CAGAYAN STATE UNIVERSITY
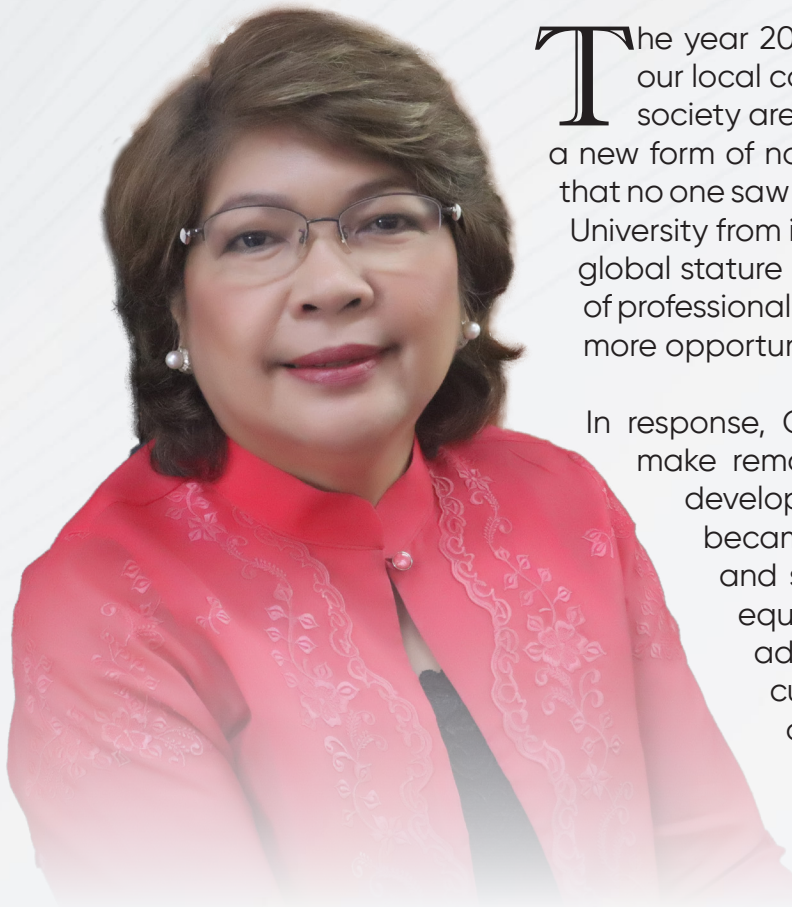
CAGAYAN STATE UNIVERSITY
2020
ANNUAL REPORT

President's Message

The year 2020 proved to be a challenging year, not only for our local community, but also for the world. All sectors of the society are necessitated to leave behind the conventions for a new form of normal. The COVID-19 pandemic was an adversity that no one saw coming. However, this did not stop Cagayan State University from its mission and vision to be a learning institution of global stature and in adhering to global standards across fields of professional expertise. In fact, the pandemic paved the way for more opportunities to innovate and transform as an institution.

In response, CSU adapted the Flexible Learning Scheme to make remote learning available for students. The newly developed CSU Learning Environment System (LENS) became the main platform in bridging the teacher and student in the new normal. The faculty was also equipped through a series of training and seminars to adapt new teaching strategies that are suited to the current set-up. The year also saw the completion of the construction and rehabilitation of various infrastructure projects in the different campuses, giving provision for learning productivity. In addition, more edifices are under construction to better create education inducive spaces for students post-pandemic.

The Research and Extension arm of the University also remained steadfast in mobilizing research to not only increase livelihood opportunities for the community but to also be pandemic-responsive in its intent while producing research outputs.

Strengthened alumni relations was also visibly seen this year as the alumni community raised funds to buy servers to accommodate more CSUans on the online learning platform. Moreover, Alumni Centers in the different campuses are also being put up to seal the link of the graduates to the University.

The accomplishments of the University this year are made more fruitful and meaningful because it enabled the University to think outside the box, to step away from the conventions, mark new territories, and take steps that were never done before. If there is one thing that it is able to do, CSU will always adapt with the times to be of service to the community. With the strong and dynamic officials, faculty, staff and students - CSU will continue to see breakthroughs in every adversity and challenges.

URDUJAH G. ALVARADO, Ph.D., CESO II
University President

Vision

Cagayan State University is a University with global stature in the arts, culture, agriculture and fisheries, the sciences as well as technological and professional fields.

Mission

Cagayan State University shall produce globally competent graduates through excellent instruction, innovative and creative research, responsive public service and productive industry and community engagement.

Core Values

Competence
Critical Thinker
Creative Problem -Solver
Competitive Performer: Nationally, Regionally and Globally.

Social Responsibility
Sensitive to Ethical Demands
Steward of the Environment for Future Generations
Social Justice and Economic Equity Advocate.

Unifying Presence
Uniting Theory and Practice
Uniting Strata of Society
Unifying the Nation, the ASEAN Region and the world
Uniting the University and the community.

Contents

INSTRUCTION

The academic undertakings in the university for the year 2020 have been greatly challenged by the onset of COVID-19 pandemic which saw a series of community quarantine being implemented nationwide. This was compounded by a series of natural calamities and disasters that hit Cagayan that is brought about by Typhoon Ulysses and others. These unforeseen happenings effectively restrained both faculty and students within the confines of their homes for a larger part of the year in order to prevent the transmission of COVID-19 and to recover from the physical damages brought about by the typhoons in November and December of 2019.

These crises have greatly hampered the conduct of face-to-face classes and have limited the amount of time for the conduct of capability building programs for faculty to upgrade their knowledge and skills. However, in an effort to continue the delivery of relevant and quality education, the university has established the online learning platform called LENS, where majority of classes university-wide have since taken place. The problem on internet connectivity experienced by both faculty

and students has been resolved through the use of printed modules. Since second semester of the Academic Year 2019-2020, the university has implemented the blended and flexible learning modalities of instruction. Aside from LENS, other online and social media platforms have been used to reach students. Majority of students, both graduate and undergraduate, have benefitted from these modalities of teaching and learning.

Throughout the year, the Academic Department has continuously provided the much-needed technical and administrative support through webinars and workshops and crafted academic policies to provide guidance for the successful implementation of flexible learning. The Office of the Director of Instruction (ODI), Office of the Director of E-Learning and Office of the Director of Management Information System have closely collaborated for the university's transition into distant/online learning.

With the pandemic, several licensure examinations have been suspended or cancelled during the year. Despite this, CSU's performance exceeded its physical target as well as the national passing rate.

On faculty professional development, fourteen (14) faculty members have successfully completed their masteral/doctoral degrees which improves the Faculty Profile of the university. There is also the promotion in rank due to the implementation of NBC 461-7A cycle or Institutional Promotion (IP).

Most parts of Tuguegarao City, Cagayan were flooded during the onslaught of Typhoon Ulysses affecting many of our students and faculty members.

Photo by: Louie Antonio

HIGHLIGHTS OF ACCOMPLISHMENTS
Performance in Licensure Examinations

Comparison between the Percentage of Passers of First-Time Licensure Examination Takers and the National Average Passing Rate for the First Quarter, Academic Year 2020

	Total First Time Takers	Total First Time Passers	Average Passing
CSU	415	290	69.88
National	34,363	20,448	59.51
Average Passing % of SUC/National Average Passing			**117%**
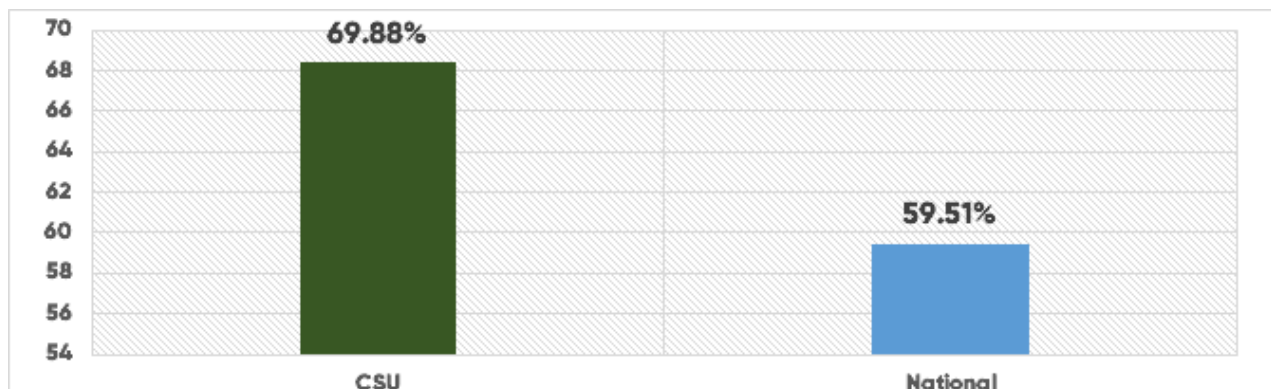
Comparison of CSU's Performance and the National Performance on Licensure Examination for First-Time Takers, Academic Year 2020

Name of Licensure Examination	No. of First Time Takers	No. of First Time Passers	Institutional Passing Average	National Passing Average	Date of Release
Criminologist Licensure Examination	311	204	65.59	55.54	Jan. 8, 2020
Physician Licensure Examination	104	86	85.01	82.60	First Batch-Oct. 2, 2020 Second Batch-Nov. 26, 2020 3rd Batch-Dec.21, 2020

Cagayan State University

Congratulations!
passers of Criminologist Board Examination 2020

CSU Aparri **53.80%** CSU Gonzaga **74.36%** CSU Piat **89.36%** CSU Sanchez Mira **75.93%**

National Passing Rate **44.10%**

Office of the University President CSU

Congratulations!
to our newly licensed **PHYSICIANS**
DECEMBER 2020

CAGAYAN STATE UNIVERSITY Carig Campus

AGUDA, MARY GRACE S. | ALLUAD, BART LLOYD N. | ANDRES, JEROME P. | ASUNCION, SIBYLLINE M. | BABARAN, MHIEEL | BAGGAO, CHARISMAY | BALBOA, PETER FRANCIS A. | BALORAN, ANGEL-IAN | BAYUBAY, IRENE C. | BEGONIA, JENNIFER C. | BERBANO, KEIRA JAMILA C.

BRAVO, BLESSI JANE G. | BULAN, JOHMAIMA RUBY D. | CAMPOS-BACCAY, APRIL G. | CONAG, RICH MARK T. | COSIDON, KENNAN O. | DE JOYA, JONA LIEZEL G. | DOMINGO, JHAN BRYAN G. | DUMLAO, ARIANNE FAYE S. | GANNABAN, MAY PEARL D. | GUMARU, JAYCEELYN T. | ISRAEL, LEONIDES

LANUZA, ODESSA N. | LUIS, EINGELSKWEEN (EIKEY I) U. | MORA, PRINCESS JEANNE I. | PAGALILIUAN, JOAN PAULA M. | PALADO, MARYANNE KRISTI | PARALLAG, ANGELIE D. | PASION, GERALDINE W. | PEKAS, ODESSA G. | RAGASA, DAINTY A. | RIVERA, NEIL CARLO L. | RIVERA, SARAH JANE U.

ROXAS, NANCY MARGARETTE M. | SACLIWAN, JEHAN NIKKA D. | SEDAÑO, JOHN MICHAEL J. | SMITH, KURT RYLEY B. | SORITA, IMEE LORRAINE T. | TAGUINOD, CARMINA M. | TALATTAD, SAMUEL E. | TANGO, JHOE ANNA MHARLIE P. | VILLANUEVA, KEITH BRYAN B. | VINARAO, QUERUBIN JADE Q.

CSU PASSING RATE 71.67% | **NATIONAL PASSING RATE 66.67%**

CSU Educating for the best!

Congratulations!
to our newly licensed **PHYSICIANS**
NOVEMBER 2020

CAGAYAN STATE UNIVERSITY Carig Campus

1. AJOSE, AYONI ROSENE S.
2. ALLAM, KRISTINE JOY D.
3. AQUINO, ANGELO EDILLEBERRE
4. ASUNCION, DOMINIC R.
5. BAQUIRAN, SUSHMICA C.
6. BAUA, VANESSA JING
7. BAYATING, LOVELYNX KEE
8. BUTLONG, JENNER
9. DAGLI, MARK FRANCIS M.
10. DE JESUS, MELVIN REY D.
11. EQUILA, MARK JAY
12. HABANA, JEROME G.
13. LUMINÄNG, KIM
14. MAGTANAO, PIA MONINA R.
15. MANNOD, IRA LORAINE
16. MASANGCAY, JOUIE CARLO A.
17. MASWENG, JASMINE LEE
18. MEDESTOMAS, PATRICK
19. NG, MAN FUNG DARELL RAY ZANDER
20. PARONG, MA. STEPHANIE D.
21. RUIZ, SEAN JAMES S.
22. SUMANGA, JUAN CHESKA EUNICE A.
23. TACLOB, LUDWIG
24. TALOSIG, ERIKA MARION T.
25. WAGASON, HANNAH SHANE A.

25 OUT OF 31 FIRST TIME TAKERS 80.65%

CSU Educating for the best!

Congratulations!
to the passers of
March and September 2020 Physician Licensure Examination

CAGAYAN STATE UNIVERSITY

INSTITUTIONAL PASSING RATE **94.74%** | NATIONAL PASSING RATE **56.18%**

SEMINARS/WORKSHOPS/ CONFERENCE CONDUCTED

Date/Venue	Seminar/Workshop/Conference	Participants
January 22, 2020	Seminar-Workshop on Capacity Building on e-Learning and Blended Learning among IT Instructors and Graduate School Professors	IT and Graduate School Faculty
February 7, 2020	Orientation on AUN-QA Program Level Assessment	
February 13 and 17, 2020 March 10, 2020	Workshop on Course Internationalization	Academic Deans and Coordinators, Faculty
February 26, 2020	International Educational and Cultural Exchange Program	
March 5, 2020	Academic Council Meeting	Assistant Professors, Associate Professors, & Professors
July 8, 2020	Syllabi and Curriculum Calibration	Academic deans and faculty
July 16-20, 2020	Training/ Orientation on CSU Learning Environment Network System (LENS).	All faculty
July 27, 2020	Review of curricula (DAT, DAT-BSA and BSA and draft of Policies and Guidelines for DAT to BSA program)	Faculty of the College of Agriculture
July 30, 2020	Review of the Intellectual Property Policy of the University	VPRDET Extension Director KTM Director e-Lvveaning Director
August 12-14, 2020	Intensification of using the CSU Learning Environment Network System (LENS)	All Faculty

UNDERGRADUATE ENROLMENT STATUS

Andrews Campus
5,620 1ST SEM   **5,463** 2ND SEM

Aparri Campus
3,482 1ST SEM   **3,124** 2ND SEM

Lal-lo Campus
1,022 1ST SEM   **954** 2ND SEM

Lasam Campus
743 1ST SEM   **653** 2ND SEM

Carig Campus
8,415 1ST SEM   **7,685** 2ND SEM

Gonzaga Campus
1,512 1ST SEM   **1,356** 2ND SEM

Piat Campus
1,437 1ST SEM   **1,316** 2ND SEM

Sanchez Mira Campus
1,981 1ST SEM   **1,735** 2ND SEM

POST BACCALAURETE ENROLMENT STATUS

College of Law
356 1ST SEM   **326** 2ND SEM

College of Medicine
570 1ST SEM   **326** 2ND SEM

POST GRADUATE ENROLMENT STATUS

Andrews Campus
399 1ST SEM   **392** 2ND SEM

Aparri Campus
194 1ST SEM   **173** 2ND SEM

Carig Campus
199 1ST SEM   **260** 2ND SEM

Piat Campus
18 1ST SEM   **33** 2ND SEM

Sanchez Mira Campus
157 1ST SEM   **193** 2ND SEM

FACULTY ENHANCEMENT AND CAPABILITY BUILDING

The university conducted a workshop on course internationalization which mainly focused on institutional strategies and good practices which ensured that courses and program activities included global perspectives.

