



# 2009 Annual Report



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# **The 2009 CHED Annual Report**

The Philippines:  
A Hub for Higher Education and Training in the Asia  
Pacific

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# Introduction

The year 2009 offered stability and excellence in every undertaking of the Commission on Higher Education despite the challenges that faced the country. Despite the slow economic road to recovery and the predicaments posed by natural catastrophes, CHED, as a government agency has surpassed and significantly contributed to national efforts in reviving the country amidst the challenges that emerged along the way.

With the leadership of Atty. Emmanuel Y. Angeles, CHED offered the Modernization of the Higher Education sector as the concrete plan of Chairman Angeles to reform the education sector through inter-agency collaborations and the active participation and inputs of higher education institutions (HEIs) particularly the private HEIs and state universities and colleges (SUCs).

The year 2009 was a chance for the higher education sector to foster camaraderie and strengthen unity despite the downturn of the global economy. Nevertheless, CHED never failed to come up with more innovative activities that stirs cooperation among HEIs and bring out the best in Filipino students to become productive citizens of the

country.

CHED focused on strengthening and revitalizing its thrusts and mandates which gained much recognition and enthusiasm in the higher education community.

The year 2009 likewise offered new horizons for the CHED officials and employees. Their knowledge and skills were challenged as well as enhanced through the unwavering support and desire of Chairman Angeles to instill professionalism, hard work and continued professional education in the CHED community.

Truly, 2009 marked a year of even greater strides and opportunities for CHED. The agency stretched its wingspan to make higher education more accessible and equitable, relevant and responsive, more efficient and effective and last but not the least, attuned to global standards to deliver quality and excellent education.

This Annual Report is the reflection of all the accomplishments and milestones of CHED as well as an aide for the higher education sector in planning out directions for the next years.

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# Promoting Access and Equity

In 2009, higher education institutions distribution was recorded at 1,758. Private HEIs all over the country accounted for 1,552 or 88.23% while 206 or 12% were public HEIs. The public institutions included 109 State Universities and Colleges (SUCs), 81 Local Colleges and Universities (LCUs) and 16 special government schools, among them are the Philippine Military Academy, and other government and special HEIs.

The total higher education enrollment in Academic Year (AY) 2009-2010 was 2,648,294, registering a slight increase over the previous year's enrollment of 2,625,159. Of this number, 1,704,919 or 64.38% were enrolled in private colleges and universities while 943,375 or 35.62% were in public.

For Academic Year (AY) 2008-2009, the HEIs produced 458,106 graduates, with 303,822 from private and 154,284 from public HEIs, registering an increase of 2.99 percent over the past year, AY 2007-2008, which had 444,815 graduates. Of these, 66 percent was accounted for by private sector and 34 percent, by the public sector.

The CHED strategies for broadening access to higher education are:

- Provision of financial assistance to poor but deserving tertiary students
- Promotion of students' rights and welfare
- Provision of alternative modes of learning/acquiring qualifications

## Student Financial Assistance/Scholarship Programs

For AY 2009-2010, CHED granted financial assistance/scholarships to **57,566 beneficiaries** with a total budget of **Php796 Million**.

### **One Town, One Scholar Program** (PGMA Scholarship)

The newest scholarship grant is the **One Town, One Scholar Program** which was initiated in Summer 2009. Said scholarship ensures that the best public high school graduate of every municipality nationwide will be a recipient of a college education.

All Town Scholars are entitled to scholarship for a four or five-year college degree program, including free tuition and transportation and living allowance, not exceeding P15,000 per semester starting SY 2009-2010, and every year thereafter.

Being a Town Scholar, however, must require passing the state college or university entrance examination. This program provides one scholarship for each of the 1,500 municipalities/towns in the entire country.

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# Promotion of Students' Rights and Welfare

The Office of Student Services (OSS) in cooperation with the CHED Regional Offices accomplished the following programs and projects that supported students' rights and welfare:

## **Career Streaming Project**

The CHED OSS developed and distributed 200 copies of Career Counseling Manual for Guidance Counselors of HEIs. Workshops were conducted in Luzon, Visayas and Mindanao attended by the guidance counselors and coordinators.

## **National Service Training Program (R.A. 9163)**

As a continuing program, the CHED OSS finalized the Implementing Rules and Regulations (IRR) of the National Service Training Program (RA 9163). The IRR was signed by the heads of CHED, Department of National Defense (DND), and Technical Education and Skills Development Authority (TESDA) on November 13, 2009.

In 2009, there were 367,391 students who graduated from the NSTP program and were issued their respective serial numbers. These students, whose names were forwarded to the Office of Civil Defense, DND, were automatically included in the list of volunteers who will be mobilized during disaster and relief operations.

Reports and data regarding issues on ROTC Mandatory Requirements were submitted to the Senate for consideration in lieu of the clamor to revise the NSTP law.

The IRR for NSTP Law which will be published in 2010 in the Official Gazette was endorsed to the CHED Legal Service for review.

In 2009, CHED OSS prepared memoranda from the Chairman on the utilization of NSTP activities for voters education and environmental education were prepared.

## **Drug Education Program (R.A. 9165)**

The CHED is fully supportive of the fight against drug abuse. Hence, it has been an active partner of the Dangerous Drugs Board (DDB) in finding solutions to enhance a widened campaign against use of illegal drugs among tertiary students. Thus, the CHED has conducted re-echo seminars in Drug Counseling and the Program of Instructions on Drug Education. A National Assessment and Planning Workshop of CHEDRO Coordinators was also organized in 2009.

In ensuring that drug education programs were being conducted, CHED, in coordination with the Regional Offices, monitored the implementation of drug education program in 92 HEIs located in Luzon, Visayas and Mindanao.

The Search for Best HEI was also launched in 2009 as part of the drive to provide incentives to HEIs who are supportive of the anti-drug abuse campaign. Also, under the Drug Education, Prevention and Control, the memorandum for Random Drug Testing

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(RDT) for 2009 was disseminated. Likewise, an Orientation on Random Drug Testing procedures and requirements in majority of the HEIs were conducted in regions II, III, IV-A, & B, V, VI, X, XI & NCR.

### **Overseas Filipino Workers One-Stop Processing Center (OFWOSPC)**

CHED issued 3,074 Certification, Authentication and Verification (CAVs) in coordination with the CHEDROs. On the other hand, 2,750 CAVs were released to DFA for the issuance of red ribbons and 773 for different purposes such as Seafarers Registration Certificate (SRC), Seaman's Book, local employment and promotion.

### **Student Internship Abroad Program (SIAP)**

The SIAP gained recognition among HEIs in the country with the vast opportunities it offered to a student-trainee. OSS issued 1,472 Overseas Traineeship Certificate (OTC). The office also developed the revised guidelines on SIAP with practicum subjects and Student Internship Program in the Philippines (SIPP). It also provided report to the Office of the Chairman about the issues on the Training Employment Pass (TEP) and training work Permit (TWP) schemes implemented by the Ministry of Manpower (MOM) Singapore.

### **Foreign Students**

As regards foreign students, CHED OSS issued 227 Certificate of Eligibility for Dentistry (CED) and 220 for Certificates of Eligibility for Medicine (CEM). It indorsed 30 foreign students from different universities to

undergo clinical clerkship in Taiwan, Thailand and United States.

The office also facilitated the enrollment of 109 Timor-Leste students who took up the Bridging Program at Tarlac State University (TSU) thru AMA University. With the program, students were able to enroll for their Degree Program at various HEIs which depended on their chosen field of study.

Moreover, the office facilitated the signing of the Memorandum of Agreement (MOA) between the CHED and Chinese HANBAN, an international center for the English Language.

CHED OSS also drafted the CMO on the Guidelines for the Regulation of Foreign Education Service Providers, Agents and other intermediaries intending to operate in the Philippines.

### **Promoting Access of Person with Disabilities (PROMAP)**

On the promotion of access of persons with disabilities, the CHED OSS finalized the Manual for Accommodation of PWDs in different HEIs requesting for the official endorsement of the National Council for Disability Affairs.

CHED OSS also prepared the enhanced guidelines regarding the implementation of the functions of CHED under the Magna Carta for Persons with Disabilities for review of the Executive Office and Commission *en banc*.

