# *Annual* REPORT 2016

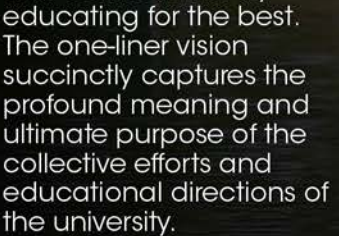CAGAYAN STATE UNIVERSITY

AD OPTIMUM EDUCANS
MCMLXXVIII

## About the Cover

A building reminiscent of Greek classic art, juxtaposed with pictures of the modern structures provide a glimpse at the effort of the university to bring together the best of the old and the promise of the new. A university alive and deeply concerned with the life of the university and the nation – involved in Social and Economic Development, committed to developing the countryside, and consecrated above all to the proposition that every young Filipino is entitled to quality tertiary education: all of this is captured by the pictures of the university in its varied activities and its diverse interests and concerns.

*Annual*
# REPORT
# 2016

# OUR
# VISION

Transforming lives by educating for the best The basic vision of the University is to make the Cagayan State University as a catalyst of change in improving the lives of individuals and communities by educating for the best. The one-liner vision succinctly captures the profound meaning and ultimate purpose of the collective efforts and educational directions of the university.

# OUR MISSION

Cagayan State University is committed to transform the lives of people and communities through high quality instruction and innovative research, development, production and extension.

The Cagayan State University, a credible and distinguished center of higher education in Northern Luzon, is committed to improve the lives of people and communities by providing advanced instruction in the arts, agriculture, and natural sciences as well as in technological and professional fields through its strong quality of instruction and innovations in research, resource mobilization and extension. CSU contributes primarily to President's Social Contract to the Filipino people by providing quality education and training through instruction, research, extension and production.

# FOREWORD

**Urdujah Alvarado-Tejada, CESO II**
University President

This document is a report of three administrations: the first, the end of the term of President Romeo Quilang and the interim administration of OIC President Mariden Ventura Cauilan and my assumption to office as University President. This is a report about an effort at continuity, for no new university president ever writes on a fresh page, and part of the challenge of leadership is reaping the best from the harvest of old and sowing the new. Perforce, this cannot be a report about the accomplishments of a single person – for the Cagayan State University's administration refers to the combined mental, emotional and physical energies of a tremendous number of people. And, the Cagayan State University refers to an entity of thirty-thousand or so students and well over a thousand faculty members and non-teaching personnel. It is a report about synergy and its challenges.

It is the far easier thing to heap blame on the past, but this report will avoid that mistake, for to find fault with the past is to allow oneself to be its captive. I have only gratitude for my predecessors, but I have also taken the bold steps necessary to break with what may have hindered us in the past, and to inaugurate what might be promising for the future.

Obviously, many have applauded my initiatives, some still remain to be convinced. And one of the challenges of a university president is to bring about cohesion in a community as diverse as the Cagayan State University.

There are no less than four regulatory agencies with which the University must deal: the Commission on Higher Education, the Commission on Audit, the Department of Budget and Management and the Civil Service Commission. Dealing with it poses its own challenges – but we prefer to rejoice in the opportunities the agencies of State offer the Cagayan State University. We have endeavored, this report will show, to be compliant without being obsequious, for it is for us to chart out our own course and to be accountable for it.

We therefore offer this Annual Report of the Cagayan State University not only to catalogue what we have done, but tell ourselves as well how much more has to be done, and to inform the community that we are not content to be excellent. We endeavor to make a difference in the community. In fact, we take that to be one of the indicia of excellence. As we take stock of all that we have done and look forward to what remains to be done, we also acknowledge all who made our achievements possible, both within the university community and those outside it, as we continue to ask for that collaboration without which we will not succeed.

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# Academics

## ACADEMICS (Higher and Advanced Education Programs)

### Enrolment Data

The Cagayan State University (CSU) remained the leading higher education institution in Cagayan and in Cagayan Valley Region for 2016. The shift of the school year calendar started in 2016, with the first semester starting in August 2016 as against the usual opening of classes which was June. CSU had a total enrolment of 32,654 during the First Semester of SY 2016 for both higher and advanced education (Table 1). From its 40,905 enrolment in School Year 2015-2016, there was a decrease of 8,251 or 20.17 percent which is due to the drastic decline in enrolment of First Year students because of the implementation of the K-12 program. The University had only 8,660 First Year enrollees as against the 15,238 first year in SY 2015-2016.

Table 1. Total enrolment by school year 2015-2016 by semester.

| Semester | SCHOOL YEAR | |
| --- | --- | --- |
| | 2014-2015 | 2016 |
| First Semester | 40,905 | 32,654 |
| Second Semester | 38,121 | 30,396 |
| Percent Increase (Decrease) | (6.81) | (6.93) |

The bulk of the enrolment of CSU is still at the baccalaureate level at 98.08% of total enrollees. Only 1.47% for masters and 0.447% for doctorate degree.

For the enrolment in higher education per campus, Carig has the highest enrolment with around one-third (13,310 or 36.33%) of the total enrolment followed by Andrews Campus which is 25.39% of the total population. Therefore Tuguegarao City campuses have 54.88% of the total population of CSU (Table 2 and Figure 1).

Table 2. Enrolment in higher education by campus, SY 2015-16 and SY 2016 (1st semester).

| CAMPUS | SY 2015-16 2nd Sem | SY 2016 (1st Sem) |
| --- | --- | --- |
| Andrews | 9,428 | 8,134 |
| Aparri | 4,873 | 3,843 |
| Carig | 10,949 | 9,703 |
| Gonzaga | 1,956 | 1,616 |
| Lal-lo | 1,750 | 1,716 |
| Lasam | 916 | 756 |
| Piat | 2,851 | 2,343 |
| Sanchez Mira | 4,404 | 3,716 |
| **Sub total:** Higher Education | 37,127 | 31,827 |
| High School (Gonzaga & SM) | 295 | 93 |
| **TOTAL (Higher Ed w/ HS)** | **37,422** | **31,920** |
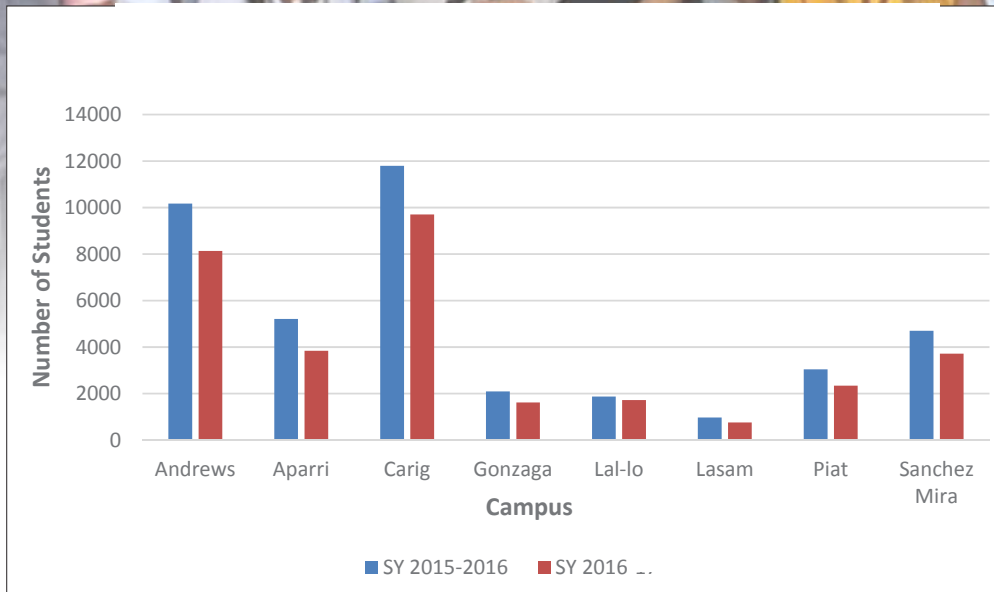
Figure 1. Enrolment for First Semester, SY 2015-16 and 2016 (Higher Education).

For 2016, there are more female students (53.28%) than male students (46.72%). However, in CSU-Carig, there are more males (44.53%) than females (55.47%) (Figure 2).
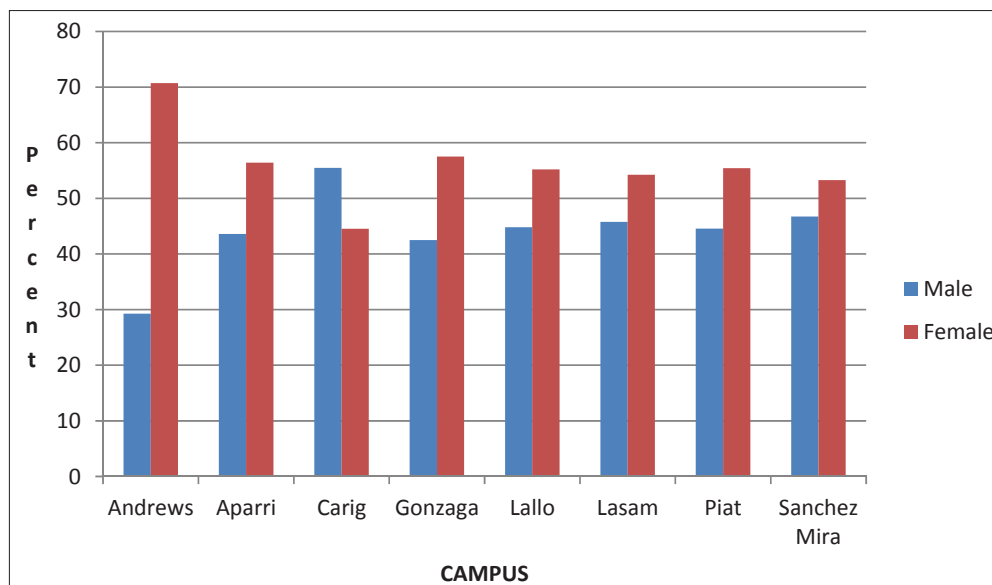


Figure 2. Enrolment by Gender, First Semester, SY 2016.

