs. For 2008, CHED conducted four (4) Advocacy in the following SUCs:

- √ Pangasinan State University
- √ Ifugao State College of Agriculture and Forestry
- √ Benguet State University
- √ Isabela State University

In 2008, CHED has monitored and evaluated six (6) projects funded under the North Luzon Agribusiness Incubation Program in the following SUCs:

- √ Benguet State University (BSU)
- √ Mariano Marcos State University (MMSU)
- √ University of Northern Philippines (UNP)
- √ Isabel State University (ISU)
- √ Ifugao State College of Agriculture and Forestry (ISCAF)
- √ Nueva Vizcaya State University (NVSU)



(L-R) Dr. Perfecto Alibin, President of University of Southern Philippines; Dr. Alex Campaner, President of Southern Philippine Agri-Business Marine and Aquatic School of Technology; Dr. Leonida Calagui, CHEDRO XI Director; CHED Chairman Emmanuel Angeles; Dr. Grace Lopez, President of Davao Oriental State College of Science and Technology; and Dr. Ed Santos, President of Davao Del Norte State College.

HEI Management Development

The Strengthening HEI Management Capacity Program is an on-going program to improve management at the institutional level. Under this program, CHED has conducted the following trainings for the year 2008:

- √ Integrated Courses (5 modules namely: Executive Leadership and Strategic Management, Financial and Entrepreneurial Management and Human Resource Development) in coordination with Ateneo De Manila School of Government (ADMSG) and U.P. Business Research Foundation Inc. (UPBRFI).

- √ Curriculum Development Training under UPBRFI
- √ Registrars' Forum for ETEEAP-Deputized HEIs

These are programs which would help upgrade the qualifications of HEI officials both as administrators and academicians. A total of 264 participants from private and public HEIs attended the trainings. Scholarships are also available to enable qualified administrators to pursue master's and doctorate studies in administration, management and other fields relevant to their institution's areas of specialization.



Ateneo School of Government (ASoG) graduate pose with Executive Education Program Director Aurma Manlangit (6th from L) CHED Commissioner Saturnino Ocampo and ASoG Assistant Program Manager Randee Cabaces (R).

UP-Diliman College of Business Administration graduate pose with (2nd from L) Budget Office Dir. Joselito Florendo, Dean Erlinda Echanis of College of Business Admin, CHED Commissioner Nenalyn Defensor, Chancellor Sergio Cao, Ms. Thelma del Castillo of CHED-Office of Policy, Planning, Research and Information, and Finance and Accounting Prof. Arthur Cayanan of College of Business Admin (R).



Integrated Research Utilization Program (IRUP)

The initiatives of CHED, Department of Science and Technology (DOST) 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 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.

This year, a total of 274 SUCs were granted funds for developing/upgrading facilities for instruction, research and extension. SUCs were granted assistance for income generation.

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 (TechCom). 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 TechCom projects, the SUC partners may be industry, LGU or other entities.

Management Information System (MIS)

In order to facilitate and improve collection, collation and packaging of higher education information needed by stakeholders, and to ensure efficient CHED operations and provision of services, the following systems, procedures and activities have been developed/ conducted:

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 (HEIs). 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 OPPRI-MISD and CHEDROs staff. In turn, the trained staff echoed their training to more than 1,700 HEIs registrars and technical staff nationwide on the use of EVCS in 2007 and also elicited comments and suggestions which were incorporated into the system. CMO 37, s. 2008 was issued for the official implementation of the system.

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 (STUFAPs) 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 has been conducted in August 2008 and will be implemented in Academic Year 2009-2010.

Web-GIS-based Information System (GIS Mapping).- The GIS-based will be a tool to assist the CHED central and regional offices, 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 (GIS) technology.

In addition, the 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 System (PMIS) – consisting of modules on leave application process, OB Pass Slip and HR monitoring
- √ Announcements and Events Systems

(AES) – which serves as online bulleting of information (announcements, updates, activities, etc.)

- √ Equipment and Supplies Inventory System (ESIS) – including modules on Purchase Request generator, equipment inventory, supplies inventory systems 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 was conducted in August 2008. These system will be deployed at the CHED new building as soon as the structured cabling project is completed.