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## **Linkage between the Industry and the Academe (Job Fair)**

In the light of providing services that alleviate the problem on job-skills mismatch,

CHED OSS disseminated a memorandum regarding the conduct of job fairs and career counseling seminars. A memorandum regarding the Sunburst Youth Camp (SYC) in Singapore was also issued.

# Alternative Modes of Learning/Acquiring Qualifications

## **Ladderized Education Program (LEP)**

Ladderization allows the recognition of Technical Vocational Education and Training (TVET) courses earned in TESDA-registered schools for equivalent academic units in CHED-recognized programs offered by HEIs. It also enables students to exit to join the workforce and later re-enter to determine level in the education ladder. Thus, ladderization would enable more Filipinos to upgrade their capabilities and competencies while seeking employment either as skilled workers, professionals or entrepreneurs.

As of November 2009, there were a total of 558 HEIs offering LEP, 468 of which were Private HEIs, 78 SUCs and 12 Local Colleges and Universities (LUCs).

## **Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP)**

The **ETEEAP** is a system of accrediting skills and competencies acquired outside of the formal education system. It is being implemented through deputized HEIs strategically located all over the country. The deputized HEIs are CHED's partners in

providing opportunities for qualified working undergraduates to earn their academic degree through equivalency and accreditation.

As of November 2009, there were **1,814 ETEEAP graduates** recorded in AY 2008-2009 or a total of **6,321 ETEEAP graduates** from AY 1999 to 2009 in various programs in **90 deputized HEIs**. Of the deputized HEIs, **24** were **SUCs** and **66** were **Private HEIs**. In 2009, 233 applicants were referred to the appropriate deputized HEIs for evaluation.

In this light, CHED Memorandum Order (CMO) No. 08, s. 2009 titled "*Revised Policies and Guidelines for the Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP) Pursuant to Executive Order No. 330*" was published in the Official Gazette.

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# On Quality and Excellence

CHED Chairman Angeles conducted Regional Consultative Meetings in all 17 Regions of the country to disseminate the *Roadmap to Quality Higher Education: A New Philippine Education Highway*. He also introduced a unified higher education sector, whereby he organized all HEIs into one body. This prompted the proposed organization of the Regional Associations of HEIs or the RAHEIs composed of both public and private HEIs.

Among its proposed activities will be the conduct of academic, cultural and sports activities culminating in a national competition to be supported by CHED. It will also serve as conduits of CHED and CHED Regional Offices in granting incentives to HEIs such as scholarships and financial assistance.

To ensure quality education, CHED through its various offices also implemented the following programs and projects:

## Development of Policies, Standards and Guidelines (PSGs)

The updating/upgrading of policies, standards and guidelines (PSGs) is a continuing activity to ensure that the standards of programs being offered by higher education institutions are internationally comparable and responsive to the needs of global and domestic markets.

PSGs are reviewed and revisited in coordination with the CHED Technical Panels every 3 to 5 years to ensure that policies are

attuned with the trends and demands of specific professions.

CHED thus revised/updated PSGs on business and management, engineering technology and architecture, social science and communication, science and math, agriculture maritime, and engineering, criminal justice, teacher education and information technology programs, among others.

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# Issuance of Permits/Recognition

Permit and recognition are granted to qualified institutions for the operation of programs that meet the minimum requirements and standards set by CHED in PSGs for academic programs.

Applications for permit and recognition for baccalaureate programs are processed and evaluated at the Regional Offices except for Maritime, Nursing, Medicine, Dentistry and Law which are processed and evaluated at the Central Office by

the Office of Programs and Standards (OPS).

With the help of Regional Quality Assurance Teams (RQATs) the CHEDROs conducted monitoring, ocular visits and on-site evaluations of various HEIs that applied for government permit and recognition. A total of 1,252 permits/recognition certificates were issued by the Regional Offices to deserving HEIs in 2009. (Table 2)

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

CHED, through its various offices, primarily ensures the quality higher education through its programs and projects by providing support to identified Centers of Excellence (COEs) and Centers of Development (CODs), and crafting and issuing of timely appropriate policies, standards and guidelines (PSGs).

As of November 2009, the Commission identified 72 Centers of Excellence (COEs) and 110 Centers of Development (CODs) for various disciplines lodged in 81 HEIs (30 public and 51 private) throughout the country. These centers serve as models of excellence and resource centers for other HEIs.

**Table 1. Total Number of Permits and Recognition  
Central Office for CY 2009-2010**

<b>Program</b>	<b>Permit</b>	<b>Recognition</b>	<b>Total</b>
Maritime	9	4	13
Nursing	6	11	17
Law	12	-	12
Graduate	30	27	57
<b>Total</b>	<b>57</b>	<b>42</b>	<b>99</b>

**Table 2: SUMMARY OF CHEDRO PERMIT/RECOGNITION  
PROCESSED/ISSUANCES**

REGION	INITIAL PERMIT	RENEWAL PERMIT	RECOGNITION	TOTAL
I				46*
	24	31	12	67
II	52	34	15	101*
III				129*
	191	116	89	396
IV - A				1*
	226	75	72	373
IV - B				2*
	89	34	33	156*
V	21	5	8	34*
VI	27	23	23	73
VII	32	20	4	56
VIII	76	83	42	201*
IX	24	7	11	42
X	11	9	11	31
XI	108	87	45	240*
XII	77	55	26	158
CARAGA	18	34	17	69*
NCR				36*
	182	133	69	384
CAR	38	19	14	71*
Central Office				55*
<b>TOTAL</b>	<b>1,196</b>	<b>765</b>	<b>491</b>	
<b>TOTAL</b>				<b>2,721*</b>

<b>Application Processed (Regional and Central Office)</b>	
Approved Government Permit	1,252
Disapproved Government Permit	162
Deficiencies to be Complied	632
Level of Permit with no Breakdown	388
Type of Permit not Specified	184
For RQAT Evaluation/Validation	18
Withdrawn/Deferred	38
Denied	34
Special Permit	6
Phase-out Program	6
Closed Program	1
<b>TOTAL</b>	<b>2,721</b>

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# Autonomous and Deregulated Status

In principle, autonomous status is given to independent and self-governed PHEIs that are committed to the pursuit of excellence in the delivery and management of academic services. As advocates of academic freedom, these institutions must have demonstrated an indisputable track record of integrity, academic excellence, effective institutional management sustainability and public accountability.

Like autonomous HEIs, deregulated HEIs are anchored on the principles of integrity, academic excellence, effective management and public accountability. However, while these institutions are assumed to be consistently working towards the achievement of the highest standards of academic excellence, they differ from autonomous institutions in their level of academic performance on management.

CHED issued the revised guidelines to implement the grant of autonomous and deregulated status to selected private higher education institutions (PHEIs) with corresponding

benefits. Three (3) general criteria for selection and identification of private HEIs which shall receive autonomy and deregulated status from the Commission are: (1) Established private HEIs with FAAP Level III Accredited or with COEs/ CODs identified programs; (2) Outstanding overall performance of graduates in the licensure examinations administered by the Professional and Regulation Commission (PRC); and (3) Long tradition of integrity and untarnished reputation.

For 2009, CHED granted autonomous status to 28 private HEIs and awarded deregulated status to 14 private HEIs. Hence, there were 44 private HEIs with autonomous status and 14 private HEIs with deregulated status. Seventy two (72) more applicant-HEIs had been evaluated for the grant of the said status. The Office of Quality Management also acted on requests for reconsideration and upgrading of status. The review of the policies and guidelines for the grant of status were also conducted.

## Institutional Quality Assurance through Monitoring and Evaluation (IQuAME)

The Institutional Quality Assurance through Monitoring and Evaluation (IQuAME) is a mechanism for monitoring and evaluating the outcomes of the programs, processes and services of higher education institution in the key area of

quality of teaching and learning as supported by the governance and management, support for students, relations with the community and management of resources.

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The CHED conducted orientations on the IQuAME project to 180 institutions in Regions IV-A, VII, NCR and CARAGA. The orientations were conducted using the IQuAME documents such as Primer, FAQs, HEI Self-Evaluation document guide to familiarize the institutions how the monitoring and evaluation using the IQuAME Framework is being conducted for better understanding of the intent of the project and to efface hesitations of some institutions towards the project.