By degree program, the most subscribed degree is the Bachelor of Science in Information Technology with a total of 4,592 followed by Bachelor of Science in Hospitality and Industry Management (4,255). Agriculture was the top 8th degree in terms of the number of enrollees (Table 3). The other courses under STEM (Science, Technology, Engineering and Mathematics) were less subscribed.

**Table 3.  Enrolment by degree program, 2016.**

| Program Name | TOTAL |
|---|---|
| Bachelor of Science in Information Technology | 4,592 |
| Bachelor of Science in Hospitality  and Industry  Management | 4,255 |
| Bachelor of Secondary Education | 3,399 |
| Bachelor of Science in Industrial Technology | 3,079 |
| Bachelor of Elementary Education | 1,760 |
| Bachelor of Science in Accounting Technology | 1,733 |
| Bachelor of Science in Criminology | 1,544 |
| Bachelor of Science in Agriculture | 1,043 |
| Bachelor of Science in Business Administration | 1,002 |
| Bachelor of Science in Physical Education | 740 |
| Bachelor of Science in Civil Engineering | 735 |
| Bachelor of Science in Accountancy | 571 |
| Bachelor of Medical Laboratory Science | 496 |
| Doctor of Medicine | 490 |
| Bachelor of Science  in Information Technology | 440 |
| Bachelor of Science in Psychology | 415 |
| Bachelor of Arts in Public Administration | 406 |
| Bachelor of Science in Agricultural Engineering | 354 |
| Bachelor of Science in Biology | 345 |
| Bachelor of Laws | 342 |
| Bachelor of Science in Computer Science | 338 |
| Bachelor of Agricultural Technology | 327 |
| Bachelor of Science in Respiratory Therapy | 316 |
| Bachelor of Science in Entrepreneurship | 297 |
| Bachelor of Arts in Political Science | 269 |
| Bachelor of Science in Electrical Engineering | 259 |
| Bachelor in Technical Teacher Education | 253 |
| Bachelor of Science in Electronics Engineering | 250 |
| Bachelor of Science in Police Administration | 247 |
| Bachelor of Science in Chemical Engineering | 237 |
| Doctor of Veterinary Medicine | 236 |
| Bachelor of Science in Fisheries | 235 |
| Bachelor of Science in Mathematics | 218 |
| Bachelor of Arts in Legal Management/AB LM | 208 |
| Bachelor of Arts in English | 206 |
| Bachelor of Science in Biology Pre-med | 203 |

| Program Name | TOTAL |
|---|---|
| Bachelor of Science in Computer Engineering | 190 |
| Bachelor of Physical Education | 186 |
| Bachelor of Arts in Mass Communication | 172 |
| Bachelor of Science in Industrial and Commercial Communication | 131 |
| Bachelor of Science in Environmental Science | 91 |
| Bachelor of Arts in  Public Administration-ETEEAP | 87 |
| Bachelor of Science in Public Health | 87 |
| Bachelor of Science in Physics | 68 |
| Bachelor of Science in Guidance and Counseling | 67 |
| Bachelor of Science in Chemistry | 60 |
| Bachelor of Arts in Economics | 56 |
| Bachelor of Science in Medical Technology | 35 |
| Associate in Veterinary Medicine | 24 |
| **OVERALL TOTAL** | **33,094** |

There are also enrollees in non-degree courses mostly on Industrial Technology as indicated in Table 4.

**Table 4.  Enrolment - non-degree courses and secondary, 2016.**

| Program Name | TOTAL |
|---|---|
| Business, Entrepreneurship & Accountancy (GEC) | 165 |
| Two Years Architectural Drafting Technology | 127 |
| Two Years Automotive Technology | 419 |
| Two Years Electrical Technology | 293 |
| Two Years Electronics Technology | 190 |
| Two Years Food Technology | 321 |
| Two Years Garment Technology | 59 |
| Two Years Mechanical Technology | 156 |
| Two Years Refrigeration and Air conditioning Technology | 55 |
| Diploma in Agricultural Technology | 291 |
| Diploma in Culinary Arts | 202 |
| Certificate Program in Teacher Education | 62 |
| **Total non-degree** | 2,340 |
| Secondary | 93 |
| **OVERALL TOTAL** | **4,608** |

The University also accepted foreign students in the Pre-Medical Degree and Doctor of Medicine degree with a total of 485 enrollees. In 2016, most of the foreign students of CSU came from India (Table 5).

Table 5. Number of Foreign Enrollees.

| Country | Pre-Med | Medicine | Total |
|---|---|---|---|
| India | 297 | 150 | 447 |
| Nepal | 4 | 22 | 26 |
| Ghana | | 5 | 5 |
| Kuwait | | 1 | 1 |
| Saudi Arabia | | 1 | 1 |
| Nigeria | | 5 | 5 |
| Total | 301 | 184 | 485 |

## Enrolment in Advanced Education

The Doctor of Philosophy (PhD) in Education still has the highest number of enrollees among the doctorate degree programs among the four doctorate programs offered by the University. For the Master's degree, Master of Arts in Education has the highest number of enrollees (Table 6).

Table 6. Number of enrollees in advanced education by degree, 2016.

| Program Name | TOTAL |
|---|---|
| Doctor of Philosophy in Education | 114 |
| Doctor of Philosophy | 42 |
| Doctor in Public Administration | 12 |
| Doctor of Psychology | 4 |
| Sub total | 172 |
| Master of Arts in Education | 248 |
| Master in Public Administration | 105 |
| Master in Science Teaching | 71 |
| Master of Science in Teaching Mathematics | 36 |
| Master of Arts | 28 |
| Master of Science in Information Technology | 28 |
| Master in Public Health | 19 |
| Master of Science in Agriculture | 15 |
| Master in Information Technology | 8 |
| Master of Physical Education | 7 |
| Master in Science in Business Administration | 1 |
| Sub total | 566 |
| TOTAL | 738 |

CSU has partnered with Thai Nguyen University (one of the three regional universities in Vietnam) for the program on Ph.D. in Education major in English Language Education with a total of 19 (15 females, 4 males) Vietnamese students.

University and Campus Officials (from L-R) : Dr. Narcitas B. Ouano (Sanchez Mira CEO), Dr. Mariden Ventura-Cauilan (VPAA), Dr. Nelia Z. Cauilan (VPRDE), Dr. Lina M. Garan (VPPRM), Dr. Urdujah Alvarado-Tejada (President), Dr. Ferdinand C. Oli (Gonzaga CEO), Dr. Arthur G. Ibañez (Carig CEO), and Dr. Benjamin Arao (Lasam CEO).

## Data on Graduates

CSU was able to graduate a total of 7,331 students and thus garnered an accomplishment rate of 146 percent from its target of 5,000. The total number of graduates is comprised of 489 females and 2,842 males (Figure 3).
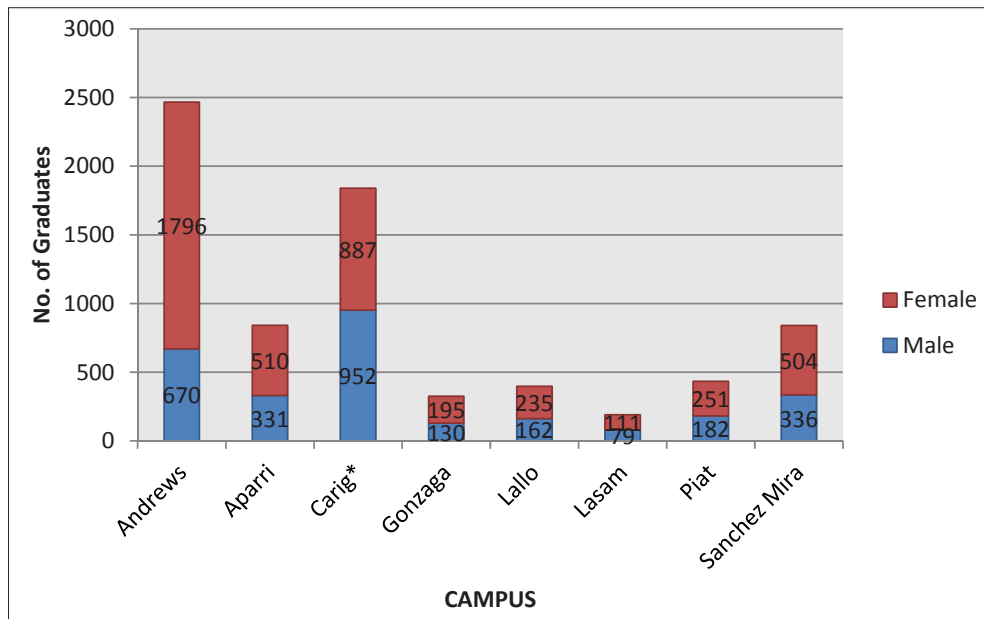


**Figure 3. Number of graduates by campus by gender, sy 2015-2016.**

**Table 7. Total number of graduates by campus, 2016.**

| Country | April 2016 Graduates | Summer Graduates | TOTAL |
|---|---|---|---|
| | Total | Total | Total |
| Andrews | 2,264 | 202 | 2,466 |
| Aparri | 821 | 20 | 841 |
| Carig* | 1,393 | 446 | 1,839 |
| Gonzaga | 303 | 22 | 325 |
| Lallo | 382 | 15 | 397 |
| Lasam | 188 | 2 | 190 |
| Piat | 416 | 17 | 433 |
| Sanchez Mira | 779 | 61 | 840 |
| **Total** | **6,546** | **785** | **7,331** |

*Carig includes second Summer Graduates (August 2016).