The workshop was held at Claude Andrews Convention Center, CSU Andrews Campus on February 13, 2020. It was attended by the deans and academic coordinators of the different CSU campuses. A total of 76 participants attended the activity.

The workshop aimed at establishing an enabling environment to allow the students of Cagayan State University to meet the challenges and take on opportunities brought about by internationalization and ASEAN integration. Hence, it is necessary to integrate the elements of international course design in the curriculum of the university to include the Intended Student Learning Outcomes (ISLO), Course Content, Teaching and Learning Activities, Assessment Methods, Materials, and the Internationalization Strategies for each element. . The curriculum infusion requires preparation and rethinking of the course design and the transformation which is difficult to implement especially in certain disciplines. The main goal is the shift in cultural perspective and to move among different cultures and worldviews, while reinforcing the values, interests, and goals of the institution and national development.

The workshop also aimed at promoting a mindset among deans and the faculty of instruction to put people at its center, create an enhanced awareness of ASEAN, give emphasis on access to quality inclusive education, and prioritize the development of lifelong learning.

The Vice President for Academic Affairs discussed the topics on the Quality of Internationalization in Higher Education. This incapsulates the multi-dimensional perspectives which should embrace all the functions and activities that include internal self-evaluation and external review. These are vital for enhancing quality education as cited in CMO 55, s. 2016, Policy Framework and Strategies on the Internationalization of Philippine Higher Education.

> " *Internationalization is an intentional process, an empowering product and liberating mindset that infuses the international multicultural dimension into the purposeful functions and delivery of post-secondary and continuing education while reinforcing the values, interests, and goals of the institution, national development and ASEAN community building.* "

~VPAA Mariden V. Cauilan

The Director of Instruction also discussed the "4 Levels" of the Curriculum and the Strategies for Course Internationalization. She discussed three Main Approaches for Course Internationalization.

The University Focal Person for Gender and Development further discussed the Integration of Gender and Development in the course syllabus. Part of her presentation was Sec. 16 of the IRR of the Magna Carta of Women (MCW) which mainly encouraged the promotion of gender-sensitive curriculum, with the purpose of reviewing and revising programs, syllabi, textbooks, and other instructional materials. She also said that gender sensitive instruments for evaluation of materials and curricula, including criteria about gender concepts, values, and gender-fair language, must be developed.

As part of the workshop, the deans and Campus Academic Coordinators were tasked to revise their respective syllabi with international contents, including the possible use of virtual laboratory, and e-learning.

PROFILE OF FACULTY

Number of Faculty based on Faculty Rank
as of December 2020

Campus	Instructor	Assistant Professor	Associate Professor	Professor	Total
Andrews	81	44	42	18	185
Carig	84	58	53	19	214
Aparri	28	14	22	8	72
Gonzaga	23	9	12	2	46
Lal-lo	23	7	9	1	40
Lasam	15	5	5	0	25
Piat	29	9	11	2	51
Sanchez Mira	36	9	10	3	58
Total	**319**	**155**	**164**	**53**	691
Grand Total					

PROMOTION OF FACULTY NBC 461

Designation of a Technical Working Group

A Technical Working Group was designated by the University President to further study and offer recommendations for the resolution of the NBC 461, Cycle 7-A results.

Results of the final evaluation for NBC endorsed by the Board of Regents are now with CHED for final endorsement to DBM for budget allocation.

FACULTY DEVELOPMENT PROGRAM

Faculty Members who Obtained Master's and Doctorate Degrees, Academic Year 2020

CANAPI, JAKE
Ph.D. in Science Education

HIZON, CATHERINE
Ph.D. in Science Education

NATIVIDAD, CRISTINA
Ph.D. in Educational Management

BRAVO, EDISON
Doctor in Information Technology

CALVO, CHARMIE
Doctor in Information Technology

CABAÑA, ROSEMARIE
Doctor of Public Administration

DAYAG, MARICEL
Ph.D. in Rhetoric & Linguistic

NOZALEDA, BRYAN
Ph.D. in Science Education

PASCUA, JOEY
Ph.D. in Criminology

MAGGAY, JAKE
Doctor in Information
Technology

MANGADA, ETHEL MARIE
MS in Public Health

PASCUAL, GAIL ANN
MS in Public Health

BANAN, JOHN CARLO
MST in Technology and
Livelihood Education

SANA, SAMMY KAYE
MS in Hospitality Management

ADMISSION

Frequency and Percentage Distribution of Takers and Passers CSU-CAT 2020

Campus	Number of Takers	Number of Passers	Percentage
Andrews	4,013	2,490	62.05
Aparri	1,902	683	35.91
Carig	4,364	2,516	57.65
Gonzaga	960	330	34.38
Lal-lo	488	144	29.51
Lasam	582	177	30.41
Piat	871	269	30.88
Sanchez Mira	1,007	457	45.38
Iraga Extension	70	6	8.57
Grand Total	**14,257**	**7,072**	**49.60**

Course preferences of CSU-CAT Takers

Course	Count
BACHELOR OF SCIENCE IN MEDICAL LABORATORY SCIENCE	1697
BACHELOR OF SCIENCE IN CRIMINOLOGY	1532
BACHELOR OF SCIENCE IN HOSPITALITY MANAGEMENT	1405
BACHELOR OF SECONDARY EDUCATION	1286
BACHELOR OF SCIENCE IN ACCOUNTANCY	1015
BACHELOR OF SCIENCE IN CIVIL ENGINEERING	888
BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY	883
BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION	524
BACHELOR OF ELEMENTARY EDUCATION	521
BACHELOR OF SCIENCE IN ACCOUNTING INFORMATION SYSTEM	404
BACHELOR OF SCIENCE IN AGRICULTURE	397
BACHELOR OF SCIENCE IN INDUSTRIAL TECHNOLOGY	393
BACHELOR OF SCIENCE IN ELECTRICAL ENGINEERING	376
BACHELOR OF SCIENCE IN ARCHITECTURE	261
BACHELOR OF SCIENCE IN AGRICULTURAL AND BIO-SYSTEMS ENGINEERING	243
BACHELOR OF SCIENCE IN RESPIRATORY THERAPY	229
BACHELOR OF SCIENCE IN PSYCHOLOGY	200
BACHELOR OF SCIENCE IN BIOLOGY	158
BACHELOR OF SCIENCE IN COMPUTER ENGINEERING	156
BACHELOR OF PHYSICAL EDUCATION	147
BACHELOR OF SCIENCE IN SOCIAL WORK	131
BACHELOR OF ARTS IN POLITICAL SCIENCE	116
BACHELOR OF SCIENCE IN PUBLIC HEALTH	112
BACHELOR OF SCIENCE IN CHEMICAL ENGINEERING	111
DOCTOR OF VETERINARY MEDICINE	105
BACHELOR OF SCIENCE IN LEGAL MANAGEMENT	86
BACHELOR OF SCIENCE IN ELECTRONICS ENGINEERING	83
BACHELOR OF TECHNOLOGY AND LIVELIHOOD EDUCATION	74
BACHELOR OF SCIENCE IN ENTREPRENEURSHIP	68
BACHELOR OF TECHNICAL-VOCATIONAL TEACHER EDUCATION	66
BACHELOR OF SCIENCE IN EXERCISE AND SPORTS SCIENCES	66
BACHELOR OF SCIENCE IN COMPUTER SCIENCE	65
BACHELOR OF SCIENCE IN FISHERIES	61
BACHELOR OF PUBLIC ADMINISTRATION	57
BACHELOR OF CULTURE AND ARTS EDUCATION MAJOR IN MUSIC	50
BACHELOR OF ARTS IN COMMUNICATION	42
BACHELOR OF ARTS IN ENGLISH LANGUAGE STUDIES	32
BACHELOR OF SCIENCE IN MULTI MEDIA ARTS	28
CERTIFICATE PROGRAM IN AGRICULTURAL TECHNICIAN	25
BACHELOR OF SCIENCE IN MATHEMATICS	25
DIPLOMA IN AGRICULTURAL TECHNOLOGY	22
BACHELOR OF SCIENCE IN HUMAN SERVICES	17
BACHELOR OF ARTS IN ECONOMICS	16
BACHELOR OF SCIENCE IN ENVIRONMENTAL SCIENCE	15
BACHELOR OF SCIENCE IN CHEMISTRY	15
BACHELOR OF EARLY CHILDHOOD EDUCATION	14
BACHELOR OF SCIENCE IN INDUSTRIAL COMMERCIAL COMMUNICATION	13
CERTIFICATE IN INDUSTRIAL TECHNOLOGY	8
BACHELOR OF SCIENCE IN INFORMATION SYSTEMS	8
DIPLOMA IN INDUSTRIAL TECHNOLOGY	4
BACHELOR OF SCIENCE IN INFORMATION AND LEARNING RESOURCE MANAGEMENT	4
BACHELOR OF SCIENCE IN PHYSICS	3

STATUS OF ISO 9001:2015 CERTIFICATION

Certificate of Maintenance received

CSU IRAGA EXTENSION OFFICIALLY LAUNCHED

In CSU's quest to providing quality tertiary education to every Cagayano youth, the Launching and Groundbreaking of CSU Iraga Extension transpired last February 7, 2020, which marked the start of the construction of a new and accessible higher education institution for the students of Solana, Amulung, and other nearby municipalities.
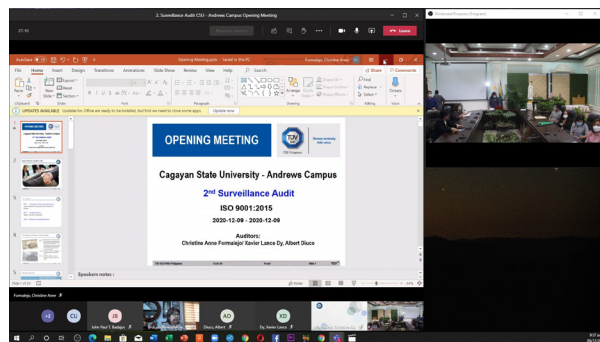
University President Urdujah G. Alvarado described the project as an impossible dream that has become possible through the persistence of Congressman Lara and the approval of the Board of Regents. President Alvarado further said that like the other campuses that have their own niche programs, the Iraga Extension will specialize in brooding and rearing of fish species. Fr. Ranhilio C. Aquino, the Vice President for Administration and Finance, also shared that CSU's Iraga Extension will offer academic programs in Teacher Education, Agriculture, Fisheries, Information and Computing Sciences, and Criminology. These are the preferred programs that were identified through a Feasibility Study conducted by a Technical Working Group led by Dr. Theresa B. Dimalanta.

Hon. Joseph L. Lara said that he is thankful to be an instrument of providing access to quality education in the remote areas of the province because as a parent himself he said that there is nothing better than for parents to see and embrace their children at the end of every day. Hon. Jennalyn P. Carag, Municipal Mayor of LGU Solana, shared in this view as she said that this project is a blessing for the municipality not only for students but also for their parents as transportation and commute allowances would be reduced from their worries.

In attendance to the event were CSU officials, representatives from lined-government agencies, barangay officials, and principals and students from the feeder schools of the municipalities of Solana and Amulung. The 34.5 Million CSU Iraga Extension project is made possible through the initiative of Hon. Joseph L. Lasam, 3rd District Representative of Cagayan, in close collaboration with Cagayan State University as the mobilizing agency. The extension is situated along the Barangay Road to Masin, near the Solana Fresh Water Fisheries School in Barangay Iraga, Solana, Cagayan.

TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

SUMMARY OF TVET QUALIFICATION PER CAMPUS

Campus	Qualification Title	Registered TVET Qualifications	Accredited Assessment Centers	No. of Faculty Accredited as TVET Assessors	No. of Faculty Accredited as TVET Trainers	No. of Enrollees per Qualification	No. of Graduates	No. of Assessed
ANDREWS	Bookkeeping NC III		✓	1	1	15 (Assessment)		15
	Housekeeping NC II		✓		4			66
	Bread and pastry NC II				1			
	Food processing NC II			1	1			
	Agricultural crops NC II				1			30
	Computer system Servicing NC II				1			
	Cookery NC II			1				
	Front Office Services NC II		✓					11
	Food and Beverage Services NC II		✓					
SUBTOTAL			**4**	**3**	**9**	**15**		**122**

Campus	Qualification Title	Registered TVET Qualifications	Accredited Assessment Centers	No. of Faculty Accredited as TVET Assessors	No. of Faculty Accredited as TVET Trainers	No. of Enrollees per Qualification	No. of Graduates	No. of Assessed
APARRI	Food and Beverage Services NC II	✓	✓	1	3	25	95	218
	Food and Beverage Services NC III		✓					
	Housekeeping NC II		✓					
	Housekeeping NC III		✓					
	Aquaculture NC II	✓	✓	2	3	25	25	197
	Bookkeeping NC III	✓	✓	2	2	25	0	102
	Diploma in Hospitality Services	✓						
SUBTOTAL		**4**	**6**	**5**	**8**	**75**	**120**	**517**
GONZAGA	Rice Machinery Operations NC II	✓	✓	2	5	100	170	439
	Bookkeeping NC III	✓	✓	1	2	0		210
	Grains Production NC II		✓	1	2			49
	Agricultural Crops Production NC I		✓					
	Agricultural Crops Production NC II	✓	✓	2	3	0		139
	Agricultural Crops Production NC III	✓	✓	2	3	0		39
	Agro-Entrepreneurship NC II		✓	1				
	Agro-Entrepreneurship NC III		✓					
	Agro-Entrepreneurship NC IV		✓					
	Bamboo Production NC II		✓					
	Organic Agriculture Production NC II			1	2			
	Animal Production NC II				1			
	Diploma In Agricultural Technology-3 Years	✓						
SUBTOTAL		**5**	**10**	**10**	**18**	**100**	**170**	**876**
LAL-LO	Agricultural Crops Production NC III	✓	✓	1	4	25 (Training) 91 (Assessment)	25	90
	Agricultural Crops Production NC II	✓	✓	1	3	50 (Training) 35 (Assessment)	50	33
	Agricultural Crops Production NC I		✓	1		60 (Assessment)		54
SUBTOTAL		**2**	**3**	**3**	**7**	**261**	**75**	**177**

Campus	Qualification Title	Registered TVET Qualifications	Accredited Assessment Centers	No. of Faculty Accredited as TVET Assessors	No. of Faculty Accredited as TVET Trainers	No. of Enrollees per Qualification	No. of Graduates	No. of Assessed
PIAT	Agricultural Crops Production NC I		✓	1		196 (Assessment)		192
	Agricultural Crops Production NC II	✓	✓	2	5	125 (Training) 659 (Assessment)	8	648
	Agricultural Crops Production NC III		✓		1	50 (Training) 20 (Assessment)		20
	Organic Agriculture Production NC II	✓	✓	2	2	147 (Training) 251 (Assessment)	147	245
	Pest Management (Vegetables) NC II	✓	✓	1		80 (Assessment)		80
	Grains Production NC II		✓	1	1	20 (Assessment)		20
	Animal Health Care and Management NC III		✓			20 (Assessment)		18
	Milking Operation NC II		✓	1	1	80 (Assessment)		80
	Animal Production (Ruminants) NC II		✓			74 (Assessment)		71
	Computer System Servicing NC II		✓					
	Drying and Milling Plant Servicing NC III		✓	1	1	25 (Training) 25 (Assessment)		
	Rice Machinery Operations NC II	✓		1	1	50 (Training)		
	Diploma in Agricultural Technology (DAT) NC V	✓						
	Bamboo Production NC II	✓		1	1			
	Agricultural Machinery Operations NC II			1	1			
	Animal Production (Poultry) NC II				1			
	Animal Production (Swine) NC II				1			
SUBTOTAL		**6**	**11**	**12**	**16**	**1,822**	**155**	**1,374**
SANCHEZ MIRA	Agricultural Crops Production NC III	✓	✓		1			
	Agricultural Crops Production NC II	✓	✓	1	1	125		26
	Organic Agriculture Production NC II	✓	✓	1	2			90
	Pest Management (Vegetables) NC II		✓	1	1			
	Bookkeeping NC III	✓	✓		1			
	Bread and Pastry Production NC II				1			
	Food and Beverage Services NC II				1			
	Electrical Installation and Maintenance NC II				1			
	Electronic Product Assembly and Servicing NC II				1			
SUBTOTAL		**4**	**5**	**3**	**10**	**125**		**116**
TOTAL		**21**	**39**	**36**	**68**	**2,398**	**520**	**3,182**

1. CSU Aparri is the only campus that received scholarship slots for the Universal Access to Quality Tertiary Education Act of 2017(UAQTEA) for the Food and Beverage Services NC II. We received a total of 50 slots (2 batches) with a total of ONE MILLION FIVE HUNDRED EIGHTY FIVE THOUSAND SEVENTY ONE PESOS (PhP 1,585,071.00).

2. CSU Aparri received scholarship programs from TESDA for the following projects: a.) UAQTEA, b.) Training for Work Scholarship Program (TWSP) and c.) Competency Assessment and Certification for Workers (CACW). The campus received a total of ONE MILLION NINE HUNDRED FIFTY EIGHT THOUSAND SEVEN HUNDRED THIRTY ONE PESOS (PhP 1,958,731.00).

3. Last February 11, 2020, there was a Regional On-Site Validation for the System for TVET Accreditation and Recognition (STAR) in Aparri campus. The campus passed the regional evaluation with a rating of two-star making it a Center of Technical Proficiency for the program Food and Beverage Services NC II under the College of Hospitality Management (CHM). A national evaluation and validation team will visit the campus to validate the recognition. The CSU at Aparri made history for being the first SUC in the region who submitted for STAR.

4. CSU Aparri extends services of TVET programs to secondary schools and other constituents by conducting Enhancement Program to secondary school students and DepEd teachers.

5. The Campus Executive Officer challenged the college deans to offer at least one assessment center and/or register training center for their college. With this, the campus has a strong TVET programs driven by leadership.

Pandemic Responsive INSTRUCTION

FLEXIBLE LEARNING

One of the greatly affected by the COVID-19 pandemic is the education sector. Thus, continuity planning is essential to the Cagayan State University's effectiveness and ability to fulfill its mission in teaching and learning. Classes were suddenly shifted to remote learning in the middle of the semester as face-to-face classes were suspended by the government in compliance with health and safety protocols. This recent experience with the COVID-19 virus underscores the importance of ensuring that CSU is prepared as an academic community to continue operations in the event that such circumstance is prolonged and continues to interrupt normal school attendance. Hence, the creation of the **Learning Continuity Plan**.

In developing a plan to help the University to thrive amid the pandemic, the Office of the President was guided by CSU's key strategies for learning continuity which are the following:

THE LENS

Since face-to-face classroom instruction delivery has been interrupted, CSU is shifting to various modalities of instruction. Measures have been institutionalized for the development of printed modules. The university has also undertaken initiatives to explore the online modality through its LENS. **The Learning Environment Network System (LENS)** is the learning management system of the University that is powered by Moodle. It is focused on adopting to asynchronous type of learning activities in order to consider the poor internet connectivity of the students. The University has engaged the services of an expert who set up the LENS Project that worked closely with the Academic Department for the contents of the project and in coordination with the Academic Community, and with the Management Information System (MIS) Team for the software and hardware requirements.

Project LENS aims at achieving the following objectives:
- To set the directions in the transformation of CSU towards flexible learning;
- To develop module designs and strategies for online learning;
- To empower and train faculty members, administrators and staff on the use of LENS
- To develop system and processes to institutionalize LENS as platform for flexible learning;
- To develop value innovation and optimize resources to achieve graduate education outcomes of CSU.

It has adopted quality systems and procedures to ensure that the transition to flexible learning can be organized and is possible in the eight (8) campuses. The transition phases included the Introduction, Environmental Scanning, Design Planning, Capability Building, Implementation, Monitoring, Evaluation, and Continuous Improvement.

All eight campuses in the university used a server-based Learning Management System. Realizing the limitations of some of the students in terms of connectivity and the availability of gadgets for online learning, the University offered other mode of learning specifically modular. Distribution of modules was done through printed copies or e-copies. Parents or other family members were requested to receive the modules for students.

The Academic Department was responsible for the analysis, instructional design, development, implementation, and evaluation of courses. The CSU MIS Team ascertained the security, functionality, and credibility of the University's computer hardware, computer software, and internet connections. The university implemented the blended learning mode for the first semester of academic year 2020 – 2021 through online and modular platforms.

DISTANCE LEARNING
Distance learning addressed the issue of social distancing in instruction. CSU implemented both the modular distance learning (MDL) and online distance learning (ODL) types.

For MDL, students used instructional materials in print or digital format, whichever is applicable in their context. Electronic materials can be accessed through their own personal gadgets. Students can interact with their teachers and classmates via other social media platforms like email, text messaging, or telephone. E-copy or print copy of learning materials were collected at a designated office in the campus where the student is enrolled. Because of age restriction, parents or guardians took responsibility in the acquisition of these materials.

In ODL, the teacher is the facilitator and engages students' active participation through the use of various technologies accessed through the internet while they are geographically remote from each other. Online learning allows live synchronous instruction and interactions between the teacher and students that can occur in real time. All learning materials can be downloaded from the internet and requirements and quizzes are submitted online. Students are provided with a variety of learning tools such as webinars, meetings, and virtual classes.

In CSU, ODL is supported by CSU-LENS, the learning management system (LMS). This is the strategy that CSU is adopting as it transitions from the conventional face-to-face to flexible or blended learning which is considered as the new normal in education. The online modality of instructional delivery using the CSU-LENS is a big leap in addressing continuity of education even when most students are not allowed to leave their homes due to government restrictions. With this platform the university can reach more students.

For SY 2020-2021, students are encouraged to completely go online for their courses. However, for those who are not able to go online because of limited or no internet connectivity, they are given an option to subscribe to printed or an e-copy of the learning materials.

While LENS is the standard Learning Management System in the University, the use of other platforms is likewise encouraged to allow greater number of faculty and students to do online learning. Hence, CSU also allows the use of the following: Facebook Page, Messenger, Schoology, Google Class, Microsoft 365. The University is currently finalizing its ties with government radio stations in the community for the use of the radio airwaves as an alternative mode of teaching.

To boost internet connectivity in the different campuses, the University has sought financial assistance from the campus alumni associations for the purchase of SERVER for each campus. CSU has likewise forged stronger collaboration with Local Government Units for campuses with low internet connectivity for the possible installation of internet connections in designated areas where students are enabled to participate in e-learning.

RECALIBRATING AND DETOXIFYING THE CURRICULA
The Academic Department in the University undertook a review of the different curricula and contents of the syllabi in all academic program offerings and were calibrated to facilitate learning through multiple modalities of instruction especially with the use of online technology.

CSU has set goals for this transformation and were realized in four phases: the Curriculum Review, Detoxification, Integration, and Collaboration. Series of training were undertaken by the academic community in module development and the use of online and modular platforms as mode of delivery. The University President designated a Technical Working Group headed by the Vice-President for Academic Affairs that spearheaded the curriculum and syllabi review with the full participation of the Director of Instruction, College Deans, Campus Academic Coordinators, Department Chairs, and selected members of the faculty of instruction in the whole university system.

Subjects that are not mandated were removed and laboratory classes that exceed the required number of units by relevant CMOs were reduced accordingly. In the syllabi calibration, topics in the syllabi that are more essential and those that can be taught online or through printed materials were identified, related topics were integrated and requirements of different courses during the semester that can be integrated were likewise identified.

CALIBRATING THE CURRICULUM

As early as April 2020, a Technical Working Group was created by the Office of the Vice President for Academic Affairs who laid down the policies and guidelines for the initial review of curricula. In May 2020, a Technical Working Group (TWG) for Curriculum Review was created by the Office of the President who further enhanced the policies and guidelines for the review of all curricula. This group is composed of the Vice President for Academic Affairs, Director of Instruction, Director of Admission, University MIS Director, a Campus Academic Coordinator, and a Technical Adviser. Based on the downloaded guidelines, College Deans and their Department/Program Chairs modified their respective curricula. The entire academic department collaborated in reviewing the curricula in an effort to calibrate them against standards set by the Commission on Higher Education as embodied in the different Policies, Standards, and Guidelines (PSG).

In consideration of the restrictions and challenges posed by the pandemic on delivery of instruction, particularly in terms of modality and resources, and without necessarily sacrificing quality over quantity, the curricula have undergone modifications in terms of the following:

1. Courses which were institutionally-mandated and added on top of prescribed General Education Curriculum (GEC) Core courses or elective courses, such as Euthenics and English Language Proficiency II, were deleted in the 2020 Curriculum for most academic programs. However, if these were part of the mandated General Education (GE) Electives, then these were retained in the curriculum. Filipino courses had been removed in most programs except in the Education, Arts, and Humanities.
2. The number of laboratory units and the corresponding actual contact hours in some courses have been reduced by one (1) unit or by 3 contact hours. This is particularly observed in some Chemistry courses being offered in the College of Allied Health and Sciences.
3. In the College of Industrial Technology, credit units for major courses was reduced from 7 unit (15 contact hours) to 5 units (9 contact hours). This effectively reduces the on laboratory units from 4 units (12 hours) to 2 units (6 hours). Such action is deemed necessary and practical as a budget-saving action as well as to reduce the need for part-time faculty. This also is deemed valid as there is still no existing PSG governing the BS in Industrial Technology program.
4. Some courses were re-sequenced in order to comply with the principle of pre-requisites or degree of importance.

It is worthy to note that the above modifications apply only to the First Semester, SY 2020-2021 courses in all year levels (I-III) as the need is immediate. It is, therefore, expected that the same procedure shall be applied to the Second Semester courses in order to complete the review.

DETOXIFICATION OF THE CURRICULUM

A necessary action taken by the Cagayan State University is the training of academic deans and department/program chairs on course integration and reduction that was conducted last July 2020. On the other hand, reduction of curriculum content as a strategy allows the faculty to teach content that is essential and remove content that will not. Detoxified curriculum allows for alternate modes of course delivery and assessments while reducing curriculum pressures to cover all content.

Instructional materials that have already been utilized in instruction such as the GEC modules have undergone re-evaluation to ensure that contents are updated and that appropriate teaching and learning methods are used. One criterion to consider in selecting an approach is its workability in both online and offline learning environments.

ASSESSMENT STRATEGIES

The two types of assessing learner outcomes, formative and summative, can be done both online and offline. Specifically, the following strategies were employed: 1) Peer assessment, 2) independent projects, 3) self-assessments, 4) learning journals, 5) portfolios, 6) video presentation and podcasts, 7) online discussions, 8) quizzes.

FLEXIBLE LEARNING MODALITIES

This approach will integrate traditional classroom methods and online digital methods. With the installation of a learning management system (LMS) in all campuses of the university, one of the Academic Department's goals is to make blended learning an established modality of instruction in the university. This is an important goal to achieve as this can cushion the impact that any disruption in education in the future brought about by emergencies such pandemic or natural disasters.

SUPPORT SERVICES FOR STUDENTS AND FACULTY

CSU recognizes the evolving changes for faculty and students in teaching and learning. CSU is adopting the flexible learning modality of instruction effective first semester, SY 2020-2021. In order to ensure a smooth transition to this modality, CSU continues to support its faculty and students by advocating for faculty and student concerns as well as providing available teaching and community resources.

FACULTY SERVICES AND RESOURCES

All faculty members are encouraged to be reasonable and compassionate without comprising quality in higher education. The following are the support services and resources that the university provides to faculty members as they maneuver through the teaching and learning process in the new normal.