CMO 37, s. 2009 on approving the categories of institutions initially visited in 2009 using the IQuAME Framework was issued

CMO 40, s. 2009 – Cost Sharing Scheme Between CHED and HEI in the Conduct of IQuAME Visits was issued. Consistent with the declared policy of the government in the management and utilization of funds, guidelines on the cost-sharing between CHED and HEI was formulated and

approved by the Commission. However, no direct financial transaction between CHED and the HEIs still remains a policy of the Commission.

A proposal on the developed/prioritized system-wide institution-specific interventions to HEIs through IQuAME was drafted. This was an intervention program of the of the Commission through IQuAME to address the gaps common to many HEIs identified during monitoring and evaluation of institutions.

The office also recommended 28 institutions with Category A(t) and B as beneficiaries for the Overseas Development Assistance (ODA) Project. This form part of the intervention program to HEIs through IQuAME.

Monitoring and evaluation of seven (7) institutions and assisted at least forty-eight (48) HEIs were also conducted in 2009.

## University Status and University System

- **University Status**

This is a grant and/or retention to truly deserving higher education institutions which have proven their excellence in the areas of instruction, research and extension in order to further promote and enhance relevant and quality education in the country.

For calender year 2009-2010, a review of the policies and guidelines for the grant of university status was made.

Questionnaire/self-survey forms were sent to 194 PHEIs, for the presidents of all universities in the Philippines to accomplish. The survey aimed to 1) generate updated and consolidated information for record and inventory purposes; 2) recognition of good practices that may be shared to and adapted by other universities; and as 3) basis for policy recommendation and identificaion of areas for support of the Commission.

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- **University System**

This is the grant of university system title to education institutions. It is an organized academic entity composed of separate but interrelated constituent units, at least one of which has university level status. A single board responsible for the formulation of system-wide policies and programs governs a University System. A University has a clearly defined organization that is governed primarily by the board and by a set of officers, both system-wide and for each constituent unit.

As of CY 2009-2010, one (1) private higher education institution applied and two (2) constituent units were processed for documentary evaluation.

It has been proposed for CY 2010-2011, that a review of the existing policies and guidelines for the grant of University System title to higher education institution should be undertaken. This is a remedial measure on the creation of constituent units, satellite campus and extension classes of the mother unit, which were granted university level status.

## Accreditation

Accreditation is a process of self-regulation which focuses on evaluation and continuing improvement of educational quality undertaken by authorized external entities. This process results to a recognition which maybe given by national, regional and international accrediting agencies.

The CHED created the Coordinating Council for Accreditation (CCA) by virtue of E.O. 705 and 705-A to rationalize and harmonize the accreditation process in higher education.

The Council conducted coordination meetings to discuss harmonization of accreditation instruments and accreditation processes. A comparative matrix of accreditation per program was also prepared.

The Office of Quality Management prepared the necessary documents of the approved 31 HEI applicants for accreditation in the amount of P9,350,000.00. The said Office also evaluated 102 HEIs' applications for the grant of Preliminary Survey Assistance for Accreditation (PSAA) and Institutional Development Assistance for Accreditation (IDAA) for approval of the Commission *en Banc*.

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# Distance Education (DE) and Transnational Education (TE)

**Distance Education** 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.

The following higher education institutions (HEIs) with corresponding courses were evaluated for DE application:

Central Luzon State University, Nueva Ecija, Phils.

- Master in Environmental Management
- Master in Renewable Energy
- Master of Science in Education – major in Mathematics

Manila Theological College, Manila, Phils.

- Doctor of Ministry

International Academy Management & Economics, Makati City, Phils.

- Diploma in Management
- Bachelor of Science in Business Administration
- Master in Business Administration
- Doctor in Management

**Transnational Education (TE)** – refers to the real or virtual movement of teachers, students, courses of study and academic programs from one country to another.

The following HEIs with their corresponding courses were evaluated for TE:

Far Eastern University Manila, Phils. with Foreign partner Thakur Nat Educational Foundation, Nepal

- Master of Business Administration

Asian Environmental Resources Center, Cebu City, Phils. with foreign partner Irish University Business School, UK

- Master of Environmental Management
- Master of Business Administration
- Doctor of Philosophy in Environmental Management

International Corresponding Institute - Pasig City, Phils. with foreign partner Global University, USA

Perpetual Help College, Manila, Phils. with foreign partner NCP College of Nursing, San Francisco, California

- Bachelor of Science in Nursing
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PNTC College International Manila,  
Phils. with foreign partner North  
America College, California

- Certificate in Hotel,  
Restaurant & Cruise Ship  
Service
- Diploma in International  
Hospitality Management

St. Linus University, Tarlac City, Phils.  
with foreign partner Concordian  
Lyceum, Singapore

- Business Administration
- Social Science

Community Health Education

Emergency Rescue Services

Corporation (CHEERS) Quezon City,  
Phils, with foreign partner American  
Heart Association, Texas, USA

- First Responder – Emergency  
Medical Services Standby

New England College Quezon

City, Phils. with foreign partner

Nightingale International California

- Bachelor of Science in  
Nursing

Southville Foreign University, Las

Piñas City, Phils. with foreign

partners as follows: - Preston

University

- International College of Hotel  
& Management, Australia-  
Univ. of Sunderland, UK-  
EdExcel International,  
London, London City  
College, London Programs:
- Doctor of Business  
Administration
- Doctor of Science in

Educational Administration

- Master in Business  
Administration, major in  
Human Resource  
Management
  - Master in Science Education
  - Master in Business  
Administration, major in  
International Business,  
International Marketing  
– Information Marketing,  
Information Technology –  
Finance/Accounting, E-  
Commerce, Basic Economics
  - Bachelor of Computer  
Science, major in General  
Computing, Software  
Development, ICT System  
Support – Bachelor of  
Culinary Arts – Bachelor of  
Leisure & Tourism –  
Bachelor of Service in  
Electronics Engineering –  
Bachelor of Science in  
Accountancy
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# Upgrading of Faculty Qualifications and Improving Management at the Institutional Level

- **Higher Education Development Project-Faculty Development Program (HEDP-FDP)**

The Faculty Development Program component of the Higher Education Development Project (HEDP) seeks to upgrade the academic qualifications of tertiary faculty to masters and doctorate degree levels. Under this program, CHED provides scholarship grants to enable HEI faculty to pursue studies for masters degree (thesis and non-thesis) and PhD in priority fields namely: English, Mathematics, Natural Science, Social Sciences, Engineering, Information Technology/System and other COD/COE disciplines.

CHED had a total of **1,727 beneficiaries** or 58 percent of the total target slots were filled up. In 2009, **560 graduates** (32 percent of the utilized slots) who have gone back to their home institutions to render the required return service. (Table 3)

As of November 2009, a total of about **Php 763M** has been utilized to support all the scholars. About **101 Million** more will be needed to allow on-going scholars to finish their degrees until summer of 2010.

On May 18, 2009, the Commission approved the Revised Implementing Guidelines of the CHED Faculty Development Programs (FDPs) Phase II through CEB Resolution No. 213-2009.

- **President Gloria Macapagal-Arroyo Science and Engineering Graduate Scholarships (PGMASEGS)**

CHED is currently implementing the President Gloria Macapagal-Arroyo Science and Engineering Graduate Scholarships (PGMASEGS) in response to President Gloria Macapagal Arroyo's expressed desire to make the country a major player in the global economy and beef up the country's science and engineering human resources.

The grant is limited to three (3) components: (a) Full Scholarship for Masters Program; (b) Thesis and Dissertation Grants for Graduate Students; and (c) PhD. (Full Scholarship-Local and Sandwich Program-Foreign). The main beneficiaries of these programs are full-time higher education faculty members and research personnel/graduate assistants of HEIs.

Since it started in 2007, the PGMASEGS has funded **264 grantees** with an annual appropriation of **P100Million**. The grantees are currently pursuing graduate studies in the various fields of Mathematics (53 grantees), Science (53 grantees), Engineering (81 grantees) and Information Technology (77 grantees), specifically: Chemical Engineering, Civil Engineering, Electronics and Communications Engineering, Electrical Engineering, Energy Engineering, Environmental Engineering, Industrial Engineering, Mechanical and Metallurgical Engineering, Mathematics, Statistics, Physics, Biology, Chemistry, Zoology, Microbiology,



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Marine Biology, Botany, Computer Science and Information Technology. (Table 4)

As of November 2009, ten (10) grantees have already graduated in various fields/disciplines in the different Delivering Higher Education Institutions (DHEIs) in the country.