**Table 8. Number of graduates by program in advanced education.**

| Degree Program | 2015 | 2016 | Percent Change |
|---|---|---|---|
| Doctor of Philosophy in Education | 28 | 44 | 57.14 |
| Doctor of Philosophy in Psychology | 2 | 5 | 150.00 |
| Doctor of Public Administration | 0 | 2 | - |
| Master of Arts in Education | 40 | 122 | 205.00 |
| Master of Science in Teaching | 8 | 29 | 262.50 |
| Master in Public Administration | 18 | 26 | 44.44 |
| Master of Information Technology | 2 | 18 | 800.00 |
| Master in Public Health | 10 | 8 | (20.00) |
| Master of Arts in Psychology | 1 | 6 | 500.00 |
| Master of Arts in Guidance and Counseling | 0 | 5 | - |
| Master of Science in Agriculture | 5 | 4 | (20.00) |
| Master in Business Administration | 0 | 2 | - |
| Master of Arts in Physical Education | 2 | 2 | 0.00 |
| Master of Science in Information Technology | 11 | 2 | (81.82) |
| **Total** | **127** | **275** | **116.54** |



## CSU Performance in Licensure Examinations

CSU had a higher passing rate than the national passing rate for licensure examinations for Public Accountants, Civil Engineering, Criminology, Electrical Engineering, Medical Technology, and Respiratory Therapy.

**Table 9. Licensure performance by program**

| Program | Date of Examination | Total Takers (include re-takers) | Total Passers (include re-takers) | National Passing Rate | CSU Passing Rate |
|---------|---------------------|----------------------------------|-----------------------------------|-----------------------|------------------|
| Agricultural Engineering | August 2016 | 18 | 6 | 48.88 | 33.33 |
| Certified Public Accountant | October 2016 | 40 | 35 | 42.04 | 87.50 |
| Chemical Engineering | May 2016 | 2 | 0 | 73.39 | 0 |
| Civil Engineering | May 2016 | 8 | 3 | 49.59 | 37.50 |
| Civil Engineering | November 2016 | 91 | 61 | 55.34 | 67.03 |
| Criminologist | April 2016 | 1 | 1 | 23.90 | 100 |
| Electrical Engineering | April 2016 | 2 | 1 | 62.67 | 50.00 |
| Electrical Engineering | September 2016 | 37 | 36 | 77.95 | 97.30 |
| Electronics and Comm. Engineering | April 2016 | 2 | 0 | 31.88 | 0 |
| Medical Technology | April 2016 | 53 | 53 | 86.11 | 100 |
| Medical Technology | August 2016 | 88 | 88 | 86.62 | 100 |
| Medicine | March 2016 | 21 | 10 | 70.78 | 47.62 |
| Medicine | September 2016 | 36 | 31 | 86.96 | 86.11 |
| Respiratory Therapy | September 2016 | 48 | 48 | 77.83 | 100 |
| Veterinary Medicine | August 2016 | 18 | 10 | 63.87 | 55.56 |
| LET (Elementary) | March 2016 | 72 | 39 | 51.57 | 54.17 |
| LET (Elementary) | September 2016 | 493 | 230 | 54.17 | 46.65 |
| LET (Secondary) | March 2016 | 233 | 150 | 61.94 | 64.38 |
| LET (Secondary) | September 2016 | 1,056 | 514 | 53.11 | 48.67 |

Note: no takers for Criminologist Licensure Exam from other campuses

## Program Accreditation

Sixteen programs were subjected for accreditation, 15 undergraduate programs and one doctorate program. Eight programs are Level II accredited with five years validity and seven Level I accredited with three years validity. The doctorate program has a candidate status for Level 1.

**Table 10. Programs accredited in 2016 and their level of accreditation.**

| PROGRAM | LEVEL (Accreditation Status) | CAMPUS | Date of Validity |
|---|---|---|---|
| AB in Mass Communication | Level II Re-Accredited | Carig | September 1, 2016 – August 31, 2021 |
| AB in Public Administration | Level II Re-Accredited | Carig | September 1, 2016 – August 31, 2021 |
| BS in Agricultural Engineering | Level II Re-Accredited | Carig | September 1, 2016 – August 31, 2021 |
| BS in Civil Engineering | Level II Re-Accredited | Carig | September 1, 2016 – August 31, 2021 |
| BS in Electrical Engineering | Level II Re-Accredited | Carig | September 1, 2016 – August 31, 2021 |
| BS in Industrial Technology | Level II Re-Accredited | Carig | September 1, 2016 – August 31, 2021 |
| Bachelor of Elementary Education | Level II Re-Accredited | Andrews | September 1, 2016 – August 31, 2021 |
| Bachelor of Secondary Education | Level II Re-Accredited | Andrews | September 1, 2016 – August 31, 2021 |
| AB in Political Science | Level I Accredited | Lal-lo | November 1, 2016 – October 31, 2019 |
| Bachelor in Agricultural Technology | Level I Accredited | Lal-lo | November 1, 2016 – October 31, 2019 |
| Bachelor of Elementary Education | Level I Accredited | Lal-lo | November 1, 2016 – October 31, 2019 |
| Bachelor in Secondary Education | Level I Accredited | Lal-lo | November 1, 2016 – October 31, 2019 |
| BS in Agriculture | Level I Accredited | Lal-lo | November 1, 2016 – October 31, 2019 |
| BS in Information Technology | Level I Accredited | Lal-lo | November 1, 2016 – October 31, 2019 |
| BS in Hospitality & Industry Management | Level I Accredited | Lal-lo | November 1, 2016 – October 31, 2019 |
| Ph.D. in Education major in English Language Education | Candidate Status - Level 1 | Andrews | September 1, 2016 - August 31, 2018 |

# Research & Development

## Research and Development 2016 AT A GLANCE

Achieving key trends and milestones in Research & Development remains to be the core vision of the Cagayan State University through the unflagging discovery of knowledge across all disciplines.

Research efforts carried out by a roster of CSU faculty and staff had evidently made notable impact in its 2016 accomplishment report detailing major endeavors of Research and Development.

## Highlights of Accomplishments

### R&D Programs / Projects Implemented

For externally and institutionally funded researches, there were 218 research projects undertaken, anchored on RDs thematic agenda along Food Security and Safety, Health and Nutrition, Engineering, Industry and Energy, ICT, Environment and Climate Change, Business and Entrepreneurship, Law and Governance, and Social Sciences. A total of 35 projects were supported under income (Fund 164), while 149 from GAA (Fund 101). Fifteen researches were funded by external sources such as:

- Philippine Council for Aquatic, Agriculture and Natural Resources Research and Development (PCAARRD);
- Philippine Institute for Development Studies (PIDS);
- Department of Agriculture-Bureau of Agricultural Research (DA-BAR);
- Department of Agriculture, Region 02 (DA-R02)
- International Council for Local Environmental Initiatives - Asian Cities Climate Change Resilience Network (ICLEI-ACCCRN);
- Department of Environment and Natural Resources (DENR);
- Department of Science and Technology, Region 02; and
- Philippine Council for Health Research & Development (PCHRD).

**Table 11. Total number of researches in 2016.**

| Campus | Fund Source | | | Total |
|---|---|---|---|---|
| | Special Budget (SB) Fund 164 | GAA(Fund101) | External | |
| Andrews | 9 | 38 | | 47 |
| Aparri | | 20 | 1 | 21 |
| Carig | 12 | 26 | 11 | 49 |
| Gonzaga | 1 | 17 | | 18 |
| Lal-lo | 13 | 27 | | 40 |
| Lasam | 1 | 9 | | 10 |
| Piat | 8 | 8 | 3 | 19 |
| Sanchez Mira | 10 | 4 | | 14 |
| **Total** | **35** | **149** | **15** | **218** |

There were 89 completed projects and 129 in progress of which 15 were externally funded and 203 are institutionally funded under Fund 101 or Fund 164.