RESPONSE TO COVID-19

Cagayan State University remains steadfast and dedicated to serving the community amidst the fight against COVID-19 as administrators, faculty, staff, and students take action to mitigate the spread of COVID-19 and help the community, especially the frontliners, through relief packs and personal protective equipment.

CSU also took part in supporting the frontliners by donating Personal Protective Equipment (PPE) to secure our first line of defense against the virus. Additional PPE were also distributed which includes more than 280 improvised face shields, 65 scrub suits, 3 boxes of face masks, 100 pieces of N95 masks and 15 fiberglass face masks to Cagayan Valley Medical Center, OWWA Regional Office 02, and Tuguegarao City Rescue 1111.
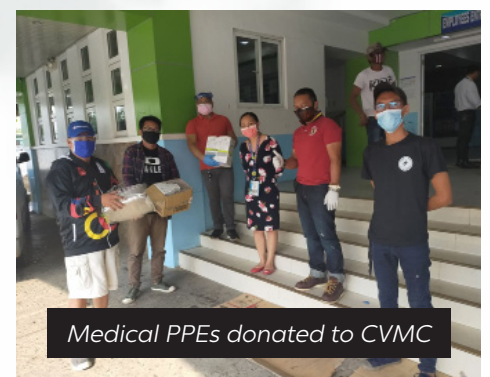
Through its Central Analytical Laboratory, donated 550 pieces of masks and 3,200 pieces of nitrile laboratory gloves to the Department of Pathology and Laboratories of Cagayan Valley Medical Center.

Medical PPEs donated to OWWA-R02

Improvised Face Shields

Medical PPEs donated to CVMC

In light of the transportation halt, the deployment of e-trikes to transport health workers were also provided for Tuguegarao City People's General Hospital (TCPGH) and Cagayan Valley Medical Center (CVMC).

The Cagayan State University Central Analytical Laboratory also offers it services in testing free homemade alcohol without any charge. This test is important to make sure that the alcohol distributed for consumption passed the 70% ethanol mark which is deemed effective as sanitizer especially against COVID 19.

CSU, as a learning institution, also organized lectures and briefing sessions on Novel - Corona Virus (2019 - nCoV) COVID in campuses to ensure that the right information on the prevention of the virus is passed on to the whole CSU community. As a mitigation and safety precaution, most campuses also disinfected classrooms, offices, and other designated areas to ensure the safety of the CSUan community.

ADMINISTRATION and FINANCE

BUDGET UTILIZATION RATE
General Fund

BUR OBLIGATIONS

EXPENSE CLASS	ALLOTMENT	OBLIGATIONS	UNOBLIGATED ALLOTMENT	BUR
PS	597,098,198.00	427,608,949.12	169,489,248.88	72%
MOOE	89,996,390.00	61,345,924.03	28,650,465.97	68%
CO	75,707,409.00	75,707,407.79	1.21	100%
Total	**762,801,997.00**	**564,662,280.94**	**198,139,716.06**	**74%**

BUR DISBURSEMENTS

EXPENSE CLASS	OBLIGATIONS	DISBURSEMENT	UNPAID OBLIGATIONS	BUR
PS	427,608,949.12	427,608,949.12	–	100%
MOOE	61,345,924.03	59,701,868.84	1,644,055.19	97%
CO	75,707,407.79	28,905,155.18	46,802,252.61	38%
Total	**137,053,331.82**	**88,607,024.02**	**48,446,307.80**	**65%**

Retained Income Fund

BUR UTILIZATIONS

EXPENSE CLASS	BUDGET	UTILIZATION	UNUTILIZED BUDGET	BUR
MOOE	128,241,846.31	88,703,995.43	39,537,850.88	69.17%
CO	58,037,650.77	28,260,896.30	29,776,754.47	48.69%
Total	**186,279,497.08**	**116,964,891.73**	**69,314,605.35**	**62.79%**

BUR DISBURSEMENTS

EXPENSE CLASS	UTILIZATION	DISBURSEMENT	UNPAID UTILIZATIONS	BUR
MOOE	88,703,995.43	74,028,229.06	14,675,766.37	83.46%
CO	28,260,896.30	15,203,743.87	13,057,152.43	100.00%
Total	**116,964,891.73**	**89,231,972.93**	**27,732,918.80**	**76.29%**

RESEARCH and DEVELOPMENT

The Research and Development (R&D) Annual Report presents information on the R&D activities undertaken during Calendar Year 2020. The report provides evidence that Cagayan State University is fulfilling its duty of promoting research in the University and meeting its targets as indicated in the National Expenditure Program (NEP), SUC Levelling and the CSU Medium Term Development Plan 2018 – 2021.

Every research project conducted, either institutionally or externally funded, has a goal to support the research agenda and campus niche programs of the University. These achievements have been quantified across several indicators. CSU is tasked to lead in the conduct of discipline-based, policy-oriented, technology-directed and innovative/creative researches that are aligned with the Harmonized National Research Agenda. The quality of researches has also been given focus by encouraging publications in accredited peer reviewed journals.

Despite having less budget than the previous year, there is a significant increase in the number of conducted researches due to grants from external funding, General Appropriations Act (GAA), Supplemental Budget (SB) from Fund 164 of the University, and the continuous capability building program that supported researchers to manage and conduct their researches.

HIGHLIGHTS OF ACCOMPLISHMENTS

I. Accomplishment based on NEP

Table 1 presents the physical accomplishment of the Research and Development Office as against the target in the National Expenditure Program (NEP) for CY 2020. In terms of the Outcome Indicator which is the number of research outputs in the last three years utilized by the industry or by other beneficiaries, CSU was able to produce 17 research outputs utilized by the beneficiaries in the last three years as against the target of 13.

For the Output Indicators, Indicator number 1 (Number of research outputs/studies completed within the year), there were a total of 96 completed research outputs accomplished compared to the target of 96.

Moreover, Output Indicator No. 2 (Percentage of research outputs published in internationally refereed or CHED recognized journal within the year), CSU targeted to publish 69 out of the 96 (71.87%) completed researchers and the University was able to publish 71 (73.95%) research outputs in international refereed journals and CHED Accredited Journals. The Physical target and the Physical Accomplishment has a variance of +2.08%

Table 1. Physical accomplishment report

Particulars	UACS CODE	Physical Targets					Physical Accomplishment					Variance	Remarks
		1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Total	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Total		
1	2	3	4	5	6	7	8	9	10	11	12	13	14
RESEARCH PROGRAM *Outcome Indicators* 1. Number of research outputs in the last three years utilized by the industry or by other beneficiaries	303000000	1	2	4	6	13	1	2	2	12	17	+4	
Output Indicators 1. Number of research outputs/studies completed within the year		14	23	26	32	96	21	16	28	31	96		
2. Percentage of research outputs published in internationally refereed or CHED recognized journal within the year		10.5% (10/96	17.89% (17/96)	19.4% (19/96)	23.58% (23/96)	71.87% (69/96)	5.21% (5/96)	22.92% (22/96)	12.5% (12/96)	32.29% (31/96)	73.95% (71/96)	+2.08% (2/96)	

II. Research &Development Programs/Projects Implemented

In 2020, a total of 355 researches (on-going and completed) were conducted using funds from three sources; 50 from External Funds (38 carry over researches and 12 newly implemented research projects), 168 (146 carry over and 22 newly approved) from General Appropriations Act (Fund 101) and 137 (82 carry over and 55 newly approved) the said researches from Supplemental Budget (Fund 164). Said researches were anchored along R&D's thematic agenda on Food Security and Safety, Health and Nutrition, Engineering, Industry and Energy, ICT, Environment and Climate Change, Business and Entrepreneurship, Law and Governance, and Education and Social Sciences.

Out of the 355 external and institutional researches conducted, 96 were completed and 259 are on-going and will be carried over in 2021. CSU Carig had the highest number of researches conducted (73), followed by CSU Gonzaga (61), CSU Andrews (52), CSU Lallo (37), CSU Aparri and CSU Piat (33), CSU NPRIC (27), CSU Sanchez Mira (25) and the least is CSU Lasam with 14 researches conducted as seen in full detail on Table 2.

A. Researches conducted in 2020 & fund sources

Table 2. Total number of researches implemented, CY 2020

	Carry Over in 2020				Newly Approved				GRAND TOTAL
		Institutional					Institutional			
	External	GAA (Fund101)	Fund 164	Total	External	GAA (Fund101)	Fund 164	Total	
Total	38	146	82	266	12	22	55	89	355

B. On-going Researches (carry-over for 2021)

Table 3 below shows the number of on-going researches (carry over and newly approved in 2020) to be carried over for CY 2021. A total of 259 on-going researches were implemented in 2021 with CSU Carig (62) having the most number of on-going researches implemented. This is followed by CSU Gonzaga (56), CSU Andrews (41), CSU Lallo (26), CSU Piat (24), CSU Aparri (21), CSU Sanchez Mira (16), CSU Lasam (9) and CSU NPRIC (4) having the least number of researches carried over for 2021.

Table 3. Number of On-going researches that are carried-over for 2021

	Carry Over for 2021			
	External	Institutional		Total
		GAA Fund101)	Fund 164	
Total	40	127	92	259

Figure 2. Ongoing researches carry-over for 2021
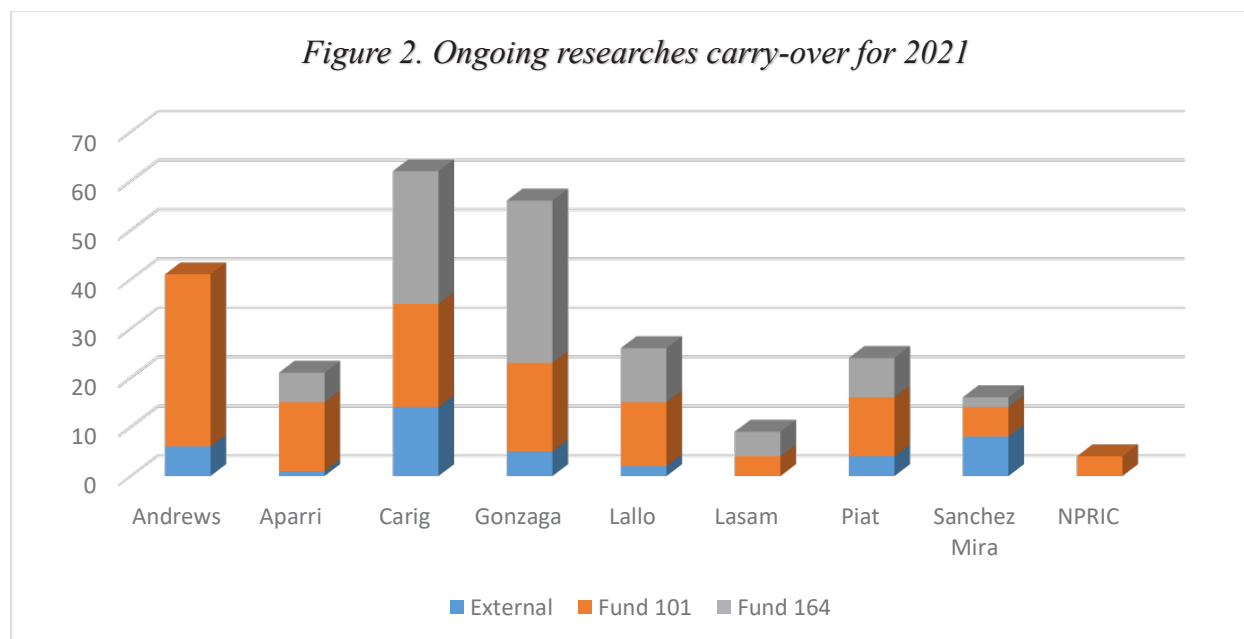
As seen on Figure 2 (On-going Researches for 2020), CSU Carig has the highest carry over researches for 2021 and CSU Lasam has the lowest carry over researches for 2021.

C. Completed Researches

There were 96 researches completed in 2020, of which, 10 were externally funded (carry over), 41 were funded from the GAA (carry over and newly approved) and 45 were funded through Fund 164 (Table 4).

Table 4. Number of completed researches by campus and fund source, CY 2020

	Total no. of researches implemented in 2020	External	Institutional		TOTAL	
			GAA (Fund 101)	Fund 164	Number completed	Percentage completed
Total	355	10	41	45	96	27.12%

Figure 3. Completed researches CY 2020
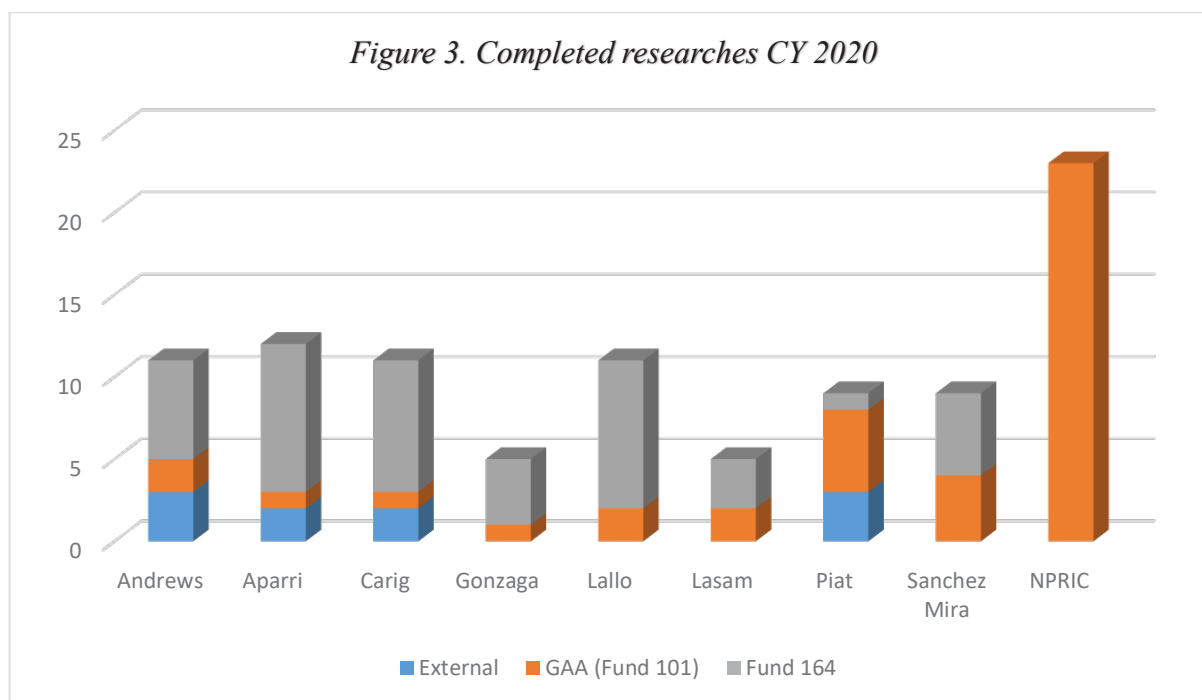
Figure 3 (Completed Researches CY 2020), shows that Natural Product Research Innovation Center (NPRIC) has the most completed researches (23) in 2020.