- **HEI Management Development Program**

Under the CHED HEI Management Capacity Program which is aimed at improving management at the institutional level, the following training programs were conducted in 2009. These are programs which would help upgrade the qualifications of HEIs administrators and academicians. A total of **190 participants** from private and public HEIs attended the said training programs.

## Monitoring of Performance in Licensure Examinations

Performance of graduates in the various licensure examinations is regularly monitored by the CHED. The Office of Management and Information Services (OMIS) collected and coded the 2007 and 2008 PRC performance of HEIs. The overall passing rate in the national licensure examinations across all disciplines increased from 38.22 percent in AY

2007-2008 to 38.67 percent in AY 2008-2009. The performance of graduates in other priority disciplines like teacher education, agriculture, engineering and technology and maritime, also increased. Among the priority disciplines, only medicine and health-related programs registered a decrease in the average passing rate of graduates.

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**Table 3. CHED Higher Education Development Project-Faculty Development Program (HEDP-FDP) Beneficiaries**

Summary of Data on the CHED Higher Education Development Project-Faculty Development													
Discipline	Masters			Doctorate						Total			
	No. of Grantees	Graduated	On-going	Full (Local)		Dissertation (Abroad)		No. of Grantees	Graduated	On-going	No. of Grantees	Graduated	On-going
				No. of Grantees	Graduated	No. of Grantees	Graduated						
Info. Tech.	346	56	290	2	1	1	2	1	1	349	56	293	
Nat. Sci.	281	167	114	41	2	39	4	4	4	326	169	157	
Soc. Sci.	229	102	127	47	3	44	2	2	2	278	105	173	
English	242	98	144	26	1	25	2	1	1	268	99	169	
Eng'g	240	65	175	8	2	8	2	2	2	250	66	184	
Math.	127	67	60	26	2	24	2	1	1	155	70	85	
Other*	20	5	15	82	2	80	1	1	0	103	8	95	
<b>Grand Total</b>	<b>1,485</b>	<b>560</b>	<b>925</b>	<b>232</b>	<b>10</b>	<b>222</b>	<b>12</b>	<b>3</b>	<b>9</b>	<b>1,729</b>	<b>573</b>	<b>1,156</b>	

\* (Public Administration, Animal Science, Anthropology, Home Economics, Architecture, Filipino, Fisheries, Forestry and Nutrition.)

**Table 4. CHED Higher Education Development Project-Faculty Development Program (HEDP-FDP) Beneficiaries**

Summary of Data on the CHED President Gloria Macapagal-Arroyo Science and Engineering Graduate Scholarship (PGMASEGS)													
Discipline	Masters			Doctorate						Total			
	No. of Grantees	Graduated	On-going	Full (Local)		Dissertation (Abroad)		No. of Grantees	Graduated	On-going	No. of Grantees	Graduated	On-going
				No. of Grantees	Graduated	No. of Grantees	Graduated						
Info. Tech.	75	2	73	1	1	1	1	1	1	77	2	75	
Math. & Stat.	38	4	34	15	1	14	0	0	0	53	5	48	
Nat. Sci.	30	1	29	22	1	22	1	1	1	53	1	52	
Eng'g	61	2	59	20	20	20	0	0	0	81	2	79	
<b>Grand Total</b>	<b>204</b>	<b>9</b>	<b>195</b>	<b>58</b>	<b>1</b>	<b>57</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>264</b>	<b>10</b>	<b>254</b>	

**Table 5. Training Programs Conducted by Different Training Providers  
to Middle Managers from Public/Private HEIs**

<b>Module/Training Provider</b>	<b>Number of Participants</b>		
	<b>Public</b>	<b>Private</b>	<b>Total</b>
Seminar-Workshop on Curriculum Development, Implementation and Review Training Provider: Centro Escolar University (CEU) February 23-27, 2009 - UP, Diliman, Quezon City	26	27	53
Training on the Regional Strategic Management and Curriculum Development: An Operational Framework for a Regional University System Training Provider: Development Academy of the Philippines February 16-21, 2009 - USEP, Davao City	28		28
Seminary Workshop on Research Management Course for Execu Training Provider: SEARCA August 16-23, 2009 - UP Diliman, Quezon City	37	18	55
Seminar-Workshop on Research Management Course for CHED Central and Regional Directors and Lead Staff Training Provide: SEARCA September 7-11, 2009- UP Diliman, Quezon City	54		54
<b>Sub-Total</b>	<b>145</b>	<b>45</b>	<b>190</b>

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# On Relevance and Responsiveness

CHED provides critical inputs in making higher education relevant and responsive to the needs of the country for growth

and development, as well as the demands of the international community through the following:

## Promotion of Research

- **Research Management**

The 3<sup>rd</sup> batch consisting of 13 Zonal Research Centers (ZRCs) and 6 Program Cluster Implementers (PCIs) were designated by the Commission to operate until June 2011. There are now 42 on-going CHED funded GIA projects, while 62 proposals have been generated for 2009 funding under the grants in-aid program.

- **Research Incentives and Awards**

Under the National Higher Education Research Agenda I, public and private HEI faculty and researchers were awarded grants. During the period, 30 availed of the Thesis Grant, Dissertation Grant and Visiting Research Fellowship.

In addition, 58 faculty/researchers were given travel grants to present their research outputs to various international conferences held outside the Philippines.

The CHED Regional Offices submitted their respective nominees for the CHED REPUBLICA AWARDS to recognize

and reward outstanding research outputs. By virtue of CMO 10, s. 2009, the Regional and National Awards Board were created for the selection of 2009 CHED REPUBLICA.

- A National Conference on Research in Higher Education was conducted at the Royal Mandaya Hotel, Davao City on November 12-13, 2009. Said conference was participated by 300 delegates from different HEIs in the country.

- The Journal Accreditation Service (JAS) started to be implemented last September 2009. Eighty-two (82) journals were submitted by HEIs applying to be accredited by the Technical Working Group (TWG) created by virtue of CSO 32, s. 2008.

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# Implementation of Rationalization Policies

As a result of the launching of the Regional University System (RUS) and Complementation Project in Region XI, a “Training on the Regional Strategic Management and Curriculum Development: An Operation Framework for the RUS” was conducted at the University of Southeastern Philippines Main Campus on Feb. 16-21, 2009. Participants to the RUS training program were Vice Presidents, Deans, Project Directors and Budget Officers from the 4 SUCs in Region XI. The mission, vision and strategic and operational plans for the RUS Region were formulated. In

addition, a curriculum development framework was also formulated to facilitate the harmonization of the GEC and the identified flagship programs of the 4 SUCs in Region XI.

Part of research complementation of SUCs in Region XI, accomplishments and outputs of CHED-Funded Initiatives under the Regional University System (RUS) and Complementation Project in Super Regions were presented on October 28, 2009.

## Strengthening of International Cooperation

One of the major programs of the Office of the International Affairs (OIA) is strengthening of international cooperation between Philippine HEIs and counterparts abroad through the following programs:

- **Internationalization Program – Among the significant activities and events held were:**

- -Bilateral Consultations with Vietnam, Croatia, Islamic Republic of Iran, Slovak Republic, Syria, Taiwan and India;
- -Workshop on Quality Assurance for University Administrators in Greater Sub-region in Myanmar
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- -World Innovation Summit for Education in Qatar

- -Third Round of Negotiations for the RP-EU Partnership and Cooperation Agreement in Brussels, Belgium

- -A Memorandum of Understanding (MOU) with Japan was formalized. This MOU between CHED and Japan International Corporation Welfare Services (JICWELS) is in implementation of the Japan and Philippines Economic Partnership Agreement (JPEPA) on the entry of Filipinos to study a Kaigofukushishi (careworker) course in Japan permitted under the Chapter on Movement of Natural Persons (MNP) Article 110.1 (f).