The MIS unit continued to disseminate information thru the web and printed media. Available web-based information 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
- √ Accredited programs of SUCs from Accrediting Agency of Chartered Colleges and Universities of the Philippines (AACCUP)
- √ Accredited programs of private HEIs from the Federation of Accrediting Agencies of the Philippines (FAAP)

- √ Centers of Excellence and Development
- √ Standards of Training and Watchkeeping 1995 compliant maritime HEIs
- √ oAutonomous/deregulated private HEIs
- √ 2006 PRC performance of HEIs by discipline
- √ Updated Statistical Bulletin will be available in September

- √ Statistical Bulletins (2003-2004, 2004-2005) - The bulletin contains statistical data on enrolment, 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.

Printed Publication circulated by CHED include:

- √ CHED Newsletter “CHEDLink” – presenting updates on CHED’s projects and activities
- √ CHED Annual Reports 2007
- √ Book of Abstracts of Theses and Dissertations
- √ Higher Education Research Papers (2nd issue-publication ready) – containing outputs of research undertakings in and on higher education. This serves as a medium of exchange for intellectual exchange in higher education.

Provision of service to clients

The OPPRI-MISD Division composed of MIS, Network Group, Publication Section and Library Section served a total of 4,367 clients, apart from the thousands of hits by international and local data users 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. (Table 11)

Table 11. Number of Clients Served by Mode of Delivery			
Clientele	January-June 2008	July-December 2008	Percentage
Walk-In	508	377	99%
CHED Employees	85	265	-31%
Electronic Mails	1194	441	12%
Phone Queries	1370	44	37%
Text	71	42	-78%
Total	3,228	1,139	39%

Financial Report

Financial Position and Sources and Application of Funds

Comparative Financial Position			
Accounts	FY 2008	FY 2007	Increase
Assets	6,882,119,653.31	5,476,414,361.74	1,405,705,291.57
Liabilities	3,649,823,759.94	2,925,673,114.65	724,150,645.29
Equity	3,232,295,893.37	2,550,741,247.09	681,554,646.28

The significant increase in assets is mainly due to the following:

Account Name	2008	2007	Increase	Reason for the Increase
Loans Receivables	238,073,587.61	80,456,890.83	157,616,696.78	Set-up of Study Now Pay Later Program (SNPLP) loan benefits granted in the prior years.
Due from National Treasury	3,077,232,957.58	2,758,779,403.31	318,453,554.27	Set-up of share in the income of Government Institutions such as PCSO, PRC, PTA
Due from NGAs	1,413,611,954.29	856,042,394.79	557,569,559.50	Funds transferred to State Universities and Colleges relative to the Student Assistance Fund for Education (SAFE) Program
Due from NGOs/POs	950,581,817.53	789,537,052.29	161,044,765.24	Funds transferred to Private Higher Education Institutions relative to the Student Assistance Fund for Education Program
Construction in Progress	456,237,966.88	233,794,315.17	222,443,651.71	On going construction of HEDC Building at UP Diliman and CHEDRO Buildings in Luzon, Visayas and Mindanao
Total	6,135,738,283.89	4,718,610,056.39	1,417,128,227.50	

On the other hand, the considerable increase in the liability account is due to the setting up of Other Deferred Credits which is the credit counterpart for SNPLP loans receivables, loan component of the SAFE Program and share in the income of PCSO, PRC and PTA.

The substantial increase in equity is due to the booking up of receivables relative to the funds transferred to Higher Education Institutions with regards to the grant portion of SAFE Program and the recording of cost incurred in the on-going construction of HEDC and CHEDRO buildings under the Construction in Progress account.

Sources and Application of Funds			
Particulars	2008	2007	Increase
Income	2,594,785,575.90	1,416,409,943.81	1,178,375,632.09
Personal Services	168,561,824.92	158,516,385.31	10,045,439.61
Maintenance and Other Operating Expenses	934,608,960.51	584,111,063.48	350,497,897.03
Financial Expenses	14,309.83	12,792.80	1,517.03
Total Expenses	1,103,185,095.26	742,640,241.59	360,544,853.67
Excess of Income over Expenses	1,491,600,480.64	673,769,702.22	817,830,778.42

The big increase in income is due to the release of P1 billion fund sourced from R-VAT to support the Student Assistance Fund for Education (SAFE).

Increase in personal services is due to the 10% increase in salaries and wages made effective last July 2008.

Grant under the SAFE Scholarship

Program recorded as Donations largely increased the Maintenance and Other Operating Expenses.

The huge increase in excess of income over expenses is due to the unliquidated transferred funds to Higher Education Institutions relative to the scholarships and loans granted under the SAFE Program.