On the other hand, CSU Gonzaga and CSU Lasam has the least completed researches (5).

D. Review and Evaluation of Research Proposals

In 2020, a total of 124 proposals passed through reviews and evaluation by a panel of evaluators before being approved for external and institutional funding. Proposals submitted for external and institutional funding increased as young researchers from the different campuses became more active in doing research. A total of 17 proposals were submitted to external funding agencies and 107 proposals were submitted for institutional funding.

Out of the 124 proposals evaluated, 77 proposals were approved for institutional funding and 12 for external funding.

Table 4. Number of Proposals Reviewed in 2020.

	For External Fund			For Institutional Fund			Grand Total evaluated
	Approved	Not approved	Total No. evaluated	Approved	Not approved	Total No. evaluated	
Total	12	5	17	77	30	107	124

Figure 4. Proposals reviewed/evaluated in 2020
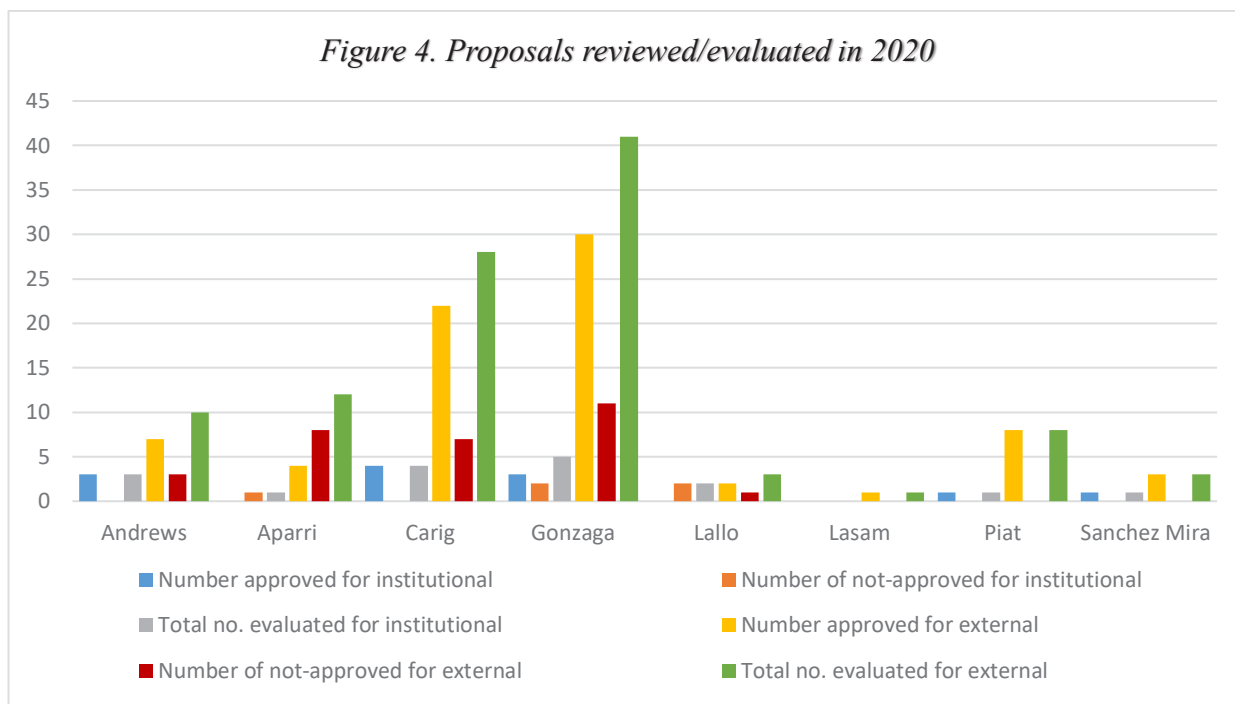
Figure 4 (Proposals reviewed/evaluated and approved) shows that CSU Gonzaga (41) has the most reviewed/evaluated proposals in 2020 for institutional funding and CSU Lasam (1) has the least.

For external funding, CSU Gonzaga has the most proposals submitted for evaluation (5) in 2020.

In terms of proposals approved for external funding, CSU Carig has the most proposals approved (4) and CSU Lallo and CSU Lasam has no proposals approved for external funding. Moreover, CSU Gonzaga has the most approved proposals for institutional funding and CSU Lasam has the least.

## III.	Research Monitoring and Evaluation

Faculty Awards Received

CSU made a mark in an international setting when it bagged three awards during the International Virtual Research Conference on Sustainable Education. The research of Prof. Ronel T. Pacubat won Best Research Infographics, Finalist for Best Conference Paper, and 3rd Place Best Research Presenter at Bicol State College of Applied Sciences and Technology.

Moreover, CSU Presented 3 research papers during the Health Research Forum for Action in Luzon. 3 papers presented won awards: 2nd place: Oral Research Professional Category, 2nd Place: 3-minute Pitch and 3rd Place: 3-minute Pitch . On the other hand, Dr. Lenimfa P Molina and Dr. Arthur G. Ibanez won the Regional Winner - 2020 Presidential Lingkod Bayan Award of the CSC. The table below shows the summary.

Table 6. List of faculty awards

Title of Award	Title of Research/ Paper	Faculty Awardee	Title of Conference/Fora	Venue & Date
2nd place: Oral Research Professional Category	Formulation of Cornayan (Corn Silk and Bamboo Shoot) Tea for Urinary Tract Infection	Jinky Marie T. Chua	Health Research Forum for Action in Luzon	St Paul University Tuguegarao City/ January 22-24, 2020
2nd Place: 3-minute Pitch	Assessment of Disaster Preparedness as Evacuation Center of Tuguegarao City Schools	Lily Ann Mallabo	Health Research Forum for Action in Luzon	St Paul University Tuguegarao City/ January 22-24, 2020
3rd Place: 3-minute Pitch	Implementation of the Disaster Risk Reduction and Management Plan of Barangays near Pinacanauan River in Tuguegarao City	Jack M. Regala	Health Research Forum for Action in Luzon	St Paul University Tuguegarao City/ January 22-24, 2020

Title of Award	Title of Research/ Paper	Faculty Awardee	Title of Conference/Fora	Venue & Date
Presidential Lingkod Bayan Award of the CSC	Regional Winner - 2020 Presidential Lingkod Bayan Award of the CSC	Lenimfa P. Molina	Regional Winner - 2020 Presidential Lingkod Bayan Award of the CSC	Tuguegarao City/September 30, 2020
Presidential Lingkod Bayan Award of the CSC	Regional Winner- 2020 Presidential Lingkod Bayan award of the CSC	Arthur G. Ibanez	Regional Winner - 2020 Presidential Lingkod Bayan Award of the CSC	Tuguegarao City/September 30, 2020
International Award (3rd Place Best Research Presenter)	Correlates of Pre-service Practice Teaching Performance: An Empirical Study of 4th Year BEED and BSED Students	Ronel Pacubat	International Virtual Research Conference on Sustainable Education	Bicol State College of Applied Sciences and Technology, October 28-30, 2020
International Award Best Research Infographics	Correlates of Pre-service Practice Teaching Performance: An Empirical Study of 4th Year BEED and BSED Students	Ronel Pacubat	International Virtual Research Conference on Sustainable Education	Bicol State College of Applied Sciences and Technology, October 28-30, 2020
International Award Finalist Best Conference Paper	Correlates of Pre-service Practice Teaching Performance: An Empirical Study of 4th Year BEED and BSED Students	Ronel Pacubat	International Virtual Research Conference on Sustainable Education	Bicol State College of Applied Sciences and Technology, October 28-30, 2020

IV.   R & D Outputs Dissemination

Research outputs/results are disseminated through presentations in scientific conferences/fora, agency in-house reviews, and/or symposium. Another way of disseminating research outputs is through the extension programs of the University where technologies developed are transferred to target adopters of the technology.

A.   *Presentations Research Outputs in Conferences/Fora/Symposium*

For CY 2020, the R&D Office was able to present a total of 45 research outputs in international, national, Regional and local conferences. A total of 11 papers were presented internationally, 2 papers for national, 16 papers for regional, and 16 papers were presented in local fora.

The campus with the most number of papers presented in international fora / conferences is CSU Carig (4) followed by CSU Andrews and CSU Aparri (2), CSU Gonzaga, CSU Lasam and CSU Sanchez Mira (1) while CSU Lallo, CSU Piat and NPRIC has none.

Only CSU Andrews (1) and CSU Gonzaga (1) have papers presented in the national level. Moreover, CSU Andrews and NPRIC (4) has the most number of papers presented in the Regional level while the CSU Aparri has the most number of papers presented locally. (Table 8 and Figure 5).

Table 8. Number of research outputs presented by level and by campus, CY 2020

	International	National	Regional	Local	TOTAL
Total	11	2	16	16	45

Figure 5. Research outputs presented in different fora/conferences in 2020
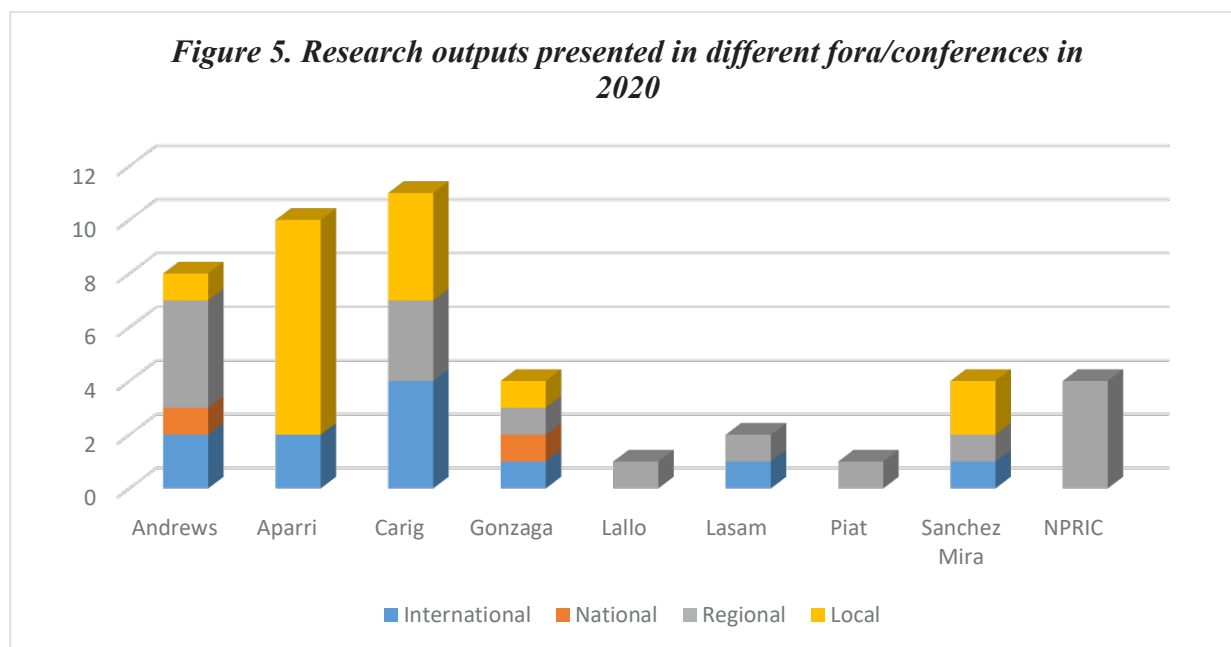
B. *Technology Commercialization / Utilized by Other Beneficiaries*

A total of 17 technologies were adopted/transferred/utilized by other beneficiaries from the research outputs to target adopters. These research outputs were continuously commercialized until the end of 2020. CSU Carig has the most technologies commercialized. Such technologies were included in extension projects.

Table 9. Technologies adopted/ transferred or utilized by other beneficiaries

No. of Technology(ies)	Technology
3	• Nutritional Adequacy of the Daily Stuff at the University Canteens: The Case of a Philippine University • Development of Novelty Pots Made of Eggshells Powder • Predictors of College Readiness of Senior High School Graduates: Input for Curriculum Alignment, Transition Interventions and Admission Policy
2	• Crab Fattening • Eels
4	• E-trike Deployment and Utilization • Installation of Hybrid Solar Power System Integrated with Water Harvesting Facility • Energy Efficiency Conservation for SUCs in Six (6) as Demonstration Sites-Region 02 • Fruit Preservation (Pineapple and Santol)
2	• Pineapple organic vinegar production • Bamboo
1	• Miki Mongo
1	• Usability Evaluation of SMS-Based System: Basis for Systems Development
2	• Paua • Mushroom production
2	• Macaroons with dragonfruit peel powder • Establishment of School- based Materials Recovery Facility (MRF) for Zero Campus
17	

C. Publication, Citation and Intellectual Property Application

In 2020, a total of 71 research outputs were published in international refereed journals (Elsivier Scopus) with CSU Andrews (24) having the most outputs published, followed by CSU Piat (12), CSU Aparri and CSU Carig (11), CSU Lallo (5), CSU Lasam (4), CSU Sanchez Mira (3) and CSU Gonzaga (1).