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• **Attendance to international meeting/conference, specifically:**

-UMAP Coordination Committee Meeting in Penang, Malaysia, November 2-5, 2009 – an invitation to UMAP members was extended by the UMAP International Secretariat to attend UMAP Board Meeting. Cooperative actions from UMAP members were solicited on the proposed revision of UMAP Constitution 2010 and the UCTS User Guides. The country report on “Member Secretariat’s Role and Functions: the Present Status” was presented by Mr. Benison Y. Cu, President, UMAP Philippine Council

-2<sup>nd</sup> ASEAN Socio-Cultural Council Meeting in Thailand on October 22, 2009. The three identified deliverables, namely, the role of education, ASEAN Commission on the Promotion and Protection of the Rights of Women and Children (ACWC), and the social impact of global financial crisis were discussed in the 2<sup>nd</sup> ASCC meeting. The meeting was highlighted with the signing of the Cha-am Hua Hin Declaration on Strengthening Cooperation on Education to achieve an ASEAN Caring and Sharing Community

- ASEM Lifelong Learning Conference at Nha Trang City, Vietnam on October 20, 2009 – Asia-Europe Meeting (ASEM) focuses on cooperation initiatives between Asia and Europe. It was organized by the Ministry of Education and Training of Vietnam and supported by the Danish Ministry of Education in cooperation with the ASEM Education and Research Hub for

Lifelong Learning. It acknowledged that lifelong learning provides a solid framework for sustainable human resources development which not only generates economic growth and social welfare, but also enables individuals to pursue stimulating learning opportunities at all stages of their lives.

- World Innovation Summit for Education in Qatar – this unique international summit was launched by Qatar Foundation for Education, Science and Community Development, under the patronage of its Chair, Her Highness Sheika Mozah Bint Nasser Al Missned. It aimed to bring together policy-makers and political leaders to identify ways of shaping educational models for future by addressing the core issues of Pluralism, Sustainability and Innovation under the umbrella theme of “Global Education: Working Together for Sustainable Achievements”.

- Meeting with Confucius Institute in Hanban, China – the meeting aimed to discuss Philippine proposal of training Philippine teachers into teachers of Chinese language through joint cooperation between China and the Philippines

- Third Round of Negotiations for the RP-EU Partnership and Cooperation Agreement in Brussels, Belgium – An invitation was extended by the Office of European Affairs to discuss convergence on articles that are still under negotiations pertaining the RP-EU Partnership and Cooperation Agreement

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-Second Asia-Europe Meeting (ASEM) Ministerial Meeting on Education, Hanoi, Vietnam held in Hanoi, Vietnam on May 14-15, 2009. The meeting strengthened cooperation in higher education by forging strategic partnerships for quality assurance, credit recognition and transfer between ASEM countries.

-2009 World Conference on Higher Education : *The New Dynamics of Higher Education and Research for Societal Change and Development*” held in UNESCO, Paris on July 5-8, 2009. This was attended by high-level delegates from Least Developed Countries (LDCs) and developing countries to address new dynamics that will shape the strategic agenda for the development of higher education policies and institutions in the foreseeable future.

-Regional Meeting on UNESCO Portal on Higher Education, December 3-4, 2009, Bangkok, Thailand. This was attended by the officials of government higher education organizations from the ASEAN Member countries as well as Kuwait and South Korea under the auspices of UNESCO Paris. The meeting aimed to help these countries participation and inclusion in the said portal with the end view of providing the students, employers and other interested parties access to authoritative and up-to-date information on the status of HEIs and quality assurance (QA) in participating countries.

- **Educational and Cultural Exchange Program**

Educational and Cultural Exchange Program seeks to promote a more comprehensive collaboration of fostering goodwill and understanding between Philippine HEIs and their foreign counterparts. Towards this end, a Technical Working Group (TWG) was created to develop and formulate guidelines on Educational and Cultural Exchange Program.

- **Survey on International Linkages**

Forming linkages with institutions abroad is considered as a viable means to strive for excellence in the global market. HEIs forged alliances in order to obtain the necessary resources and skills to achieve internationalization.

Aimed at developing a database on international linkages and twinning programs of Philippine HEIs to facilitate international network of information exchange, a survey instrument was floated to 1,600 HEIs. To date, data from 132 HEIs have been retrieved. Of the 132 HEIs, 89 have international linkages and 30 have twinning programs. The top countries with existing linkages with Philippine HEIs are: USA, Korea, Japan, Austria, Singapore, Taiwan, China, Germany and Hong Kong.

- **International Promotion Program**

One of the objectives of the Strengthening International Cooperation Program is to market and promote PHEIs abroad. In support of this, the Office of International Affairs or OIA developed information materials on the Philippine Higher

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Education System for distribution to foreign embassies and Philippine diplomatic officials abroad. This included the reproduction of copies of the audio-visual presentation on the Philippine Higher Education System as well as the revision of the existing CHED brochure.

- **Foreign Scholarships and Training Program (FSTP)**

The Foreign Scholarships/Training Program (FSTP) is a component of the Official Development Assistant (ODA) extended to the Philippines by foreign donor countries to enhance the capabilities of institutions in accordance with the national development thrusts and strategies.

OIA has conducted 5 panel screenings and processed 72 applications for the scholarship programs in Netherlands Fellowship Program, New Zealand Development Scholarships, Korea International Cooperation Agency, China Student Council School Program and Japan

International Cooperation Agency.

- **University Mobility in Asia and the Pacific (UMAP)**

The UMAP is one of the strategies by which CHED can strengthen the internationalization of PHEIs in the following areas:

- Identifying and overcoming impediments to university mobility
- Moving beyond bilateral to multilateral and consortium agreements
- Developing and maintaining a system for granting and recognizing academic credits

With support from the UMAP Council Philippines, CHED proposed to conduct a training workshop on UMAP Credit Transfer Scheme (UCTS) within the year. In that light, a UMAP council meeting was held.

## Mutual Recognition of Engineering Services

Since the inception of the APEC Engineer Register in 1997, the CHED, PRC and the Philippine Technological Council (PTC) have worked hand in hand for Philippine participation in the APEC Human Resource Development Working Group (HRDWG). A MOA was forged to facilitate the mobility of professional engineers for cross-border practice within the region and to delineate their

functions in accordance with the guidelines adopted by the APEC-HRD Working Group.

The Philippines, being a member of the National Monitoring Committee (NMC) of the APEC Engineer Register, sent three (3) Philippine delegates (Dr. Reynaldo Veal, President, Mapua Institute of Technology, Dr. Ricardo Pama, President, Angeles University



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Foundation and Engr. Rodolfo Peñaloza, TPET Chairman, and Electrical Engineering Board of Examiners Chairman) to the International Engineering Meeting held in Kyoto, Japan on June 15-19, 2009. Based on the report of the APEC Review Committee assigned to the Philippines, the country was given an extension of 6 years to operate the APEC Register.

2009 also signaled CHED's turn to chair the National Monitoring Committee (NMC). The NMC monitors the activities of the APEC Engineer Register Philippines (AERP).

As part of the process for application for membership to the AERP, the CHED-OIA evaluates the Continuing Professional Development (CPD) of the applicant. This includes:

- Formal Education and Training Activities
  - -Informal Learning Activities
  - Conferences and Meetings
  - Presentations and Publications of Papers
  - -Service Activities
  - -Industry involvement
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# On Efficiency and Effectiveness

## Management Information System

- **CHEDLINK**

CHEDLINK was adopted as the project name of the CHED-Information System Plan (ISP), a five year plan which aims to direct the application of Information Technology (IT) to be mission critical, public services-sensitive, and development-management supportive. The CHED-ISP covers the installation of the CHED-wide Local Area Network (LAN) and development CHED Information Systems (CHEDIS).

For the period of January to December 2009 the following have been accomplished:

Data/information collection and processing.