Allotment, Obligation and Balances

Fund 151 Allotment, Obligation and Unexpended Balance, 2008						
Category	Allotment		Obligations	Unexpended Balance		
	Continuing	Current		Total	Reverted	Continuing
MOOE	207,230,794.02	854,000,000.00	814,605,172.00	246,625,622.02	7,931.93	246,617,690.09
CO	238,310,495.00		238,236,544.43	73,950.57		
Total	445,541,289.02	854,000,000.00	1,052,841,716.43	246,699,572.59	81,882.50	246,617,690.09

Higher Education Development Fund (Fund 151)

The FY 2008 regular automatic appropriation was P854,000,000.00 based on FY 2007 reenacted budget and the

ceiling imposed by DBM. Out of the P854M, P607,382,309.91 was obligated and P445,459,406.52 was charged to continuing appropriation.

Fund 101 Allotment, Obligation and Unexpended Balance, 2008						
Category	Allotment		Obligations	Unexpended Balance		
	Continuing	Current		Total	Reverted	Continuing
PS		168,654,268.00	157,323,603.16	11,330,664.84	11,330,664.84	
MOOE	111,309,823.18	1,553,277,000.00	1,402,947,949.82	261,638,873.36	4,664,594.34	256,974,279.02
CO		10,000,000.00		10,000,000.00		10,000,000.00
Total	111,309,823.18	1,731,931,268.00	1,560,271,552.98	282,969,538.20	15,995,259.18	266,974,279.02

Total allotment available during the year for Fund 101 including allotment carried over from FY2007 was P1,843,241,091.18 with obligations incurred in the amount

of P1,560,271,552.98 leaving an unexpended balance of P266,974,279.02.

Unexpended balance of MOOE is composed of allotment for various scholarships.

**List of CHED Memorandum Orders
(CMOs) 2008**

Date	Number	Title
1/17/08	1	Guidelines in the Implementation of the Procurement Program in Accordance with Republic Act No. 9184 and its Implementing Rules and Regulations Part 4.
1/28/08	2	Policies, Standards and Guidelines (PSG) on Transnational Education (TNE).
1/28/08	3	Higher Education Institutions (HEIs) Granted Autonomous and Deregulated Status considered Exempt from the Accreditation Requirement for Purposes of Registration to Establish and operate Review Centers as required under section I, Rule VII of the Revised Im
3/12/08	4	Reinstating CHED Memorandum Order No. IV, Series of 2005, "Observance of Simple Graduation Rites in all Higher Education Institutions".
3/14/08	5	Policies and Standards for the Bachelor of Science in Nursing (BSN) Program.
3/31/08	6	Guidelines for the Accreditation of Clinical Laboratories Involved in the Training of Medical Laboratory Science / Medical Technology Interns.
4/9/08	7	Zonal Research Centers.
4/9/08	8	Guidelines for the CHED Outstanding Extension Program Award.
4/10/08	9	Policies and Standards for the Degree of Bachelor of Science in Mechanical Engineering (BSME).
4/10/08	10	Policies and Standards (PS) for Bachelor of Science in Mining Engineering (BSEM) Program.
4/10/08	11	Policies and Standards (PS) for the Degree for Bachelor of Science in Metallurgical Engineering Program. (BSMETE).
4/10/08	12	Policies and Standards (PS) for the Degree of Bachelor of Science in Geodetic Engineering (BSGT) Program.
4/10/08	13	Policies and Standards (PS) for the Degree of Bachelor of Science in Computer Engineering (BSCpE).
4/14/08	14	Policies and Standards for Bachelor of Science in Agriculture (BSA) Program.
4/25/08	15	Revised Policies and Standards (PS) for the Degree of Bachelor of Science in Industrial Engineering (BSIE).