Table 10. Number of research outputs published, CY 2020

	Elsevier Scopus	Thompson Reuters	TOTAL
Total	48	22	71

Figure 6. Research outputs published in 2020
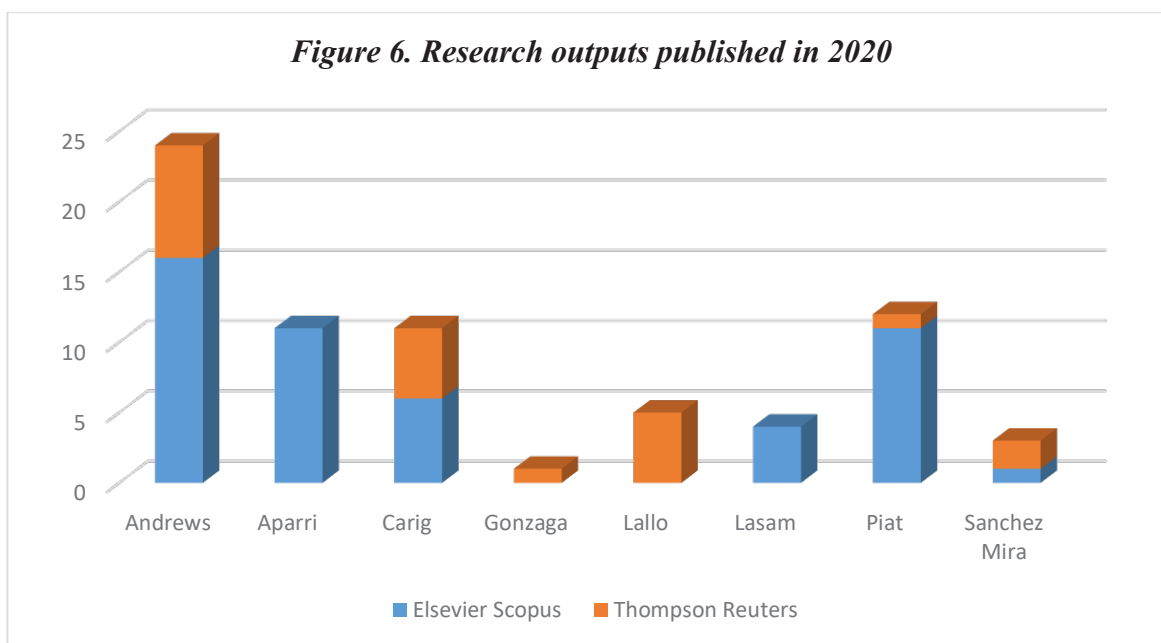
A total of 37 articles published by CSU Researchers were cited in different articles in refereed international journals or CHED Accredited Journals. Of the 113 citations in International Journals, 52 articles were from CSU Carig, 31 from CSU Lasam, 20 from CSU Andrews, 3 in Sanchez Mira, 2 in CSU Aparri and CSU Piat, 1 in CSU Gonzaga and none from CSU Lallo. Two (2) articles were cited in CHED Accredited Journals, 2 from CSU Andrews. Table 11 shows the summary.

Table 11. Number of Research Articles Cited by Other Researchers in Refereed Journal Articles

	Number of Publication cited	Total Number of Citations in articles published by other researchers in refereed international or CHED-Accredited journal in the Past Three Years		Grand Total
		International Journal	CHED Accredited Journal	
TOTAL	37	111	2	113

D. Research Outputs Applied for Deposit /Registration

A total of 53 research outputs have been applied for utility model. Meanwhile, 6 utility models were granted and 10 were registered from the previous applications while 10 research outputs have been applied for Trademark and 19 have been applied for Copyright. The list is presented in Annex Table 8.

Table 11. Number of patents, utility models and copyrights/registration/deposit/applications

	Outputs for Utility Model			Outputs for Trademark			Outputs for Copyright		
	Applicati on	Grante d	Register ed	Applicati on	Grante d	Register ed	Applicati on	Grante d	Registere d
Total	53	6	10	10			19	0	0

Figure 7. Research outputs applied for Utility model & Copyright in 2020
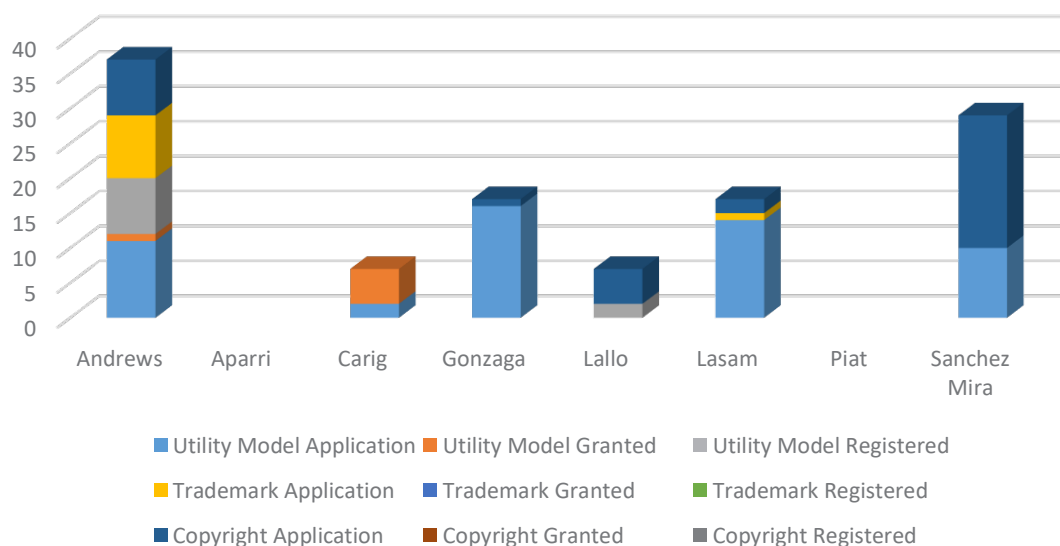
V.   Research & Development Capability Building

In order to produce high quality research outputs, the University R&D continuously maintains a critical mass of researchers and experts through an integrated research capability building program to further hone their skills and keep them abreast of the learning curve and draw insights from caliber experts in various disciplines, other areas in research and the like.   In 2020, 87 seminar, fora, conferences, trainings and meetings were attended by R&D researchers in different venues and from varying organizations; 14 of which were international, 31 were national, 15 were regional and 27 were local (Table 12).

Moreover, a total of 18 in-house seminars, training-workshops, fora and meetings were conducted in 2020. Most of which were conducted by the RDE Office (Table13).

Table 12.   Number of seminars, training, workshops, fora & meetings attended, CY 2019

	International	National	Regional	Local	TOTAL
Total	14	31	15	27	87

Table 13.   Number of in-house seminars, training, workshops, fora & meetings conducted, CY 2020

Number of Seminars, training, workshops, fora & meetings conducted
18

VI.   R&D Partnership Developed /Established

Linkages and alliances are important to generate funding or grants for the University. The University R&D also entered into several Memoranda of Agreement and Understanding with other government agencies, NGOs and other SUCs locally, nationally and internationally for the conduct of a number of research and development activities as well as the provisions of technical assistance.

The CSU R&D has been in collaboration with partner Universities such as UP Los Baños, UP Visayas and UP Mindanao in the conduct of researches in the University.

Table 14. List of partnership/linkages

Name of Agency	Nature of Partnership	Name of Research Projects/Activity
CHED RO2	Research Grant	Predictors of College Readiness of Senior High School Graduates: Input for Curriculum Alignment, Transition Interventions and Admission Policy
Department of Science and Technology – Philippine Council for Health Research and Development Council	Research Grant	Risk Assessment of Common Health Problems in Core Shelters of Tuguegarao City
Department of Public Works and Highways	Utilization of and Technical Assistance	Development of Classy Garden Pot with Avian Eggshell Powder and Tatty-Ragged Towel
Commission on Human Rights	Research Consultancy Services	Mandela Rules and the Conduct of Material Conditions of Imprisonment of the Bureau of Jail Management and Penology (BJMP in Region 02: A Comparative Analysis
CSU TLDC Project:	Research Grant	Non-Toxic Bioactive Plant Extracts from Region 02 for Infection and Pain
PCIEERD	Research Grant	HEIRIT: DOST-Business Incubation Zone for Novel and Sustainable Enterprise (BIZNEST)
Department of Trade and Industry	Conduct of Research	2019 Consumer Awareness Survey in Region 2

Name of Agency	Nature of Partnership	Name of Research Projects/Activity
DA-BAR	Research Grant	Surveillance and Detection of Microbe Utilizing Molecular Techniques and Associated Thrips Vector on Onion, Garlic and Mango in Luzon
CHED-DARE TO	Research Grant	Disaster Resiliency Mapping for Mission – Critical Infrastructure and Investment of State Universities and Colleges (SUC) in the Philippines
CSU-DOST-GIA	Research Grant	Program Title: Accelerated R&D Program for Capacity Building of Research and Development Institutions and Industrial Competitiveness: Collaborative Research and Development to Leverage Philippine Economy (CRADLE)

Project Title: Development of Efficient Semiochemical Management Method for Banana Flower Thrips |
CVHRDC	Research Grant	Knowledge, Attitudes, Beliefs, Practices and Challenges of Frontliners During the COVID-19 Pandemic: A Retrospective Study
CVHRDC	Research Grant	Unravelling the Narratives of Fontliners in Cagayan Province During the COVID-19 Pandemic: A Phenomenological Analysis
BFAR	Technical Assistance	Eel Project
DOST-PCAARRD	Technical assistance and Funding	Eel Project and Hatchery-Rehab
UP-Visayas	Collaborator	Eel Project
UP-Mindanao	Collaborator	DNA Barcoding Project
LGU-Gonzaga	Technical assistance	Eel Project
DOST-PCAARRD	Research Grant	Rehabilitation and Upgrading of the Multi-species Hatchery
BAI-DA Manila	Research Grant	Surveillance of Blood Parasites of Naturally Grown Small Ruminants in Selected Province of Region 02
Asian Development Bank	Research Grant	Apayao, Abulug River Basin Community Based Flood Risk Management Project
DOST-PCIEERD	Research Grant	E-TRIKE: Deployment and Utilization Study
"SALIKHA" CHED-NCAA	Research Grant	Documentation of Built Heritage in Cagayan Valley

Name of Agency	Nature of Partnership	Name of Research Projects/Activity
"SALIKHA" CHED-NCAA	Research Grant	Vernacular and House Construction Methods, Practices, and Beliefs of the Indigenous People (IPs) of Cagayan (Traditional House Construction Methods, Practices, and Beliefs of the Indigenous People (IPs) of Cagayan)
DOST –PCIEERD	Research Grant	Cagayan Valley Innovation and Product Development (Phase 3)
DA-R02	Research Grant	Assessment on the Availability, Demand and Production of Different Rice-based Products from Region 02
DA- NOAP	Research Grant	Organic vegetables in School Communities Towards Food safety in Cagayan valley
DOST-GIA	Research Grant	E-trike Installation and Stability Research
DOST- GIA	Research Grant	Fabrication of the HITS Equipment Water Retort, Vacuum Fryer and Cabinet Dryer
CHED	Research Grant	CSU University- wide connectivity, library/research resources, ICT, Managers and Faculty Retraining Program
DOST- PCAARRD	Research Grant	Pilot Testing of Peanut Postharvest Mechanization and Bulk Storage Technologies in Selected Regions in the Philippines
DOST – PCIEERD	Research Grant	Development of Food Product from DOST Developed Food Processing Equipment Utilizing Cagayan Valley Local Resources (Development and Evaluation of Shelf-Stable Ready to Eat Carabao Bittew Stew or Papaitan in Pouch
NCCA	Research Grant	Cultural Social –Environmental Dimension of Ibatan Community of Babuyan Claro Island of Cagayan Province: A Documentary Analysis
DOST-PCAARRD	Research Grant	Program Title: Enhancing productivity and Supply Chain of Banana Industry in Cagayan Valley Project 1 Title: Documentation, Supply Chain Analysis, Production Efficiency and Marketing Analysis of Banana in Cagayan Valley Region Project 2 Title: Occurrence, Distribution and Symptomatology of banana Bunchy Top Disease (BBTB) in Cagayan Valley Region Project 3 Title: Rehabilitation and Adaptability Trails of Lakatan and Saba Varieties of Banana in Cagayan

Name of Agency	Nature of Partnership	Name of Research Projects/Activity
DOST-PCAARRD	Research Grant	S&T Based Rehabilitation of Damages Caused by Typhoon Ulysses in Cagayan Province
DOST-PCAARRD	Research Grant	Program Title: Enhancing productivity and Supply Chain of Banana Industry in Cagayan Valley Project 1. Documentation, Supply Chain Analysis, Production Efficiency and Marketing Analysis of Banana in Cagayan Valley Region
CVHVDP-DA R02	Research Grant	Massive Seeds and Seedlings Production Program
BIOTROP	Source of fund	CESTEEPH
DOST	Source of fund	CESTEEPH
Soka Gakkai	Source of fund	CESTEEPH
Goodfellow Pharma Corp.	Source of fund	CESTEEPH
LGU Gonzaga	Source of fund	CESTEEPH
DENR	Research Grant	Expanded National Greening Program
CSU-DOST	Research Grant	CESTEEPH A Community-based Collaborative undertaking for Sustainable Conservation, Restoration and utilization of Mangrove in Gonzaga, Cagayan and Upgrading of Agri-fishery Products in Cagayan
DOST-PCAARRD	Research Grant	CESTEEPH Diversity and Habitat Assessment of Mangrove Forest in Gonzaga, Cagayan
DENR	Research Grant	NIPA Project: Assessment of Macro-Faunal Diveristy of Nipa Swamps in Aparri, Cagayan, Philippines
DA Region 02	Research Grant	Bio efficacy Testing of Indigenous Plant based Biopesticide against Leafhopper (GLH) and Brown Plant hopper (BPH) of rice
DA-Biotechnology Program Office	Research Grant	Molecular Characterization Of *Phytophthora Spp.* Causing Cacao (*Theobroma Cacao*) Pod Rot: Its Incidence, Distribution And Impact On Cacao Growth, Development And Bean Yield Losses In Cagayan Province
DA-R02	Research Grant	Nutritional, Functional and Sensory Properties of Pawa Enhanced with Pigmented Rice

Name of Agency	Nature of Partnership	Name of Research Projects/Activity
DOST -PCAARRD	Research Grant	Prog: Enhancing the Productivity and Supply Chain of Banana Industry in Cagayan Valley Region Proj. 2. Assessment and distribution of Banana Bunchy To Disease(BBTD) in Cagayan Valley Region Proj. 3. Rehabilitation and Adaptability Trial and Saba Varieties of Banana in the Province of Cagayan
DOST Region 2-GIA	Research Grant	Utilization of Lubeg (Syzygium spp.) as Natural Flavorant for Milk and Milk Products
DA-RFO 02	Research Grant	Development of SCAMP (Soil Constraints and Management Package) for Rice Areas in Cagayan
DA-RFO 02	Research Grant	Soil Indigenous Nutrient Supply (INS) Level under Rainfed Lowland Rice Cultivation as Influenced by Tillage and Fallow Management
PhilRice	Research Grant	Multi-Purpose Seeding Project
UPLB-DTRI	Research Grant	Assisted Reproduction, Nutrition and Health Interventions for Enhanced Dairy Cattle Productivity and Milk Safety
DOST-R02-GIA	Research Grant	Development of Ready-to-Eat Nutri Bar out of Saba (Musa acuminate) - Peanut (Arachis hypogaea (L) Wilczek with Malunggay (Moringa oleifera)
DOST	Research Grant	Development of Powdered Santol Sinigang Mix
DOST	Research Grant	Commercialization of Coco-Based Cottage Cheese
DOST	Research Grant	Efficacy Testing of the Coco Peat-Based Soil Conditioner with Leafy Vegetables Test Crops
DOST	Research Grant	Sensory Acceptability and Physico-Chemical Properties of Coconut Flour in Processing Embotido
DOST	Research Grant	Organoleptic and Physico-Chemical Evaluation of Oyster Mushroom Fortified Ice Cream
DOST	Research Grant	Acceptability of Catmon Marinade Mix for Grilled Dishes
CSU-DOST	Research Grant	Sunberry as Herbal Medicine for Immune Boosting