- a. 95% retrieval rate in AY 2008-09 data from HEIs
- b. Issued Certifications (in coordination with OSS and CHEDROs)
  - Certification, Authentication and Verification (CAV) – 1,796
  - CAV for red ribbon at DFA – 1,023
  - CAV for Seafarers Registration Certificate (SRC), Seaman’s Book and local employment – 773
  - Certificate of Eligibility for Dentistry (CED) – 110
  - Certificate of Eligibility for Medicine (CEM) – 119

- c. Conducted trainings/orientations/seminars on:
  - Normative Funding attended by 40 officials and staff from PhilSCA
  - Management Information System (MIS) and data collection attended by 130 representatives from CHEDRO VIII HEIs
  - MIS for CHEDRO staff attended by 36 staff
  - Electronic Verification and Certification System (EVCS)/ Special Order Application and Issuance System (SOAIS) for representatives from CHEDRO VIII
  - trained 40 CHEDRO staff in AY 2009-2010 data collection and HEMIS

Network Services

- Prepared users’ Manuals on Open Office (word processing, spreadsheet, presentation and database)
- Installed temporary wireless Internet connection at CHED-HEDC
- Installed connection to ENGAS
- Prepared technical manual on Linux operating system for CHED
- Installed and configured LANs of CHEDROs I, II, VII, VIII and X.
- Configured 92 new desktops and 20 laptop computers for CHEDCO and CHEDROs

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Information Systems maintenance/  
development and data banking

- Digitized 500,000 pages of CHED official documents from OPS, AFS, HEDF, CARAGA
- Acquired/installed Document Management System (DMS)
- Acquired Minitab Forecasting Software
- Acquired Axigen Mail Server
- CHED Website enhancement on-going
- EVCS PRC module development on-going

• **Packaging and Printing/Production of Information Materials**

In 2009, CHED developed several information and education materials aimed at a widened readership target to include students, faculty, school officials, other government agencies and other stakeholders which include embassies and international organizations who may have interest or are working on higher education programs or projects. For this year, CHED published the following materials which have been disseminated to its clientele. These are likewise available in the CHED library:

- ~ First 180 Days of Chairman Emmanuel Y. Angeles, Higher Education for Global Competitiveness, CHEDLink Special Edition – February 2009 (500 copies)

- ~ Two Versions of CHEDLink Special Edition for the One-Town-One-Scholar Program – July 2009 (800 copies)
  - ~ Two Versions of Scholarship Brochure for Office of Student Services – August 2009 (25 copies)
  - ~ Book form of Policy, Standard and Guidelines for BS Nursing – June 2009 (1000 copies)
  - ~ Book form of Manual of Regulations for Private and Public Higher Education Institutions – (1000 copies)
  - ~ CHED Budget Presentation Booklet The Philippines: A Hub for Higher Education and Training in the Asia Pacific, Modernizing Higher Education by Sec. Emmanuel Y. Angeles – September 2009 (500 Copies)
  - ~ CHED Annual Report for 2007 (100 copies)
  - ~ CHED Annual Report for 2008 (500 copies)
  - ~ CHED Link Volume 4, Issue 1- June 2009 (1000 copies)
  - ~ CHED Link Volume 4, Issue 2 – December 2009 (1000 copies)
  - ~ CHED Link Volume 3, Issue 1 – September 2009 (100 copies)
  - ~ CHED Link Volume 3, Issue 2 – September 2009 (100 copies)
  - ~ CHED Handbook on National Games November 2009 (2000 copies)
  - ~ Poster on Ranking of Nursing Schools in Region 3 (150 copies)
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- **CHED Library**

The CHED Library has a rich collection of materials and information on higher education both on the local and international arena. However, CHED is in the process of enriching the collection of titles to serve library users. The following were accomplished in 2009:

- Purchased 22 titles from book fairs; subscribed to one commercial journal; and renewed subscription with 5 journal providers.

- Recorded materials transferred to the library: Filipiniana (8 titles); Non-Filipiniana (17 titles); Thesis/Dissertation (21 titles); Electronic copy of researches (66 CD volumes); CHED funded researches (33 titles); Journals (15 titles; 48 volumes).

## SUC Development Program

CHED provided financial support of **Thirty Million Pesos (P30,000,000.00)** to the SUCs for their institutional and capacity building through the Higher Education Development Fund. This is to enable the state

universities and colleges (SUCs) to successfully carry out their mandates efficiently and effectively. To date, the following SUCs have been granted development assistance: (See Table 6)

## Project WATCH

CHED also undertook, the 1<sup>st</sup> project WATCH National Summit last May 2009, in cooperation with JCI Senate Philippines, to promote the basic values of punctuality and honesty in all higher education institutions.

**Table 6. List of SUCs with Institutional and Capacity Building Projects  
(Funded under HEDF)**

<b>Proponent</b>	<b>Project Title</b>	<b>Amount of Assistance</b>
Aklan State University	Speech Laboratory	2,500,000.00
Zamboanga City State Polytechnic College	Speech Laboratory	1,500,000.00
Zamboanga City State Polytechnic College	55-seater school bus	195,000.00
MSU-Tawi-Tawi College of Technology and Oceanography	Establishment of the Kamahardikaan Press	2,500,000.00
Zamboanga del Sur Maritime Institute of Technology	Instructional Equipment and Facilities of ZDS-MIT	2,000,000.00
PASUC Region VI	Capability Building on the Graduate Study Research and Development	500,000.00
Cotabato City State Polytechnic College	Institutional Development Assistance to CCSPC in the conduct of Region XII Training Workshop on Research	241,300.00
Zamboanga City State Polytechnic College	Orientation-Workshop on Normative Financing and Utilization of IGPs for Region IX SUCs	200,000.00
Western Mindanao State University	Upgrading/Procurement of additional furnishing and equipment	250,000.00
Zamboanga City State Polytechnic College	Purchase of Equipment for the Security Training	113,700.00
Central Luzon State University	Strengthening the SUCs in the Operation and Management of IGPs and Resource Mobilization	500,000.00
Ifugao State College of Agriculture and Forestry	Establishment of Biology and Chemistry Laboratories	1,500,000.00
Isabela State University-ICRISAT	Harnessing the Potentials of Capacity Building through Innovation in Learning and Partnership	1,000,000.00
Kalinga Apayao State College	Establishment of Biology and Chemistry Laboratories	1,000,000.00
Mountain Province State Polytechnic College	Establishment of Biology and Chemistry Laboratories	1,000,000.00

<b>Proponent</b>	<b>Project Title</b>	<b>Amount of Assistance</b>
Davao del Norte State College	Regional research collaboration on the conservation of the endangered giant clam (in collaboration with SPAMAST, DOSCST and USEP)	1,500,000.00
Philippine Normal University	Upgrading Facilities for the CHED Center for Teaching Excellence	1,200,000.00
Leyte Normal University	Instructional materials development training and purchase of equipment for CHED Center for Teaching Excellence	1,000,000.00
West Visayas State University	Upgrading Facilities for the CHED Center for Teaching Excellence	1,000,000.00
Davao Oriental State College of Science and Technology	Upgrading Facilities (Establishment of Forensic Science laboratory Facilities for BS in Criminology Program)	500,000.00
	<b>GRAND TOTAL</b>	<b>30, 000,000.00</b>

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# Financial Report

## Higher Education Development Fund

The Higher Education Development Fund (HEDF) was established within CHED as part of the Higher Education Act of 1994 with the purpose of strengthening the higher education in the entire country.

For the given period, HEDFS had obligated a total of P1,048,629,829.77 of the total budget

allocated amounting to P1,100,617,690.09 including the continuing appropriation. The breakdown of the said total obligation for the current year budget together with the continuing budget for the given period is shown in the table below:

**Table 7. Breakdown of Total Obligations**

<b>Programs/Projects</b>	<b>Current Year Budget</b>	<b>Continuing Budget</b>	<b>Total</b>
Institutional Capability Building	P83,025,997.69	P22,540,438.30	P105,566,435.99
Rationalization of Programs, Standards and Guidelines	55,648,857.30	6,623,531.77	62,272,389.07
Research	144,975,934.65	590,838.79	145,566,773.44
Scholarships	441,000,000.00	140,142,145.56	581,142,145.56
Higher Education Development Program	78,439,180.19	75,642,968.52	1,540,821,148.71
<b>TOTAL</b>	<b>P803,089,969.83</b>	<b>P245,539,922.94</b>	<b>P1,048,629,829.77</b>

In order that the mandates of CHED are very well carried out, the HEDFS had collected a total amount of P1,290,017,005.00 from its mandatory contributors- Philippine Charity

Sweepstakes Office (PCSO)-P160,000,000.00, Professional Regulation Commission (PRC)-P36,807,168.00 and Philippine Tourism Authority (PTA)-P1,093,209,837.00 for the year 2009.