Date	Number	Title
4/29/08	16	Guidelines to be followed in the Processing of Applications of Higher Education Institutions (HEIs) intending to increase tuition and other fees for SY 2008-2009.
5/5/08	17	Clarificatory Guidelines Relative to the offering of the Bachelor Laws (LLB) programs and Juris Doctor.
5/12/08	18	Model Embedment of Technical and Vocational Education Training (TVET) Training Regulations (TRs) in the Bachelor of Science in Computer Science (BSCS), Bachelor of Science in Information Technology (BSIT) and Bachelor of Science in Information System (BSI
5/21/08	19	Requirement for All Nurses to submit Permit / Clearance for the Philippine Nursing Association, the Board of Nursing of From the Office of the Department of Labor and Employment in the Practice of Nursing Profession as Reviewers for both Local and Foreign
5/21/08	20	Guidelines in the Grant of Provisional Permit for a Period of the one (1) year to Higher Education Institutions (HEIs) with Non-Accredited Programs for Purposes of Registration to Establish and Operate Review Centers as Required under Section 1 Rule VII o
5/21/08	21	Extension of the Deadline for six (6) months from May 27, 2008 for all Existing Independent Review Centers to tie-up or be integrated with Higher Educational Institutions as Required under Section 1, Rule XIV of the Revised Implementing Rules and Regulati
5/26/08	22	AY 2008 - 2009 Higher Education Data / Information Collection.
6/2/08	23	Policies and Standards (PS) for the Degree of Bachelor of Science in Chemical Engineering (BSCHE).
6/2/08	24	Policies and Standards (PS) for the Degree of Bachelor of Science in Electronics Engineering, Engineering Program.
6/3/08	25	Guidelines for the Implementation of the Student Assistance Fund for Education (SAFE) for Loan.
6/3/08	26	Guidelines for the Implementation of the Student Assistance Fund for Education (SAFE) for Scholarship.

Date	Number	Title
6/3/08	27	Supplemental Guidelines to CHED Memorandum Order No. 39, Series of 2006 entitled "Policies, Standards, and Guidelines for Bachelor of Science in Business Administration.
6/16/08	28	Revised Policies and Standards for Bachelor of Science in Interior Design.
6/19/08	29	Policies and Standards for Bachelor of Fine Arts (BFA) Program.
6/19/08	30	Policies and Standards for Bachelor of Arts in Islamic Studies (ABIS) Program.
7/1/08	31	Centers of Excellence (COEs) and Center of Development (CODs) for Teacher Education.
7/14/08	32	Revised Guidelines for the CHED Best Higher Education Institution (HEI) Research Program Award.
7/14/08	33	Grant of Autonomous Status to Ateneo De Naga University, Naga City and the Philippine Women's University, Taft Ave., Manila.
7/16/08	34	Policies and Standards for the Degree of Bachelor of Science in Electrical Engineering Program.
7/16/08	35	Policies and Standards for Bachelor of Science in Geology (BSGeology) Program.
7/21/08	36	Extension of Accreditation of Clinical Laboratories utilized in the Internship Training Program of Medical Laboratory Science (Medical Technology) which Expired in 2007 and 2008 and Procedural Guidelines in Renewal of Accreditation.
8/4/08	37	Policies and Guidelines in the Implementation of the Electronic Verification and Certification System (EVCS) of Academic Records.
8/4/08	38	Revised Guidelines for the Operation of the Zonal Research Centers (ZRCs).
7/31/08	39	Amendment to CHED Memorandum Order (CMO) No.16, Series of 2008 (Guidelines to be followed in the Processing of Applications of Higher Education Institutions (HEIs) Intending to increase tuition and other fees for S.Y. 2008 - 2009.
7/31/08	40	Manual of Regulations for Private Higher Education of 2008.
8/8/08	41	Approved Categories of Institution assessed under the IQUAME in the 2nd quarter of 2007 and January to June 2008.
8/13/08	42	Identified Centers of Excellence and Centers of Excellence and Centers of Development in Criminology Program.

Date	Number	Title
8/28/08	43	Implementing Guidelines of Executive Order No. 694 entitled "Enabling Higher Education Institutions to opt to ladderize their Education Programs without need for issuance of permit for the Commission on Higher Education and the Technical Education and Skills
8/26/08	44	Policies and Guidelines for the Grant of Autonomous and Deregulated Status to Private Higher Education Institutions.
10/17/08	45	Collegiate Academic Calendar for AY 2009 - 2010.
10/20/08	46	Abolition of the Bachelor of Medicine, Bachelor of Surgery (MBBS) Program effective Academic Year 2008 - 2009.
10/28/08	47	Search for the Best Student Services Program Award.
11/12/08	48	Selective Transfer of Units earned in Grades XI and XII to the General Education Courses in the Baccalaureate Programs.
11/12/08	49	Project W.A.T.C.H - an Advocacy Movement for Punctuality and Honesty.
11/18/08	50	Policies and Standards for Bachelor of Science in Accounting Technology (BSAct).
12/15/08	51	Amendment to CMO No.32, S,2008, Revised Guidelines for the CHED Best Higher Education Institution (HEI) Research Program Award.
12/15/08	52	Assignments of the Members of the Commission on Policy Formulation.
12/16/08	53	Amendment to CHED Memorandum Order No. 47, Series of 2008 Re: Search for the Best Student Services Program Award.

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