**Table 12. Number of completed researches in 2016.**

| Campus | Quarterly Accomplishment | | | | Total |
|---|---|---|---|---|---|
| | 1st | 2nd | 3rd | 4th | |
| Andrews | | 13 | | 10 | 23 |
| Aparri | | 10 | | 1 | 11 |
| Carig | | 11 | | 3 | 14 |
| Gonzaga | | 4 | | 4 | 8 |
| Lal-lo | | 4 | | 6 | 10 |
| Lasam | | 1 | | 4 | 5 |
| Piat | | 1 | | 7 | 8 |
| Sanchez Mira | | 6 | | 4 | 10 |
| **Total** | | **50** | | **39** | **89** |

## Proposals Evaluated

There were 84 proposals evaluated from the 8 campuses for possible funding in 2017. Carig campus topped the most number of research proposals evaluated with a total of 21 (25%), Aparri campus with 3 (3.58%) having the least number of proposals evaluated (Table 13).



**Table 13. Proposals evaluated for 2016.**

| Campus | Number | Percent |
|---|---|---|
| Andrews | 10 | 11.9 |
| Aparri | 3 | 3.6 |
| Carig | 21 | 25.0 |
| Gonzaga | 13 | 15.4 |
| Lal-lo | 20 | 23.8 |
| Lasam | 6 | 7.2 |
| Piat | 4 | 4.8 |
| Sanchez Mira | 7 | 8.3 |
| **Total** | **84** | **100.00** |

**Table 14. Papers presented during agency in-house review in 2016.**

| Campus | Number of Papers Presented | | | Total |
|---|---|---|---|---|
| | Completed | On-going | Proposals | |
| Andrews | 13 | 9 | 5 | 27 |
| Aparri | 10 | 3 | 3 | 16 |
| Carig | 11 | 2 | 5 | 18 |
| Gonzaga | 4 | 3 | 5 | 12 |
| Lal-lo | 4 | 5 | | 9 |
| Lasam | 4 | | 6 | 10 |
| Piat | 2 | | 4 | 6 |
| Sanchez Mira | 6 | | 7 | 13 |
| **Total** | **54** | **22** | **35** | **111** |

**Table 15. Number of papers presented in different fora for CY 2016.**

| Campus | International | National | Regional/ Local | TOTAL |
|---|---|---|---|---|
| Andrews | 8 | 2 | 27 | 37 |
| Aparri | 7 | | 16 | 23 |
| Carig | 13 | | 17 | 30 |
| Gonzaga | 0 | | 13 | 13 |
| Lal-lo | 4 | 1 | 9 | 14 |
| Lasam | 3 | 2 | 6 | 11 |
| Piat | 13 | | 6 | 19 |
| Sanchez Mira | 6 | | 12 | 18 |
| **Total** | **54** | **5** | **106** | **165** |

## Research Monitoring and Evaluation

To attain research objectives, the R&D office institutionalized monitoring and evaluation of R&D projects through in-house reviews, on-site inspection and the submission of quarterly progress reports.

## R&D Outputs Disseminated/Utilized

Research outputs are disseminated in various fora and conferences. Papers presented in different fora totaled to 165, fifty four (54) of those were presented in international conferences, five (5) in national and one hundred six (106) in local/regional fora/conferences. Carig and Piat campuses aced the number of paper presentations both having 13 in international fora. Three campuses, namely: Andrews, Lal-lo, and Lasam, presented researches at the national level. On the other hand, Andrews campus presented 27, having the most number of papers presented at the regional or local level.

## Research Outputs Published

For R&D outputs, 93 studies were published in international, national, and local journals. Majority 72 of which were published in international refereed journal, Andrews campus with 37 having the most number of published outputs, followed by Carig with 15 research outputs.

Moreover, there were eight (8) research outputs published in international/national proceedings, while 13 for local journals.

**Table 16. Research outputs published.**

| Campus | Refereed International Journal | Other Refereed International/ National Journals/ Proceedings | Local Journals/Proceedings | TOTAL |
|---|---|---|---|---|
| Andrews | 37 | 2 | 11 | 50 |
| Aparri | 3 | | | 3 |
| Carig | 15 | | | 15 |
| Gonzaga | 1 | | | 1 |
| Lal-lo | 6 | 2 | 1 | 9 |
| Lasam | 4 | 1 | 1 | 6 |
| Piat | 5 | | | 5 |
| Sanchez Mira | 1 | 3 | | 4 |
| **Total** | **72** | **8** | **13** | **93** |

**Table 17. Patents, utility models and copyrights registration & deposit/application.**

| Campus | Outputs applied for patenting | Outputs applied for copyright | TOTAL |
|---|---|---|---|
| Andrews | | | |
| Aparri | 10 | | 10 |
| Carig | 10 | | 10 |
| Gonzaga | 1 | | 1 |
| Lal-lo | | | |
| Lasam | 1 | 4 | 5 |
| Piat | | | |
| S. Mira | 1 | | 1 |
| **Total** | **23** | **4** | **27** |

There were 27 research outputs with patent/ patent application and copyright applications. The list is presented in Table 18.

**Table 18. Patented research outputs.**

| Title |
|---|
| 1. Process of Making Pickled Pineapples |
| 2. A Multi-purpose Decorative Article |
| 3. The *Agays* of Lasam: a Socio-Cultural Treatise |
| 4. Instructional Material for Elementary Graders: The Kind Old Woman and the Cow |
| 5. Compilation of 3D Art Craft Models of Land and Sea Animals Vol. 1 |
| 6. CSU-Lasam Research Journal |
| 7. Organic Shoe Polish Cream |
| 8. Deodorization Process for Shark (*Carcharhinus melanopterus*) Meat with Organic Acid |
| 9. Deodorization Process for Shark (*Carcharhinus melanopterus*) Meat using wine |
| 10. Processing of *Aramang* Powder |
| 11. Process of Making Shark (*Carcharhinus Melanopterus*) *Tapa* |
| 12. Process of Making Spiced Dried Tuna (*Katsuwonus pelamis*) Sticks |
| 13. A Fresh Water Clam (*Batissa violacea*) Rearing Cage |
| 14. Process of Rearing Freshwater Clams (*B. violacea*) in Cages |
| 15. Process of Making *Aramang* (*Nematopalaemon tenuipes*) Powder Enriched Polvoron |
| 16. Noodles Enriched with *Aramang* (*N. tenuipes*) Powder and the Process of Making Thereof |
| 17. Process of Making *Aramang* Enriched Euchuema Candy |
| 18. Hydraulic Briquetting Apparatus |
| 19. Process of Producing Crispy Snack Food Make from Mixed Vegetables |
| 20. Process of Producing Crispy Snack Food From Squash |
| 21. Process of Producing Crispy Snack Food from Sweet Potato |
| 22. Composition of Crispy Snack Food Made from Mixed Vegetables |
| 23. Composition of Powdered Beverage |
| 24. Composition of Powdered Seasoning |
| 25. Process of Producing Powdered Seasoning |
| 26. Composition of Powdered Beverage (*Calamansi* Juice Blend) |
| 27. Composition of Seaweed Tart |

## R&D Partnership Established

To cultivate and sustain sound partnership in R&D undertakings, the University forged 29 Memoranda of Agreement/Understanding with government agencies, Non-Government Organizations (NGO), and other SUCs locally and internationally.

For research projects to propel, linkages and alliances are vital to generate funding for the University. The CSU R&D has been in collaboration with partner universities here and abroad such as University of the Philippines Los Banos, UP Visayas, Kosin University (Korea) and National Taiwan Ocean University. It has further strengthened its partnership with line agencies of the government, Local Government Units (LGU), international organizations, national as well as regional and local research systems.



## R&D Capability Building and Governance

A pool of researchers regularly undergo capacity building sponsored by the university or in partnership with national and local government units, private institutions, and NGOs to equip themselves and keep abreast of the learning curve, draw insights from caliber experts in various disciplines, ethics review in research, and the like. An overall 68 seminars, trainings, workshops, and other fora were attended by faculty researchers while 13 training opportunities were conducted at international level (Table 19)

**Table 19. Seminars, trainings, workshops, fora & meetings attended.**

| Campus | International | National | Regional | Local | TOTAL |
|---|---|---|---|---|---|
| RDE Office | 5 | 10 | 4 | 1 | 20 |
| Andrews | 2 | 2 | | 3 | 7 |
| Aparri | | 1 | | 14 | 15 |
| Carig | | | 1 | 5 | 6 |
| Gonzaga | | | 1 | 1 | 2 |
| Lal-lo | | 2 | 2 | | 4 |
| Lasam | 3 | 2 | | 2 | 7 |
| Piat | | | | | |
| Sanchez Mira | 3 | 1 | | 3 | 7 |
| **Total** | **13** | **18** | **8** | **29** | **68** |

**Table 20. Seminars, trainings, workshops, fora & meetings conducted.**

| Campus | Number |
|---|---|
| Andrews | 11 |
| Aparri | 6 |
| Carig | 29 |
| Gonzaga | 1 |
| Lal-lo | 1 |
| Lasam | 1 |
| Piat | 1 |
| Sanchez Mira | 1 |
| **Total** | **42** |

One of the performance indicators in the SUC leveling and the Commission on Higher Education-Department of Budget and Management (CHED-DBM) Normative Financing is the number of researchers with track record. Thirty-six (36) faculty researchers with at least two or more studies presented and published in international and regional fora, conferences and refereed journals were recorded wherein Carig campus listed atop.