EXTENSION

Adopters Engaged in Profitable Enterprise/s
CY 2020

Name of Adopter/Organization	Extension Project/ Technology Adopted	Site
Richard Erro Jose Marie Danguilan Ma. Concepcion Dela Cruz Milagros Vallejo Florencia Ramos	Greening the School Canteen (Food Safety)	Tuguegarao City, Cagayan
Ferdinand Pelotin	Polyculture of Tilapia and Freshwater Clam,"Cabibi" in Pond	Aparri, Cagayan
Rural Improvement Club	Fish Processing	
GOAT GROWERS ASSOCIATION Members: Artemio Udaundo Samuel Cabanada Joseph Aguda Niño Antony Verbo Reneboy Contillo Antonio Presto, Jr. Plebecito Pintucan Miguel Udaundo Amador Torrado Ronald Sonido Edwin Mina	Goat Production Technology in partnership with Agricultural Training Institute (ATI)	Carig Sur, Tuguegarao City, Cagayan
Dhadz Esguerra	Goat Production Management and Diseases	

Kangaroo Beach Resort	Hydrological and Intertidal Restoration of Mangrove	Amunitan, Gonzaga, Cagayan
Caroan Fisherfolk Association, Tapel Fisherfolk Association and San Jose Fisherfolk Association	Aqua silviculture of Mudcrab	Caroan, Gonzaga, Cagayan
Brgy. Cabiraon Gonzaga Cagayan , Leon Denmark Salviejo	Rice, Pineapple and Vegetable Production	Cabiraoan, Gonzaga, Cagayan
Pasiguit Fisherfolk Association , San Vicente, Sta. Ana Bisagu Fisherfolk Association, Barangay Bisagu, Aparri, Cagayan	Nipa Production and Management	San Vicente, Sta. Ana, Cagayan
Erning Simbe	Red Rice Production	Gonzaga, Cagayan
Lal-lo RIC Members	Vermi-composting	Lal-lo, Cagayan
Judith Domingo	Food Safety and Sanitation	
Nestor Sanguir Emerlina Oclos	Cacao Production and Processing	Lasam, Cagayan
Vitaliano Casuple Salvador Solar Claro Casuple	Artificial Insemination	Piat, Cagayan
Claribel Uy	Mushroom Production	
Hermogenes Dingil Ignacio Pascua	Organic Farming and Vermicomposting Technology	
Calaagan Rural Improvement Club	Goat Ptoduction	
Malaueg Dairy Livestock Raisers Association	Dairy Ptoduction and Processing	
Melchito Sto. Tomas Brenda Esguerra Lloyd Torillo	Hot Pepper Production andf Processing	
Jerry Illustrado John Carlo Eclipse David Richmar Gudoy	Organic Vegetable	Sanchez Mira, Cagayan

Viable Demonstration Projects with Positive Return on Investment (ROI)

Number of Demonstration Projects	Demo Area Established-Name of Adopter/Cooperator
2	1. Clam Demo Project-COFMS (inside the campus) 2. Organic Farming and Freshwater Clam "Cabibi" in Pond- Mr. Ferdinand Pelotin
3	1. Pineapple Processing – RIC, Ipil Chapter 2. Pineapple Processing – Masisit-Dacal Livelihood Cooperative (MASCOOP) 3. Aquasilviculture – Caroan Aquaculture Association
1	EcoPig: Raising of Native Pig Utilizing Nonconventional Feedstuff
1	Cacao Production and Processing
5	1. Mushroom Production- Ms. Charibel Uy 2. Organic Farming – Mr. Ignacio Pascua 3. Vermicompost Production- TVTS Pata 4. Goat Production- Calaoagan Rural Improvement Club 5. Dairy Production and Processing- Malaueg Dairy Livestock Raisers Association
2	1. Mushroom production 2. Rice Production
Total - 14	

Funded Programs/Projects

Campus Funded

Title	Budget
Extension Project on IT Application for LGU of Alcala and Solana, Cagayan	25,000.00
Production Potential of Rabbit in Cagayan	100,000.00
CODE-feed (Community Outreach for Displaced Enrolees	100,000.00
Health Care Safety Promotion thru Improvised PPE Provision	25,000.00
Handog Anibersaryo	10,000.00
Establishment of Pineapple Techno-Demo Farm	212,000.00
Dragon Fruit Techno-Demo Farm	209,000.00
Demonstration of Grapes Production	332,040.00
Papaya Production	200,000.00
IT SAVES (Information Technology sufficient and Valuable extension Services	27,000.00
LiNUM (Linangin Natin Upang Matuto) Phase 4: LINUM SA PAGKAKAWAYAN	60,000.00
CCJE PRO-PEACE (Program and Order Enhancement and Community Empowerment) Project 1: Aligned to CESTEEPH Project (Environmental Awareness)	45,000.00
RDE Production of Available Goods from Greenhouse cum Garden for Survival Amidst Prolonged COVID19-ECQ (RDE PAG-ASA)	300,000.00
TOTAL	**1,645,040.00**

Institutionaly Funded

Title	Budget
Accounting and Bookkeeping	200,000.00
Tourism Promotion Service	200,000.00
Mushroom Production, Processing and Marketing	200,000.00
Support to Policy Promotion, Governance (Graduate School) – Support to Policy Promotion and Governance along Fisheries and Aquamarine Resources	20,000.00
Fishery Law Enforcement and Sustainable Fisheries Management (CCJE) – Capacity Building for Barangay Officials of Aparri on Fishery Laws and Enforcement Strategies	20,000.00
Aquamarine Resource Enhancement (CFAS) – Technology Demonstration on Tilapia Grow-out in Pond and Crab Fattening	85,000.00
Resource Utilization, Post-Harvest Technology and Packaging (CHM) – Post-harvest and Packaging Technology for Tilapia, Aramang and Seaweeds	25,000.00
Independent and Self-reliant Technology-Based Livelihood Generation (CBEA) – Product Development of Aramang Spread	15,000.00
Responsible Development of Instructional Materials for Fisherfolks (CTED) – Technology-Based Development of Instructional Materials	15,000.00
Integration of ICT for Rural Development (CICS) – Integration of ICT for Rural Development-Innovate, Connect, Train 2020	25,000.00
Technology Craftsmanship for Application in Fisheries (CIT) – Skills Training on the Design and Construction of Fish Dryer	15,000.00
BOOKlatan sa Silid-Palaruan: A SHELLf – Literacy Program	15,000.00
EFarm – Enhancement of the rehabilitated and reforested mangroves into a demo farm for recreational purposes	15,000.00
Paggurufunan Para ta Progreso: Unity Towards Community Development	170,000.00
Program: Piñagandang Bamboohayan Hatid ng CSUans: **Project 1:** Pineapple and Bamboo-based Products Development **Project 2:** IEC Materials Development of Bamboo Products **Project 3:** Business Development Consultancy of Pineapple and Bamboo Growers **Project 4:** LiNUM: Literacy Program for Pineapple and Bamboo Growers **Project 5:** Program on Peace and Order Enhancement **Project 6:** Training on Bamboo Propagation, Care and Management	300,000.00

Title	Budget
Diverse Innovations and Resources Utilization (DIRU): The Kaniogan Community Booster Projects: • CA-Sangir ("support") Food Sustainability and Economic Progress in Northwestern Cagayan through Organic Farming • CAgEng'g-Silnag ("light") Establishment of On-School Climate-Smart Organic Production Demo Farm • CBEA-Salukag ('enterprising/energetic) Promotion and Marketing Competencies Coconut Communities in Northwestern Cagayan • CCJE-Salaknib ("protection") Bayang Handa, Malayo sa Sakuna • CHIM-Sarusar ("barn/storage place") Coconut Food and Non-food Products Processing • CICS-Sirmata ("vision") Improving Competencies of Coconut Farmers, Barangay Officials and Women Folks Thru Integration of ICT • CIT-Salbar ("to solve") Integrated Inductril Technology Services for Coco Barangays in Northwestern Cagayan • CTE-Saririt ("Intelligence") TLC-Trainings that Build Limitless Capacity of Coco Community Members • GS-Salinong ("shelter") Continuing Education for Professsionals	200,000.00
SARAP–BJMP	15,000.00
Cookie Project	
Nutrition and Diabetes Counselling Clinic (CHM-NDCC)	5,000.00
Strengthening the Sports Clinic	90,400.00
Environmental Management and Conservation	50,200.00
Capacity Building of Peanut Growers in Cagayan	
Numerical Understanding and Mentoring of Business Education students Relative to Simplified Accounting and Bookkeeping (NUMBERS) for Irrigators Association of National Irrigation Administration – Baua Chapter	15,000.00
Life Undergoing Transformation Optimally (LUTO)	
Learn to Increase and Nurture your User eXperience through ICT Training (LINUX)	5,000.00
Total	**1,700,600.00**

Externally Funded

Source of Fund	Title	Budget
DOST	Community Empowerment Thru Science and Technology, Education, Protection and Health (CESTEEPH)	Phase I: 1,158,000.00

Phase II: 1,652,000.00 |
DENR	Establishment, Restoration, Maintenance and Protection of Nipa Stands for Bio Ethanol Production and Climate Change Mitigation	8,000,000.00
DOST Region 02	Collaborative and Participatory Cacao Production, Processing and Marketing	600,000
ATI	Strengthening the Extension Support Services for Rice Production through Learning Farm	50,000.00
ATI	Economic Empowerment of Malaueg Farmers for sustainable Development through Poultry Production	100,000.00
DENR	Production of Planting Materials of Bamboo Stock for Sustainable Poverty Alleviation and Environment Protection Project	2,700,000.00
DOST-PCAARRD	S&T Based Rehabilitation of Damages caused by Typhoon Ulysses in Cagayan Province	5,000,000.00
DA-RFO2	Massive Seeds and Seedlings Production Program	2,000,000.00
Total		**21,260,000.00**

Technology Business Incubator (TBI)

BizNEST (Business Incubation Zone for Novel and Sustainable Technology Enterprises)

Cagayan Valley has been identified by NEDA as a province geared towards becoming a Prime Water Resource, Agro-Industrial Hub, and Emerging Tourism Destination by the year 2022. It also has multitudes of small-scale processors of grains, cacao, mushrooms, citrus, mango, banana, dairy products, and many more. However, the lack of infrastructure catering to the large-scale high quality pre and post-harvest processing of its agricultural crops, of which there are surpluses, and marketing linkages has well kept the Cagayan Valley Region from maximizing its potential as a major manufacturing hub in the country.

In response to the challenges being face by the food processing industry in the region, the Cagayan State University – Department of Science and Technology Business Incubation Zone for Novel and Sustainable Technology Enterprises (CSU-DOST BizNEST) was formed. BizNEST is government-funded Technology Business Incubator whose main objective is to support the development of a competitive food industry in Region II by honing the business expertise of its MSMEs and building a network of stakeholders including student entrepreneurs, researchers, business practitioners, investors, government agencies, local government representatives and policy makers.

The TBI office was launched on August 27, 2019 during the Regional Science and Technology Week organized by the Department of Science and Technology Region 02. Being part of the DOST Projects in the university, the TBI office was formally opened by the DOST Secretary, Prof. Fortunato Dela Peña, CSU President, Dr. Urdujah A. Tejada, and DOST R02 director, Engr. Sancho A. Mabborang. The event was highlighted with the presentation of the TBI rationale and objectives by the project leader, Dr. Jose D. Guzman, to the said guests. Full report of this activity is on the succeeding sections. The launching was successfully done accounted as 100% accomplished.

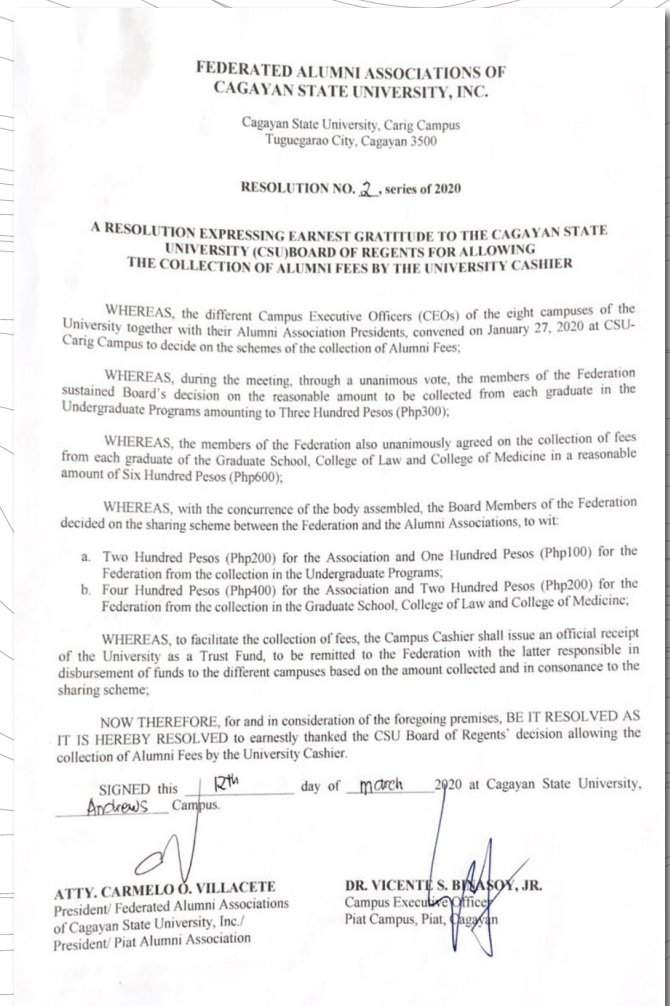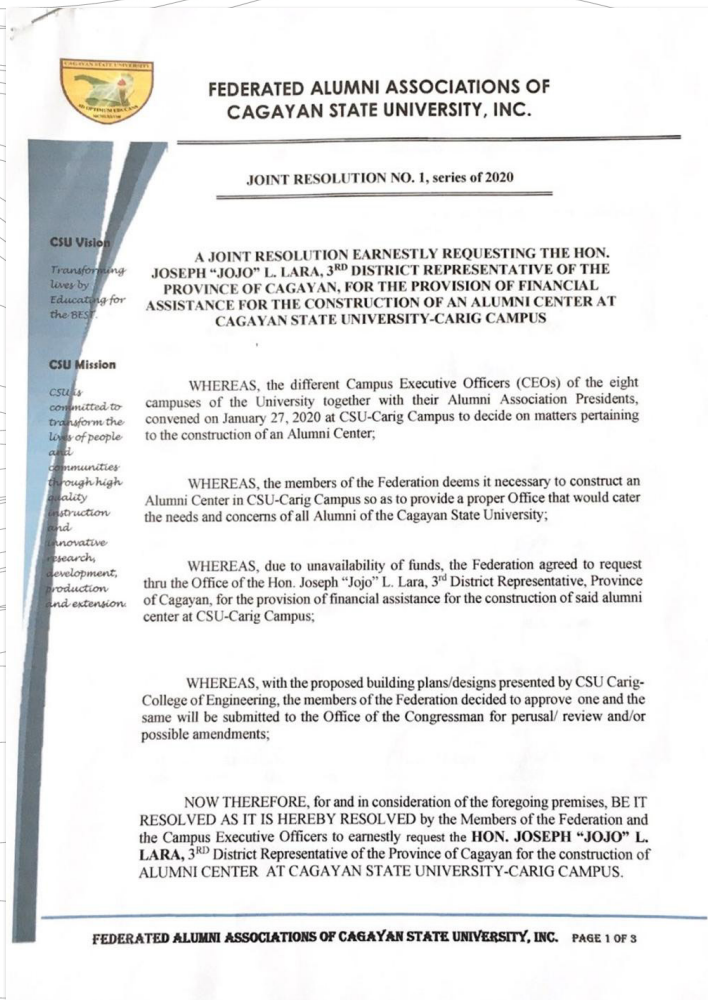# PARTNERSHIP and RESOURCE MOBILIZATION