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To determine the effectiveness and efficiency in the utilization of HEDF budget, the monitoring team of HEDFS had conducted verification of physical existence of all property purchased out of the HEDF fund and gathered liquidation reports for completed and/or on-going

projects in compliance with the Auditor's Observation Memorandum (AOM) No. CHED-CO 2009-007 on the below listed private higher education institutions and state universities and colleges:

- Palawan State University
  - Western Philippine University
  - San Pedro College
  - Ateneo de Davao University
  - University of Southeastern Philippine
  - Southern Philippine Agri-Business, Marine, Aquatic School of Technology
  - Davao del Norte State College
  - Naval Institute of Technology
  - Samar State University
  - Eastern Visayas State University
  - Cebu Institute of Technology
  - University of San Carlos
  - Central Philippine University
  - Polytechnic State College of Antique
  - West Visayas State University
  - Misamis Oriental State College of Agriculture and Technology
  - Mindanao University of Science and Technology
  - Ateneo De Naga University
  - Catanduanes State College
  - Negros State College of Agriculture
  - Carlos Hilado Memorial State College
  - Northern Negros State College of Science and Technology
  - University of Eastern Philippines
  - Leyte Normal University
  - Central Mindanao University
  - Xavier University
  - Western Mindanao State University
  - Ateneo de Zamboanga University
  - Zamboanga State College of Marine Science and Technology
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# Consolidated General Fund & HEDF Comparative 2008 and 2009

<b>Current Assets</b>	<b>2008</b>	<b>2009</b>
<b>Cash</b>		
Cash-Collecting Officer	560,280.45	711,042.41
Cash Disbursing Officer	1,085,494.93	782,956.57
Petty Cash Fund	188,566.35	268,033.32
Payroll Fund	52,399.01	62,183.46
Cash National Treasury-MDS	171,115,156.21	87,320,720.66
Cash in Bank-LCCA	92,173,625.71	43,851,805.30
	265,175,522.66	132,996,741.72
<b>Receivables</b>		
Accounts Receivables	7,747.14	7,658.34
Due from Officers & Employees	3,681,999.62	1,711,838.92
Loans Receivables	238,073,587.61	180,182,347.49
Due from National Treasury	3,077,232,957.58	3,364,178,852.90
Due from NGAS	1,413,611,954.29	1,213,083,699.38
Due from GOCCs	120,000.00	120,000.00
Due from LGUs	3,932,866.25	12,415,500.00
Due from NGOs/Pos	950,581,817.53	912,177,692.61
Due from Regional Offices/Staff Bureaus	40,158,841.29	64,556,995.40
Due from Other Funds	3,936,859.28	6,037,551.19
Disallowances/Charges	628,179.02	892,597.85
Advances to Officers & Employees	2,092,167.49	2,089,355.46
Other Receivables	65,330,288.48	76,800,788.61
Total Receivables	5,799,389,265.58	5,834,254,878.15
Allowance for Doubtful Accounts	554,404.61	554,404.61
	5,798,834,860.97	5,833,700,473.54
<b>Inventories</b>		
Office Supplies Inventory	2,135,839.90	2,584,506.48
Accountable Forms Inventory	33,255.70	59,002.52
Gasoline, Oil & Lubricants Inventory	40,737.36	-
Other Supplies Inventory Items	16,009.61	48,479.19
Spare Parts Inventory	9,010.00	650.00
Other Inventories		6,900.00
	2,234,852.57	2,699,538.19

<b>Prepaid Expenses</b>		
Prepaid Rent	516,390.00	302,190.00
Prepaid Insurance	22,467.76	3,443.45
Advances to Contractor	24,288,515.65	3,693,437.63
Deferred Charges	28,000.00	28,000.00
Other Prepaid Expenses	1,748,746.58	1,761,005.40
	26,604,119.99	5,788,076.48
<b>Other Current Assets</b>		
Guaranty Deposits	6,415,817.00	4,460,117.00
Other Current Assets		65,200.00
	6,415,817.00	4,525,317.00
<b>Total Current Assets</b>	<b>6,099,265,173.19</b>	<b>5,979,710,146.93</b>
<b>Other Investments &amp; Marketable Securities</b>	<b>252,826,933.58</b>	<b>261,266,139.73</b>
<b>Property, Plant &amp; Equipment</b>		
Land	100,000.00	100,000.00
Land Improvements	100,000.00	100,000.00
Office Buildings	12,189,447.95	7,801,542.95
Leasehold Improvement	1,499,999.57	1,499,999.57
Other Leasehold Improvements	6,999.00	6,999.00
Office Equipment	17,217,593.58	18,569,105.30
Furniture and Fixtures	12,401,855.62	25,039,250.44
IT Equipment & Software	66,185,828.12	74,741,199.23
Library Books	314,866.01	324,866.01
Communication Equipment	1,447,124.60	1,956,194.96
Fire Fighting Equipt. & Accessories	29,082.00	29,082.00
Medical Dental & Lab Equipt.	11,700.00	11,700.00
Sports Equipment	-	13,200.00
Other Machineries and Equipment	504,702.88	562,528.88
Motor Vehicle	34,800,931.00	47,629,206.54
Other Property, Plant & Equipment	2,540,775.86	3,256,808.24
Construction in Progress (11.1)	456,237,966.88	631,969,893.60
Items in Transit	-	-
<b>Total Property, Plant &amp; Equipment</b>	<b>605,588,873.07</b>	<b>813,611,576.72</b>
Less: Accumulated Depreciation	75,656,629.70	84,478,972.10
<b>Net Property, Plant &amp; Equipment</b>	<b>529,932,243.37</b>	<b>729,132,604.62</b>
<b>Other Assets</b>	<b>95,303.17</b>	<b>26,638.87</b>
<b>Total Other Assets</b>	<b>95,303.17</b>	<b>26,638.87</b>
<b>TOTAL ASSETS</b>	<b>6,882,119,653.31</b>	<b>6,970,135,530.15</b>

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# **CHED Memorandum Orders 2009**

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**CHED MEMORANDUM ORDER 2009**

<b>Number</b>	<b>Title</b>	<b>Date</b>
1	Withdrawal of CMO No. 05 s. 2008 (Policies and Standards for the Bachelor of Science in Nursing	7-Jan-09
2	Identified Centers of Excellence (COEs) and Centers of Development (CODs) in Business and Management).	23-Jan-09
3	Second Batch of Centers of Excellence and Center of Development in Agriculture Education	27-Feb-09
4	Implementing Guidelines for the “One Town, One Scholar” Scholarship Program.	2-Mar-09
5	Reiteration of and Addendum to CHED Memorandum Order No. 4 series of 2008: “Observance of Simple Graduation Rites in All Higher Education Institutions.”	3-Mar-09
6	Guidelines for the 2008 PGMA Academic Excellence Award.	12-Mar-09
7	Rules and Regulations Governing the Setting and Approval of Policies, Standards and Guidelines for Programs and Higher Education Institutions Pursuant to Section 8 (d) of RA 7722.	18-Mar-09
8	Revised Policies and Guidelines for the Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP) Pursuant to Executive Order (EO)	19-Mar-09
9	Approved Categories of Institutions Assessed under the Institutional Quality Assurance through Monitoring and Evaluation (IQuAME) in the Second Semester of 2008	19-Mar-09
10	Revised Guidelines for the CHED Research and Publication (REPUBLICA) Awards.	20-Mar-09
11	Amendment to Section 8, Article III of CMO No. 52, series of 2007.	26-Mar-09
12	Revised Guidelines for CHED Support for Paper Presentations in International Conference.	26-Mar-09
13	Guidelines for CHED Accreditation of Research Journals and Providing Incentives Therefor.	31-Mar-09
14	Policies and Standards for Bachelor of Science in Nursing (BSN) Program.	28-Apr-09

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**CHED MEMORANDUM ORDER 2009**