There were eight faculty researchers who received awards for outstanding achievements in their respective fields wherein their distinguishing and continuing scholarly efforts were recognized in the local and international arena.

The Research and Development team is looking onwards to embrace new research challenges as 2017 unfolds, setting a passionate drive to transform CSU as the Science and Innovation Hub of the Cagayan Valley Region.

**The R&D attained a performance rating in terms of the Major Final Outputs (MFO)**

**Table 22. Summary of r&d performance.**

| MFOs and Performance Indicators (1) | Target (2) | Actual Accomplishment (3) |
|---|---|---|
| Percentage of research projects completed in the last three years | 155 | 231 |
| Percentage of research outputs published in a recognized journal or submitted for patenting or patented | 52% 57/109 | 84% 92/109 |
| Percentage of research projects completed within the original project timeframe | 50% | 234.21% |

**Table 21. Researchers with Track Record.**

| Campus | Number of researchers with track records or given awards |
|---|---|
| Andrews | 6 |
| Aparri | 4 |
| Carig | 10 |
| Gonzaga | 1 |
| Lal-lo | 5 |
| Lasam | 2 |
| Piat | 4 |
| Sanchez Mira | 4 |
| **Total** | **36** |

# Research Centers Established

The establishment of Research Centers, located in the different campuses of CSU, represents the core strength of the university in research and development. This is a result of the many years the university has spent working side by side with private and public agencies.

CSU Carig Campus is home to the Food and Innovation Center, a joint undertaking of the University with the Department of Science and Technology Region 2 (DOST).The first of its kind in Luzon and second in the entire country, the FIC serves as a hub for innovations and support services for Micro-Small and Medium Enterprises (MSMEs) in the food processing industry. The campus is also known for other DOST partnered programs, the Tuklas-Lunas Development Center(TLDC) and the Metal Innovation Center spearheaded by the College of Industrial Technology (CIT).

The University also boasts of the establishment of the Natural Product Innovation and Research Center (NPRIC) located at Andrews Campus which was conceived to generate knowledge on the biological activities of indigenous plants. It also serves as a production center for biofertilizers, biopesticides, herbal formulations and nutraceuticals, and other biotechnological development.

In Piat Campus, the collaboration with the National Dairy Authority (NDA) has brought to fruition its vision as a dairy multiplier farm.

Moving to the northern coastal area of Cagayan is the Integrated Coastal Resource Management Center (ICRMC) which is located in Aparri campus where two major projects were undertaken- 'Aramang' and the conservation of 'Balyena' or Humpback whales in partnership with the Department of Environment and Natural Resources (DENR02).

# List of Externally Funded Projects in CY 2016

| Campus | Title of Study | Project Leader/Study Leader | Budget (Php) | Source of Fund |
|--------|----------------|-----------------------------|--------------|----------------|
| Aparri | 1. Program Title: Improved Grow-Out Technology for a Sustainable Mussel Industry<br>Proj. Title: Modelling site selection for new culture area expansion | Eunice A. Layugan, Marlon S. Alejos, Lorebelle E. Pidoy, Philip John B. Tabasin | 4, 227,672.00 | PCAARRD-DOST |
| Carig | 2. Floral Diversity of Bakong Associated Species and Physico-Chemical Characteristics in Bangalao Lake, Sta. Teresita, Cagayan | Erwin Torio<br>Andy Catulin | 129,000 | DENR-BPP |
| Carig | 3. Development of Food Products from DOST-Developed Food processing Equipment Utilizing Cagayan Valley Local Resources | Arthur G. Ibañez<br>Denis Policar | 350,000 | DOST-R02 |
| Carig | 4. Development of Shelf Stable and Acceptable ready to eat Chevon Bitter Stew (*Papaitan*) in Glass Jars through the Food Innovation Center | Arthur G. Ibañez<br>Denis Policar | 350,000 | DOST-R02 |
| Carig | 5. Evaluation of the Anti-diabetic Property of Cacao (*Theobroma cacao L.*) Extract in a Mouse Model of Diabetic Type II | Lirio Gudina C. Mangawil | 459,600 | PCHRD-DOST |
| Carig | 6. Program: Enhancing Value Chain for Peanut Production and Processing<br><br>Project: Postharvest Mechanization and Storage Support System of Peanut | Jose D. Guzman, Marvin Petinco | 1,377,978 | PCAARRD |
| Carig | 7. Validation and Testing of GIS-based Decision Support System for Municipal Solid Waste and Policy Analysis of Urbanizing Communities in Region 02 | Junel B. Guzman, Blesila Ramos, Eilene Bernardo | 400,000 | CHED |
| Carig | 8. Supply Chain Analysis and Modelling of Dairy Industry in Region 02 | Vilma D. Conrado<br>Jocelyn D. Tuscano &<br>Archimedes C. Articulo | 763,950 | DA-BAR |
| Carig | 9. Evaluation of the Impact of Agricultural Insurance of the Philippine Crop Insurance Corporation on Agricultural Producers in Region 02 | Vilma D. Conrado<br>Jocelyn D. Tuscano, Beatriz OñateJane Umengan<br>Erwin Torio | 1,487,500 | PIDS |
| Carig | 10. Installation of Hybrid Solar Power System Integrated with Water Harvesting Facility at the People's Gymnasium (Tuguegarao City) | Policarpio L. Mabborang<br>Arthur G. Ibañez<br>Audy Quebral<br>Ma. Haidee Mabborang<br>Vilma D. Conrado | US $ 29,400 | ICLEI–ACCCRN |
| Carig | 11. Assessment of Upland Rice Farming Practices in Cagayan | Junel Guzman<br>Josie Bas-ong | 500,000 | DA-R02 |
| Carig | 12. Vulnerability Assessment and mapping to Support Development of Resilient Communities and Livelihood in Selected Vulnerable Communities in Cagayan Province | Junel Guzman<br>Josie Bas-ong-<br>Wilma Urmeneta | 1,500,000 | DA-BAR World Fish |
| Piat | 13. Development of Feeding Strategies in the Dairy Cattle and Goat at CSU Piat Dairy Center | Juan S. Daquioag | 2,315,000 | DOST |
| Piat | 14. Developing Strategies and Technologies to Increase Sugarcane Yield in Cagayan | Neil Nemecio A. Baliuag | 23,359,560 | DOST |

**Level III Accreditation**
**August 24-27, 2016**



**Tuklas Lunas Meeting in DOST PCHRD, Taguig Dec 12, 2016**



**Comprehensive Exams of Vietnamese Students in the Graduate School November 14-15, 2016**



**University Meet at Sanchez Mira December 17, 2016**



**Meeting with DBM April 15, 2016**
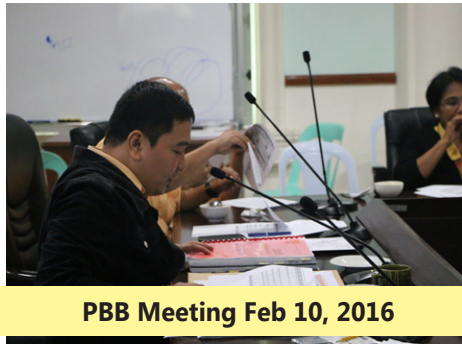
**PBB Meeting Feb 10, 2016**


**Presidential Leadership Program Nov 10, 2016**


**Vietnamese Students Proposal Defense November 22-25, 2016**


**Preliminary Survey Visit**

CSU General Assembly: Collaborative Teams, Key to Successfull Integration to Higher Education December 16, 2016


**SEI-DOST Meeting November 10-11, 2016**

# Extension &
# Community Service



## HIGHLIGHS OF 2016 EXTENSION
## AND COMMUNITY SERVICES ACCOMPLISHMENTS

The Cagayan State University Extension and Community Services Program: Establishing RESILIENT and Progressive Communities

The Cagayan State University has unceasingly played its role as a development catalyst in the Province of Cagayan. Its presence has continued to impact especially in the countryside by contributing to the objectives of REduced Disparity, Secured Income and Livelihoods, intensified Engagements and Empowered, Nurtured and Transformed (RESILIENT) and progressive communities.

It takes pride in performing one its major thrust which is extension and community services. Extension is to communicate, persuade and help specific sectors or target clienteles (as distinguished from those enrolled in formal degree programs and course offerings) to enable them to improve production, the community and/or institution, and quality of life in general (Section 1. Statement of Policy, CMO No. 1, s. 2015). Extension in higher education cuts across all disciplines and contributes to the continued growth and development of the entire education sector.

Hence, the university through its extension and community service implemented projects and activities designed to uplift the socio-economic conditions of communities through the provision of technical assistance, trainings, and other capacity-building modalities in partnership with national and local government units and community organizations. Technical advisory and extension services through science and technology are also provided to various clienteles and stakeholders of the university to build capacity for rapid, inclusive and sustainable growth.

## TRAININGS FOR LIVELIHOOD

Livelihood Program with financial literacy includes capability building projects that shall enable the beneficiaries, both men and women, to earn through livelihood skills training including transfer of financial knowledge, information and application.

**Table 23. Number of Trainings and Persons Trained for 2016.**

| Campus | Number of Trainings Conducted | Number of Persons Trained |
|---|---|---|
| Andrews | 20 | 794 |
| Aparri | 13 | 413 |
| Carig | 31 | 1,840 |
| Gonzaga | 15 | 399 |
| Lallo | 12 | 522 |
| Lasam | 15 | 411 |
| Piat | 18 | 579 |
| Sanchez Mira | 26 | 1,488 |
| **Total** | **150** | **6,446** |

Technical assistance includes the provision of professional expertise such as consultancy services, mentoring, counseling, advisorship, etc by trainers/ professionals and experts. The University trained 6,446 persons through 150 trainings in 2016.

## TECHNOLOGY TRANSFER

The University continues its role in hastening the transfer of technology both campus-based and community-based demonstration projects. Technology transfer includes bringing into the identified community tested and mature innovations, knowledge, structures, systems and methods that are community and stakeholder -responsive.

Six demonstration farms were initiated in Aparri Campus to showcase results of researches conducted along *L. vannamei, Tilapia*, Clam, *Bangus* and Aquasilvi techniques.

A bamboo setum and pineapple production demonstration technology are established at CSU Gonzaga to showcase the technical viability and economic feasibility of the projects.

An Integrated Demonstration Farm is established at CSU-Piat to showcase the convergence of different agricultural production systems: from animal production to high value crop production with value adding.

The continued partnership between the Cagayan State University and the Department of Science and Technology through the Food and Innovation Center at CSU-Carig.

Also, the University has continued its partnership with Sanchez Mira School of Arts and Trade in the establishment and maintenance of SMSAT Integrated Demonstration Farm.

Cagayan State University continues to undertake technology development and utilization as it started piloting the Peanut Sorter and Sheller in Enrile, Cagayan.

The University intensifies its High Value Crop Development Program (HVCDP) by establishing additional areas cultivated and bringing the program to the communities.

## LINKAGES

Linkages include the establishment of partnerships or networking with line agencies, government and non-government organizations and civil society organizations at the local and international levels for projects related to gender and development.

**List of Linkages:**

- Philippine Coucil for Industry, Engineering Research and Development (PCIERD)
- Department of Labor and Employment
- DA-Bureau of Fisheries and Aquatic Resources
- Department of Agriculture
- Department of Agrarian Reform
- Department of Health
- Philippine National Police
- Department of Social Welfare and Development
- Department of Science and Technology
- Cagayan Valley Medical Center
- City Veterinary Office
- Department of Education
- Department of Information and Communications Technology
- Philippine Councilors' League
- Cagayan Valley Agriculture and Resources Research and Development
- Philippine Council for Aquatic, Agriculture and Natural Resources Research and Development
- Bureau of Fire Protection
- Bureau of Jail Management and Penology
- Department of Environment and Natural Resources
- Department of Interior and Local Government
- National Economic Development Authority
- Commission on Higher Education
- Philippine Coconut Authority
- 29 Local Government Units of Cagayan
- National Irrigation Administration
- Green Meadow Development Foundation Incorporated

## ADVOCACY

Advocacy includes the dissemination of information through media, seminars, meetings, conferences, symposia, workshops, lectures and speakership, and the distribution of Information, Education and Communication (IEC) materials to promote gender and development concerns.

## IEC Development and Production

• How to make noodles enriched with *Aramang* Powder
• How to make polvoron enriched with *Aramang* Powder
• How to make eucheuma candy enriched with *Aramang* Powder
• How to make *Aramang* Powder
• Organic Farming of *Batissa violacea* in Pond
• Mangrove Species in Northern Cagayan
• Flying Fish Frozen Fillet (*Hamonado* Variant)
• Flying Fish Frozen Fillet (*Lamayo* Variant)
• Flying Fish Frozen Fillet (Spicy Variant)

## Training Modules

- *Aramang* Post-Harvest
- Flying Fish Project
- Project CompLETO
- Extension Training Services
- Extension Technical Advices
- Introduction to Baking
- Cake Baking
- Mushroom Production

- Nata de Coco Making
- Pickled Nata De Coco Making
- Sweetened Nata de coco
- Coconut Vinegar
- Nipa Sap
- Beekeeping
- Wine Making
- *Calamansi* Concentrate Making
- Bamboo Production
- Pineapple-based Food Processing

## SUSTAINABILITY OF EXTENSION PROGRAMS, PROJECTS AND ACTIVITIES

To sustain and enhance community engagements, the University continued to allocate funds for campus-based and community based extension projects.

**Table 24. Institutionally funded Extension Projects.**

| University Extension Office | Institutionally Funded Projects | |
|---|---|---|
| | Number | Budget |
| Andrews | 5 | 396,836 |
| Aparri | 3 | 223,600 |
| Carig | 20 | 914,200 |
| Gonzaga | 6 | 400,650 |
| Lal-lo | 2 | 98,800 |
| Lasam | 3 | 173,000 |
| Piat | 1 | 56,200 |
| Sanchez Mira | 2 | 347,400 |
| **TOTAL** | **42** | **PhP 2,263,826.00** |

## MONITORING AND EVALUATION

A monthly monitoring and evaluation of extension adnotes is conducted by the University RDE Office in the campuses and the communities they serve.

### Publication of Coffee Table Book

1. "Kaniogan: A Mystery on the Tree of Life" published by CSU-Sanchez Mira; and

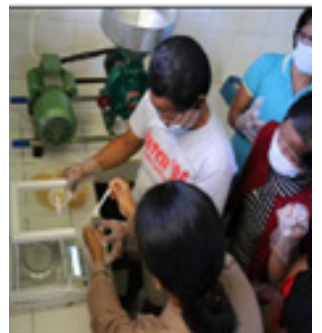2. "Our Dairy Bread" published by CSU-Piat

# PIÑA-YAMAN KO 'TO!

## COMMUNITY BASED PINEAPPLE PRODUCTION IN NORTHEASTERN CAGAYAN

# Administration and Finance

## GETTING A HOUSE IN ORDER

The Administrative and Financial Affairs of the
Cagayan State University

The Academic Affairs division of the university envisions academic programs that are responsive to manpower and counrtyside development for inclusive growth and sustainable development. Research and extension is the section that sees to the breadth of the university's reach – both in terms of investigation as well as the impact of his presence. Linkages and resource mobilization allow the university to avail of the best in the experiences of other similar institutions and to be part of the map of higher education, regionally and internationally. What allows all components of the university to be busy at what they ought to do are the matters of Administration and Financial Affairs.

One of the first items in the order of business was to set the section of administration and financial affairs in order. The dialogue with the External Program and Management Review (EPMR) team, its recommendations and the governing board's acceptance of its report allowed for the reorganization of the entire section.

# Administration and Finance Organizational Chart

```
                          Vice-President for
                          Administration and
                               Finance

                          Assistant to the
                               VPAF
```

| Chief, Administrative Office | Chief, Financial Management Office | Director, Infrastructure | Director, Internal Audit Services | Director, Auxiliary Services | Bids and Awards Committee | Legal Counsel and Resident Ombudsman |

- Human Resource Management — Budget — Medical-Dental Service
- Training — Accounting — Food Services
- Supply — Cashier — Dormitory Services
- Maintenance
- Records

The diagram shows the key activities relating to administrative affairs initiated after the assumption of President Urdujah A. Tejada:

| Initiating Office | Activity | Participants |
|---|---|---|
| Vice President for Administration and Finance (VPAF) | Review and revision of the Academic Manual, particularly on Appointments and Qualifications | Vice Presidents<br>Campus Executive Officers<br>Deans<br>Representatives of the Faculty |
| Upon directive of the University President, VPAF superintended | Calamity Assistance Extended after Super Typhoon *Lawin* | Chief, Finance and Mangement Office<br>Budget Officer<br>CEOs |
| | Drafting of the amended University Code | Administrative Council<br>CEOs<br>Selected Deans |
| | Revision of the Administrative Manual | Planning Officer<br>Chief |
| | Appointment of university officials and personnel | Assistant Resident Auditors<br>Campus Cashiers<br>University Registrar |
| | Revising the Flow of Procurement | BAC Chair<br>Supply Officer<br>CFMO<br>Budget Officer<br>Accountant |
| | Adjustment of the pay scale of service-providers under contracts of service with the university | Human Resource Officer<br>Budget Officer<br>Accountant |

In regard to the financial affairs of the university the next table summarizes the most important initiatives:

| Initiating Office | Activity | Participants |
|---|---|---|
| VPAF | Orientation-Goal-Setting-Prioritizing | Financial Management Office<br>Administrative Office<br>New Hires under Contracts of Service |
| | Settlement of outstanding Audit Observation Memoranda, Notices of Suspension and Notices of Disallowance | Accountant<br>University employees and officials held accountable<br>Resident COA Auditor |
| | Tier 2 Budget Consultation and Preparation | VPs<br>CFMO<br>Budget Officer<br>Accountant<br>Planning Officer<br>CEOs<br>Stakeholders |
| | Establishing policies and rules against collections on week-ends and on the eve of holidays | Cashiers<br>CEOs |
| | Instituting a system of monitoring the cash flow both of the university and of each campus | Accountant<br>CEOs |

# GENERAL ADMINISTRATION AND SUPPORT SERVICES

## Human Resources

CSU has a total of 758 regular employees of which 475 are faculty ( 62.66%) and 283 (37.34%) are non-teaching personnel.