<b>Number</b>	<b>Title</b>	<b>Date</b>
15	Guidelines Implementing the Study Grant Program for Barangay Officials and the Legitimate Children Dependents to Implement Section 393, Paragraph 4 of the Local Government Code, The Inclusion of the Sangguniang Kabataan Officials for the Study Grant Per Section 434 of the Same Code, Amending CHED Order	18-May-09
16	Rules and Regulations Governing The Search For President of State Universities and Colleges (SUCs).	27-May-09
17	Compliance with CHED's Policies, Standards and Guidelines and other Issuances on the Offering of Degree Programs	26-Mar-09
18	Partial List of Identified National Universities and Colleges of Agriculture and Fisheries (NUCAF) and Provincial Institutes for Agriculture and Fisheries (PIAF) Schools under the National Agriculture and Fisheries Education System (NAFES).	19-Jun-09
19	Search for the Best Higher Education Institution Implementing Drug Education, Prevention and Control Program.	19-Jun-09
20	Policies and Standards for Bachelor of Arts in Broadcasting.	19-Jun-09
21	AY 2009-2010 Higher Education Data/Information Collection.	2-Jul-09
22	Centers of Excellence/Centers of Development (COE/COD) in Nursing Education.	2-Jul-09
23	Guidelines for Student Internship Program in the Philippines (SIPP) for All Programs with Practicum Subject	20-Jul-09
24	Guidelines for Student Internship Abroad Program (SIAP) for All Programs with Practicum Subject	20-Jul-09
25	General Guidelines for the Conduct of Random Drug Testing (RDT) for Tertiary Students	17-Aug-09
26	Revised Implementing Guidelines of the Commission on Higher Education Faculty Development Programs (CHED-FDPs) Phase 2	17-Aug-09

**CHED MEMORANDUM ORDER 2009**

<b>Number</b>	<b>Title</b>	<b>Date</b>
27	Guidelines Implementing Section 24 of the Manual of Regulations for Private Higher Education of 2008 RE: Establishment of Extension Classes/Academic Programs	24-Aug-09
28	Amendment to CMO No. 26, series of 2008 entitled " Guidelines for the Implementation of the Student Assistance Fund for Education (SAFE) for Scholarship Program	26-Aug-09
29	Revised Implementing Guidelines for the the CHED Student Financial Assistance Programs (StuFAPs)	26-Aug-09
30	Applicability of the Manual of Regulations for Private Higher Education (MORPHE) of 2008 to State Universities and Colleges (SUCs) and Local Universities and Colleges (LUCs)	9-Sep-09
31	Guidelines for the Implementation and Support for National Universities and Colleges of Agriculture and Fisheries (NUCAFS) and provincial Institutes of Agriculture and Fisheries (PIAFs)	16-Sep-09
32	Additional fifteen (15) National Universities and Colleges for Agriculture and Fisheries (NUCAFAs) and seventy-six (76) Provincial Institutes for Agriculture and Fisheries (PIAFs) under the National Agriculture and Fisheries Education System (NAFES)	16-Sep-09
33	Integration of environmental Education in the Tertiary education curriculum particularly the civic welfare and training service component of the National Service	22-Sep-09
34	Identified Centers of Development (CODs) in Business and Management	13-Oct-09
35	Policies and Standards (PS) for the degree of Bachelor of Science in Sanitary Engineering (BSSE)	16-Oct-09
36	Second batch of Center of Development in Engineering (Ceramic, Chemical and Computer Engineering Programs	21-Oct-09
37	Approved Categories of Institutions Assessed under the institutional Quality Assurance through Monitoring and Evaluation (IQUAME) in 2009	21-Oct-09
38	Second batch of Centers of Excellence in Forestry	22-Oct-09

**CHED MEMORANDUM ORDER 2009**

<b>Number</b>	<b>Title</b>	<b>Date</b>
39	Identified Centers of Development (CODs) in Criminology Program	22-Oct-09
40	Cost-Sharing Scheme between CHED and HEIs in the Conduct of institutional Quality Assurance through Monitoring and Evaluation (IQUAME) visit	27-Oct-09
41	Guidelines for the Implementation and Support to Centers of Excellence (COEs) and Centers of Development (CODs) for Agriculture Education	3-Nov-09
42	Implementing rules and Regulation (IRR) for CMO no. 13, s 2009 " Guidelines for CHED Accreditation of Research Journals and Providing Incentive therefor"	4-Nov-09
43	Identified the Centers of Excellence and Centers of Development in Science and Mathematics	4-Nov-09
44	Collegiate Academic Calendar for AY 2010- 2011	10-Nov-09
45	Policies and Guidelines on the Conferment of Honorary Degrees by Higher Education Institute (HEIs)	29-Dec-09
46	Second Batch of Center of Development in Electronics Engineering Program	29-Dec-09
47	Amendment to CHED Memorandum Order No. 15 Series of 2004 "Moratorium on the Opening of the New Maritime Programs"	29-Dec-09

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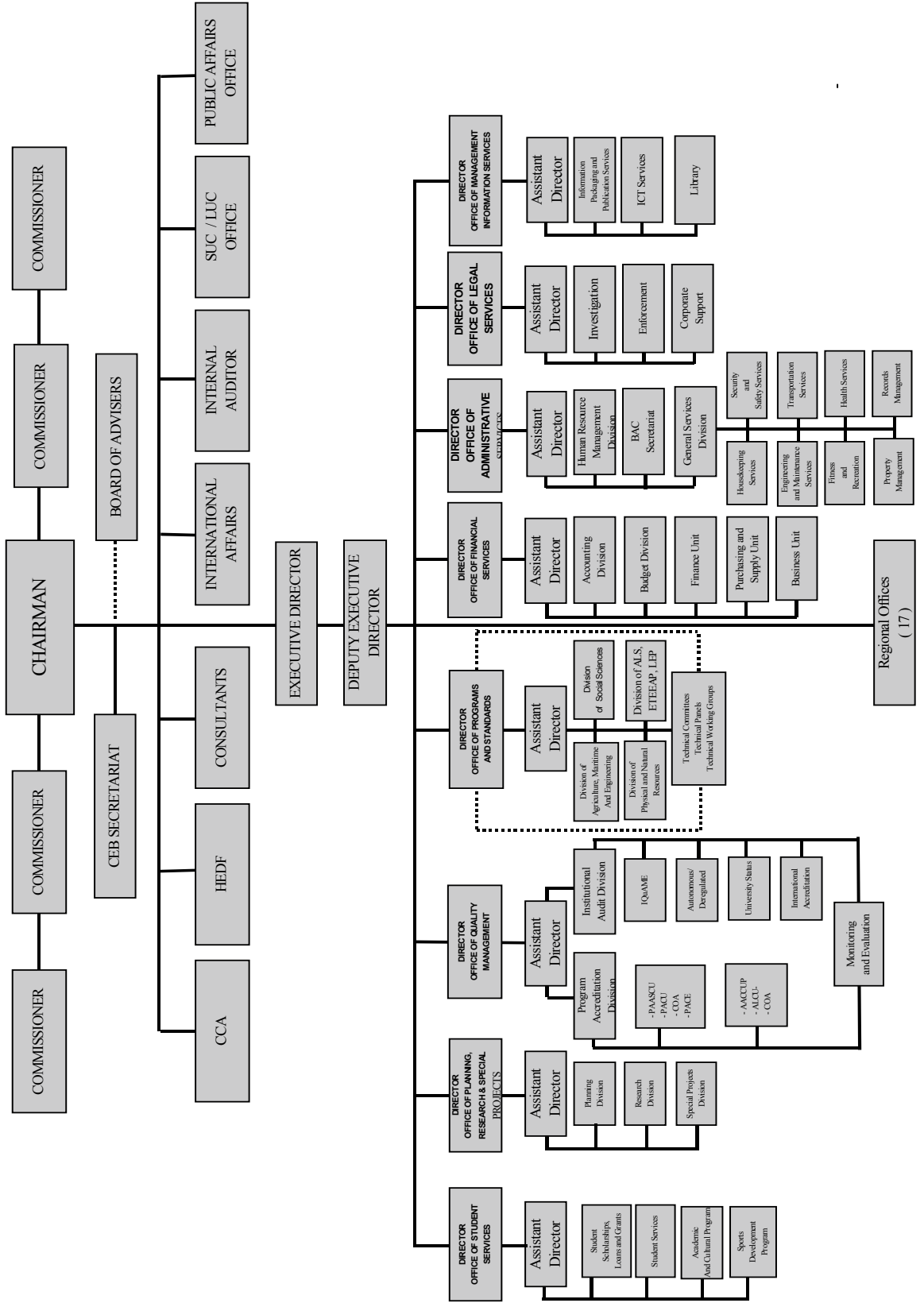
# **CHED**

# **Organizational Structure**

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# CHED ORGANIZATIONAL STRUCTURE



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Commissioner



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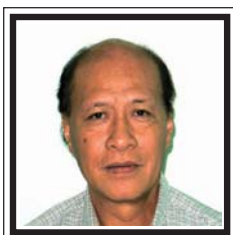


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