**Table 25. Inventory of faculty and administrative personnel, as of September 2016.**

| Campus | Faculty | Administration | Total |
|---|---|---|---|
| Andrews | 122 | 86 | 208 |
| Aparri | 60 | 40 | 100 |
| Carig | 146 | 41 | 187 |
| Gonzaga | 36 | 23 | 59 |
| Lal-lo | 26 | 32 | 58 |
| Lasam | 15 | 10 | 25 |
| Piat | 31 | 36 | 67 |
| Sanchez Mira | 39 | 15 | 54 |
| **Total** | **475** | **283** | **758** |
| **Percent** | **62.66** | **37.34** | |

**Table 26. Newly hired/promoted faculty and personnel and separated employees.**

| Campus | Faculty | | Personnel | | No. of Faculty & Admin Personnel Retired, Resigned and Transferred |
|---|---|---|---|---|---|
| | Hired | Promoted | Hired | Promoted | |
| Andrews | | 2 | | 2 | 4 |
| Carig | | 1 | 1 | 9 | 5 |
| Aparri | | 2 | | 3 | 7 |
| Gonzaga | | | | 6 | 2 |
| Lal-lo | 2 | | 5 | 4 | 3 |
| Lasam | | | | | |
| Piat | | | | 2 | 2 |
| Sanchez Mira | | 1 | | 2 | 5 |
| **Total** | **2** | **6** | **6** | **28** | **28** |

**Table 27. Number of Faculty Scholars**

| Degree | Number of Scholars |
|---|---|
| Doctor in Education major in Industrial Management | 1 |
| Doctor of Development and Ethnic Studies | 1 |
| Doctor in Hospitality Industry Management | 4 |
| Doctor in Information Technology | 2 |
| Doctor in Public Administration | 2 |
| Doctor of Philosophy in Applied Cosmic Anthropology | 1 |
| Doctor of Philosophy in Agricultural Science | 2 |
| Doctor of Philosophy in Counselling Psychology | 2 |
| Doctor of Philosophy in Criminology | 1 |
| Doctor of Philosophy in Language Education Major in English | 1 |
| Doctor of Philosophy Major in Biology | 1 |
| Doctor of Philosophy Major in Language Education | 1 |
| Ph.D. in Marine Science | 1 |
| Ph.D. in Agricultural Engineering | 2 |
| **Sub Total** | **22** |
| Master in Civil Engineering | 2 |
| Master in Music | 1 |
| Master of Science in Computer Engineering | 1 |
| **Sub Total** | **4** |
| **Over-all Total** | **26** |

**Table 28. Seminars/trainings/conferences attended by employees.**

| Campus | Level | | | | |
|---|---|---|---|---|---|
| | International | National | Regional | Local | Total |
| Andrews | 10 | 94 | 10 | 0 | 114 |
| Aparri | 4 | 30 | 7 | 26 | 67 |
| Carig | 61 | 180 | 89 | 61 | 391 |
| Gonzaga | 1 | 17 | 18 | 75 | 111 |
| Lallo | 2 | 8 | 2 | 136 | 148 |
| Lasam | 0 | 10 | 6 | 13 | 29 |
| Piat | 8 | 20 | 18 | 70 | 116 |
| Sanchez Mira | 4 | 12 | 17 | 35 | 68 |
| **TOTAL** | **90** | **371** | **167** | **416** | **1044** |

Table 29. Budget Allocation for Maintenance and Other Operating Expenses (MOOE) Fund 101 (Php000).

| CAMPUS | GAS | AUX | HE | ADV ED | TOTAL | Other |
|---|---|---|---|---|---|---|
| Andrews | 3,917.85 | 484.48 | 6,937.41 | 624.74 | 11,964.48 | 997.04 |
| Carig | 3,925.70 | 532.40 | 7,215.18 | | 11,673.28 | 972.77 |
| Aparri | 1,405.40 | 243.16 | 4,784.05 | 116.77 | 6,549.38 | 545.78 |
| Smira | 1,311.18 | 225.81 | 4,831.68 | 77.81 | 6,446.48 | 537.21 |
| Piat | 965.72 | 138.88 | 3,367.05 | 12.34 | 4,483.99 | 373.67 |
| Gonzaga | 863.65 | 102.16 | 3,003.03 | | 3,968.83 | 330.74 |
| Lallo | 706.63 | 85.09 | 2,948.28 | | 3,740.00 | 311.67 |
| Lasam | 376.87 | 45.02 | 2,294.32 | 5.34 | 2,721.55 | 226.80 |
| **Total** | **13,473.00** | **1,857.00** | **35,381.00** | **837.00** | **51,548.00** | **4,295.67** |

Table 30. Utilization Rate (Obligations/Allotment) as of Nov 25, 2016 (Php000).

| PAP | Allotment Received | Total Obligations | Earmarks | Earmarks + Obligations | Utilization Rate (Obligations/ Allotment) |
|---|---|---|---|---|---|
| GASS | 158,310,478 | 140,969,933 | 7,410 | 140,977,343 | 89.05% |
| Auxiliary | 22,637,735 | 20,566,671 | | 20,566,671 | 91% |
| Higher Educ | 303,770,055 | 263,030,846 | 26,898,566 | 289,929,412 | 95% |
| Advanced Educ | 11,057,659 | 8,007,350 | | 8,007,350 | 72% |
| Research | 9,095,607 | 7,596,473 | 458,885 | 8,055,358 | 89% |
| Extension | 4,277,000 | 3,242,328 | 26,070 | 3,268,398 | 76% |
| LFP-CHIM Bldg | 22,126,000 | | | | |
| **TOTAL** | **531,274,534** | **443,413,601** | **27,390,931** | **470,804,532** | **88.62%** |

Table 31. General Performance of Administration and Support Services (GASS) Based on MFOs, 2016

| MFOs and Performance Indicators | 2016 Targets | Accomplishments | Percentage Accomplishment |
|---|---|---|---|
| A. BUDGET UTILIZATION RATE (BUR) | | | |
| A1. Obligations BUR | 96% | 91% | 94.79% |
| A2. Disbursement | 303,770,055 | 263,030,846 | 86.59% |
| BUR | 92% | 93% | 101.087% |

# SUPPORT TO OPERATIONS AND GOVERNANCE

Table 32. Performance assessment on support to operations, 2016.

| MFOs and Performance Indicators | 2016 Targets | Accomplishments | Percentage Accomplishment | Remarks |
|---|---|---|---|---|
| a. QMS Certification or Operations Manual |  | | | ISO 9001:2008 Certification as uploaded in the website. AO25 declared CSU compliant with this requirement on December 6, 2016. |
| b. STO Indicator for the priority of the agency head: Percentage of students and personnel who rated the non-academic services as good or better | 89% | 91.07% | 102% | |

**Table 33. SUC Leveling result, 2016**

| Key Result Area (KRA) | Description | Maximum Points | Points Earned By CSU |
|---|---|---|---|
| 1 | Quality and Relevance of Instruction | 16 | 13.50 |
| 2 | Research Capability and Output | 14 | 11.06 |
| 3 | Services to the Community | 14 | 13.75 |
| 4 | Management of Resources | 7 | 4.25 |
| **TOTAL** | | **51** | **42.56** |

## Internal Audit

The following are the accomplishments of the internal audit services:
- Monitoring of attendance of Part-time lecturers
- Conduct trainings on Procurement Process and Evaluation of 2017 Annual Procurement Plan
- Auditing of Student Mutual and Assistance Fund (SMAF)
- Auditing of CSU Andrews Hotel documentation process
- Physical count of PPE for all campuses.

## 2016 Performance Rating and Ranking of Campuses (Delivery Units)

**Table 34. Performance-Management System through the Performance-Based Bonus (PBB).**

| MFO/PI | Andrews | Aparri | Carig | Gonzaga | Lal-lo | Lasam | Piat | Sanchez Mira |
|---|---|---|---|---|---|---|---|---|
| MFO 1 – Higher Education Services | | | | | | | | |
| PI1 | 116.95% | 108.63% | 155.28% | 108.08% | 138.28% | 148.33% | 108.25% | 127.41% |
| PI2 | 90.97% | 73.33% | 74.62% | 89.60% | 75.56% | 79.55% | 72.31% | 97.69% |
| PI3 | 113.00% | 111.00% | 125.00% | 105.00% | 114.00% | 108.00% | 119.00% | 122.00% |
| MFO 2 – Advanced Education Services | | | | | | | | |
| PI1 | 151.00% | 204.00% | | | | | | 100.00% |
| PI2 | 105.26% | 107.65% | | | | | | 111.11% |
| PI3 | 111.11% | 117.65% | | | | | | 117.65% |
| MFO 3 – Research Services | | | | | | | | |
| PI 1 | 143.75% | 110.00% | 82.35% | 114.29% | 142.86% | 100.00% | 133.33% | 111.11% |
| PI2 | 132.82% | 85.21% | 58.96% | 15.25% | 68.83% | 45.83% | 45.90% | 18.33% |
| PI3 | 287.55% | 219.98% | 155.57% | 199.91% | 249.95% | 250.19% | 266.79% | 200.00% |
| MFO 4 – Extension and Training Services | | | | | | | | |
| PI1 | 216.88% | 192.63% | 435.17% | 207.30% | 143.60% | 142.98% | 390.56% | 439.36% |
| PI2 | 113.29% | 114.94% | 115.53% | 118.76% | 117.65% | 112.28% | 115.02% | 114.95% |
| PI3 | 107.11% | 114.94% | 115.53% | 111.68% | 111.11% | 112.28% | 115.02% | 112.94% |
| Support to Operations (STO) | | | | | | | | |
| | 91.33% | 108.79% | 98.61% | 105.98% | 111.06% | 105.01% | 102.32% | 111.11% |
| General Administration and Support Services (GASS) | | | | | | | | |
| PI1 | 99.00% | 98.00% | 93.00 | 97.00% | 97.00% | 100.00% | 96.00% | 95.00% |
| PI2 | 98.00% | 100.00% | 98.00% | 69.00% | 100.00% | 100.00% | 100.00% | 99.00% |
| PI3 | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| PI4 | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| **Total** | **128.101%** | **121.574%** | **129.116%** | **110.131%** | **119.278** | **111.604%** | **133.179%** | **128.098%** |
| **Rank** | **3** | **5** | **2** | **8** | **6** | **7** | **1** | **4** |

## External Program and Management Review





An External Program and Management Review (EPMR) of CSU was conducted. The EPMR Team visited CSU and its campuses on November 13 – 19, 2016. The EPMR's objective was to assess whether CSU is in top to effectively, efficiently and responsibly pursue its function and find out the extent of achieving its academic, research and extension outputs, outcomes and impact. The EPMR Panel composed of five experts, namely: Dr. Fernando Bernardo; Dr. Santiago R. Obien; Dr. William Medrano; Dr. Ponciano Batugal; and Dr. Salvador Catelo and Ms. Rogerine Miguel as the Documentor.

While it is wise, Socrates taught a long time ago, to be ever cognizant of one's shortcomings, particularly of one's ignorance, it is wiser still to ask experts from without – from outside the university's confines – to tell the university about its strengths and weaknesses, the opportunities and the threats.

This is the reason that when the Board of Regents proposed the constitution of an External Program and Management Review panel in accordance with the provisions of Republic Act No. 8292 that sets forth the powers of governing boards of state universities and colleges, the Tejada administration enthusiastically welcomed the prospect, and lent full and unstinted cooperation to Regent Rex Navarro who was tasked to liaise between the Board and the Panel.

Outstanding researchers were identified – acknowledged both in academe as well as in institutes of research both nationally and internationally---Dr. Fernando Bernardo, Dr. Santiago Obien, Dr. Ponciano Batugal, Dr. William Medrano and Dr. Salvador Catelo who made up the EPMR team – and whose very wise counsel has guided the subsequent planning activities of the university.

The EPMR proposals included valuable suggestions on strategic thrusts and the panel's assessment of the university's medium term development plans, the quality and relevance of instruction, research-development-extension capability, resource management, partnerships and linkages for resource mobilization and governance and management.

Following the EPMR's report and recommendations, the university immediately got to work resulting to a re-organization along lines of authority, responsibility, management, accountability and communication according to the Panel's recommendations.

# GAD

## GENDER AND DEVELOPMENT PROGRAMS AND INITIATIVES

When the advocacy for Gender and Development was first introduced to Cagayan State University in 2013, it was regarded by some quarters in the university as a token acquiescence to a government program that would soon be relegated to the background. Yet, through the relentless efforts of Dr. Jocelyn D. Tuscano, the university's GAD Focal Person who is sometimes referred to as GAD mother, the mainstreaming of gender in the university's four-fold functions instruction, research and extension) has gradually come into fruition.

Designed to promote a better and a gender-sensitive academic community, GAD advocacy has succeeded in institutionalizing the GAD Focal Point System. With heightened gender-sensitivity, the CSU GAD initiatives are not only empowering women but are also improving the relationship among men and women in the university and among its stakeholders.

In coordination with the College Deans, Department Chairs and faculty members, GAD was integrated in Social Science and other subjects' syllabi. This was complemented by client-focused activities like the conduct of gender-responsive extension programs, such as: Women's Health Literacy, Technology Transfer on Entrepreneurial and Livelihood activities.  It also helped in the establishment of women's organizations and livelihood trainings for women.

Cognizant of the practicality of producing sex-disaggregated reports for students, faculty and staff, the GAD Office coordinated with the University Planning and Development Office and continues to conduct Gender Sensitivity/Gender Awareness Training for faculty, administrative staff and students.  At the same time, a Seminar-Workshop on Gender Analysis for CSU Extension workers and researchers.  To add to the pool of GAD Technical providers for CSU, a Training of Technical Advisers (TOTA) on GAD was likewise conducted.  IEC materials are continuously distributed in all campuses and non-gender responsive, Person With Disabilities (PWD) structures were retrofitted including the establishment of Lactating Corners.

# COURSE OFFERINGS

## CARIG CAMPUS
Doctor of Medicine
BS in Civil Engineering
BS in Electrical Engineering
BS in Electronics and Communications Engineering
BS in Chemical Engineering
BS in Computer Engineering
BS in Agricultural Engineering
Doctor of Veterinary Medicine
AB in Public Administration
Bachelor of Physical Education
BS in Biology
BS in Physics
BS in Chemistry
BS in Environmental Science
BS in Mathematics
BS in Psychology
BS in Guidance & Counseling
AB in Economics
AB in Mass Communication
AB in Political Science
AB in English
BS in Industrial and Commercial Communication
BS in Information Technology
BS in Computer Science
BS in Information Technology (major in Animation and Game
    Development)
BS in Industrial Technology

## ANDREWS CAMPUS
Doctor of Philosophy in Education
    major in: Educational Management
    Science Education
    English Language Education
Doctor of Public Administration
Doctor pf Philosophy in Psychology
Master of Public Health
Master of Public Administration
Master of Arts in Education
    major in: Educational Management
    English
    Filipino
    Technology Education Management
    Social Studies
Master of Arts in Physical Education
Master of Arts in Psychology
Master of Arts in Guidance and Counseling
10 Master of Science in Teaching:
    major in: Chemistry
    Biology
    Mathematics
    Physics
Master of Science in Information Technology
Master in Information Technology
Master in Business Administration
Bachelor of Laws/Juris Doctor
Certificate Program in Teacher Education
Bachelor of Science in Respiratory Therapy
Bachelor of Science In Medical Technology
BS Public Health
BS Entrepreneurship
BS in Accountancy
BS in Business Administration
    major in: Financial Administration
    Marketing Management
BS in Legal Management
BS Accounting Technology
Bachelor of Secondary Education
Bachelor of Elementary Education
Bachelor of Technical Teacher Education
BS in Hospitality Industry Management

## APARRI CAMPUS
Doctor of Philosophy in Education major in Educational Management
Master of Arts in Education
Master in Information Technology
Bachelor of Science in Information Technology
Bachelor of Science in Hospitality Industry Management
Bachelor of Elementary Education
Bachelor of Secondary Education
Bachelor of Science in Business Administration
Bachelof of Science in Industrial Technology
Bachelor of Science in Criminology
Bachelor of Science in Police Administration
Bachelor of Science in Fisheries
BS Accounting Technology

## GONZAGA CAMPUS
Bachelor of Science in Agriculture
Bachelor of Elementary Education
Bachelor of Secondary Education
BS in Hospitality Industry Management
AB in Economics
Bachelof of Science in Industrial Technology
Bachelor of Science in Information Technology
Bachelor of Science in Criminology
Bachelor of Science in Police Administration
Bachelor of Science in Business Administration
BS Accounting Technology

## LALLO CAMPUS
Bachelor of Secondary Education
Bachelor of Elementary Education
Bachelor of Science in Information Technology
Bachelor of Science Hospitality Industry Management
Bachelor of Arts in Political Science
Bachelor of Science in Agriculture
Diploma of Agricultural Technology
Bachelor of Agricultural Technology

## LASAM CAMPUS
Master of Arts in Education
Master of Public Administration
BS Industrial Technology
BS Information Technology
Bachelor of Elementary Education
Bachelor of Secondary Education

## PIAT CAMPUS
Bachelor of Elementary Education
Bachelor of Secondary Education
Bachelor of Science in Criminology
Bachelor of Science in Police Administration
Bachelor of Science in Information Technology
Bachelor of Science in Agriculture
Associate in Veterinary Technology

## SANCHEZ MIRA CAMPUS
Doctor of Philosophy
Master of Arts in Education
Master of Science in Teaching
Master in Public Administration
Master in Information Technology
Certificate Program in Teacher Education
Bachelor of Elementary Education
Bachelor of Secondary Education
Bachelor of Science in Business Administration
Bachelor of Science in Criminology
Bachelor of Science in Police Administration
Bachelor of Science in Psychology
Bachelor of Science in Hospitality Industry Management
Diploma in Culinary Arts
Diploma in Food Technology
Bachelor of Science in Information Technology
Bachelor of Science in Agriculture
Bachelor of Science in Agricultural Engineering
Bachelor of Science in Industrial Technology
BS Accounting Technology

Cagayan State University
Tuguegarao City