RESOLUTIONS PASSED BY
ALUMNI FEDERATION

Collection of Alumni Fees to graduating students

Construction of Alumni Center in Carig Campus

FEDERATED ALUMNI ASSOCIATIONS OF CAGAYAN STATE UNIVERSITY, INC.

JOINT RESOLUTION NO. 1, series of 2020

A JOINT RESOLUTION EARNESTLY REQUESTING THE HON. JOSEPH "JOJO" L. LARA, 3RD DISTRICT REPRESENTATIVE OF THE PROVINCE OF CAGAYAN, FOR THE PROVISION OF FINANCIAL ASSISTANCE FOR THE CONSTRUCTION OF AN ALUMNI CENTER AT CAGAYAN STATE UNIVERSITY-CARIG CAMPUS

WHEREAS, the different Campus Executive Officers (CEOs) of the eight campuses of the University together with their Alumni Association Presidents, convened on January 27, 2020 at CSU-Carig Campus to decide on matters pertaining to the construction of an Alumni Center;

WHEREAS, the members of the Federation deems it necessary to construct an Alumni Center in CSU-Carig Campus so as to provide a proper Office that would cater the needs and concerns of all Alumni of the Cagayan State University;

WHEREAS, due to unavailability of funds, the Federation agreed to request thru the Office of the Hon. Joseph "Jojo" L. Lara, 3rd District Representative, Province of Cagayan, for the provision of financial assistance for the construction of said alumni center at CSU-Carig Campus;

WHEREAS, with the proposed building plans/designs presented by CSU Carig-College of Engineering, the members of the Federation decided to approve one and the same will be submitted to the Office of the Congressman for perusal/ review and/or possible amendments;

NOW THEREFORE, for and in consideration of the foregoing premises, BE IT RESOLVED AS IT IS HEREBY RESOLVED by the Members of the Federation and the Campus Executive Officers to earnestly request the HON. JOSEPH "JOJO" L. LARA, 3RD District Representative of the Province of Cagayan for the construction of ALUMNI CENTER AT CAGAYAN STATE UNIVERSITY-CARIG CAMPUS.

FEDERATED ALUMNI ASSOCIATIONS OF CAGAYAN STATE UNIVERSITY, INC. PAGE 1 OF 3

FEDERATED ALUMNI ASSOCIATIONS OF CAGAYAN STATE UNIVERSITY, INC.

Cagayan State University, Carig Campus
Tuguegarao City, Cagayan 3500

RESOLUTION NO. 2, series of 2020

A RESOLUTION EXPRESSING EARNEST GRATITUDE TO THE CAGAYAN STATE UNIVERSITY (CSU) BOARD OF REGENTS FOR ALLOWING THE COLLECTION OF ALUMNI FEES BY THE UNIVERSITY CASHIER

WHEREAS, the different Campus Executive Officers (CEOs) of the eight campuses of the University together with their Alumni Association Presidents, convened on January 27, 2020 at CSU-Carig Campus to decide on the schemes of the collection of Alumni Fees;

WHEREAS, during the meeting, through a unanimous vote, the members of the Federation sustained Board's decision on the reasonable amount to be collected from each graduate in the Undergraduate Programs amounting to Three Hundred Pesos (Php300);

WHEREAS, the members of the Federation also unanimously agreed on the collection of fees from each graduate of the Graduate School, College of Law and College of Medicine in a reasonable amount of Six Hundred Pesos (Php600);

WHEREAS, with the concurrence of the body assembled, the Board Members of the Federation decided on the sharing scheme between the Federation and the Alumni Associations, to wit:

a. Two Hundred Pesos (Php200) for the Association and One Hundred Pesos (Php100) for the Federation from the collection in the Undergraduate Programs;
b. Four Hundred Pesos (Php400) for the Association and Two Hundred Pesos (Php200) for the Federation from the collection in the Graduate School, College of Law and College of Medicine;

WHEREAS, to facilitate the collection of fees, the Campus Cashier shall issue an official receipt of the University as a Trust Fund, to be remitted to the Federation with the latter responsible in disbursement of funds to the different campuses based on the amount collected and in consonance to the sharing scheme;

NOW THEREFORE, for and in consideration of the foregoing premises, BE IT RESOLVED AS IT IS HEREBY RESOLVED to earnestly thanked the CSU Board of Regents' decision allowing the collection of Alumni Fees by the University Cashier.

SIGNED this 12th day of March 2020 at Cagayan State University, Andrews Campus.

ATTY. CARMELO O. VILLACETE
President/ Federated Alumni Associations of Cagayan State University, Inc./
President/ Piat Alumni Association

DR. VICENTE S. BINASOY, JR.
Campus Executive Officer
Piat Campus, Piat, Cagayan

STUDENTS QUALIFIED AS SEED SCHOLARS OF
ST. MARY'S UNIVERSITY - CANADA

ROMAR PALATTAO
College of Public Administration

MARJORIE BALCITA
College of Arts & Sciences

ANTONIO RIGOR
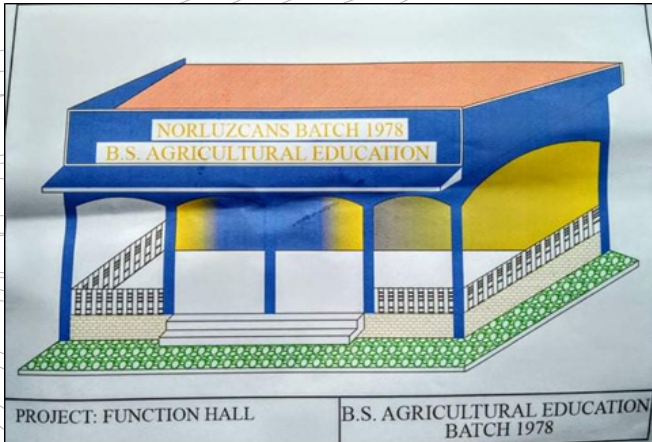College of Public Administration

LAURENCE CORTEZ
College of Information & Computing Sciences

JAYA MAE RAMOS
College of Arts & Sciences

JOHN CARLO MAMPUSTI
College of Engineering

PROPOSED ALUMNI CENTERS
AND PERCENTAGE OF COMPLETION

CSU PIAT BS Agricultural Education Batch 1978 reunion conducted on December 14-15, 2020 concluded with a ground-breaking activity for the proposed BSAEd Function Hall amounting to 357,600 inclusive of the labor cost.

CSU APARRI PROPOSED ALUMNI CENTER
BUDGET: Php 500,000.00

CSU CARIG College of Engineering Alumni Center
Budget: Php 804,960.00 (2018 estimate)
80% Completed

CSU CARIG ALUMNI CENTER
BUDGET: Php 6,000,000.00

CSU LALLO ALUMNI CENTER
70% completed (Expenses: 470,000)

GOVERNANCE

CSU GETS 3 STARS INSTITUTION RATING BY QS STARS RATING SYSTEM

After rigorous and independent data collection and analysis of performance by the QS Intelligence Unit, Cagayan State University was given an over-all rating of 3 STARS by the QS Stars Rating System.

CSU received the QS Stars Certification last June 26, 2020 which indicated that among the eight performance indicators that are considered as key building blocks of a university, CSU garnered 5 STARS in the core criteria of Teaching, Academic Development, Inclusiveness, and Employability. The University also fared 3 STARS for Facilities, Social Responsibility, and Program Strength, while 2 STARS were given for Internationalization. All of the results were based from the 2019 Accomplishments under the strong and dynamic leadership of President Urdujah G. Alvarado.

QS is a leading global career and education network that helps individuals and companies fulfill their potential through fostering international mobility, educational achievement, and career development. The organization is also known for publishing the QS World University Rankings – a comprehensive listing of the world's top 1,000 universities. QS aims to help students find their dream University through the use of Subject Rankings.

There are only five Universities in the Philippines that have obtained 3 stars in the rating system, with CSU as the new addition. Other educational institutions that have a 3-star ranking include Mapua University, Mariano Marcos State University, Batangas State University, and Mindanao State University. The new rating of CSU will be published in the www.topuniversities.com in a span of one to two weeks. Aside from improving the international recognition of the University, this feat will also allow CSU to reach out to more students through increased web presence and media awareness.
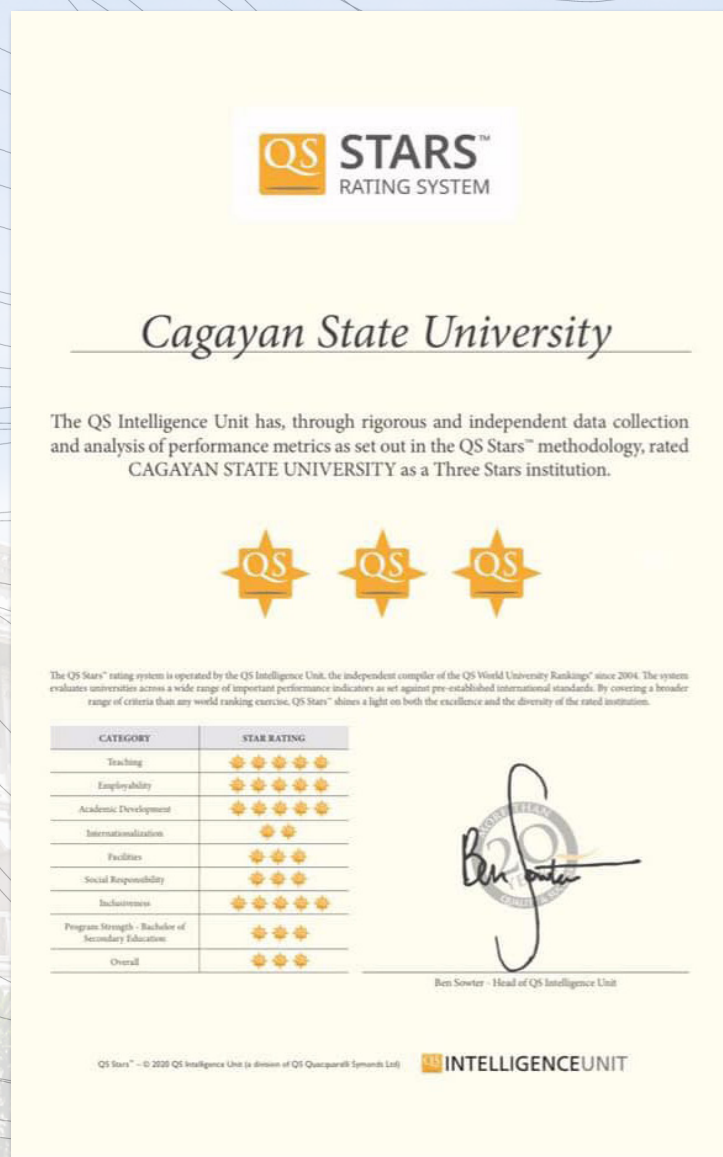
2020
INFRASTRUCTURE

GONZAGA CAMPUS

REHABILITATION OF 2-STOREY ACADEMIC AND LABORATORY BUILDING
Percentage Completed: 58.07%

CONSTRUCTION OF 2-STOREY ACADEMIC AND LABORATORY BUILDING
Percentage Completed: 55.09%

LASAM CAMPUS

CONSTRUCTION OF 2-STOREY ACADEMIC AND LABORATORY BUILDING
Percentage Completed: 56.02%

APARRI CAMPUS

CONSTRUCTION OF SCHOOL BUILDING IN THE COLLEGE OF FISHERIES FOR LABORATORY RESEARCH AND DEVELOPMENT
Percentage Completed: 84.77%

PIAT CAMPUS

RECONSTRUCTION OF THE COLLEGE OF TEACHER EDUCATION BUILDING
Percentage Completed: 59.90%

REHABILITATION OF CSU PIAT COLLEGE OF AGRICULTURE BUILDING
Percentage Completed: 100%

SANCHEZ MIRA CAMPUS

COMPLETION OF COLLEGE OF TEACHER EDUCATION BUILDING
Percentage Completed: 100%

ANDREWS CAMPUS

COMPLETION OF 5 STOREY CBEA BUILDING
Percentage Completed: 83%

CONSTRUCTION OF UNIVERSITY ANALYTICAL AND LABORATORY BUILDING – PHASE I
Percentage Completed: 100%

CARIG CAMPUS

CONSTRUCTION OF COLLEGE OF ARTS & SCIENCES BUILDING A
Percentage Completed: 100%

CONSTRUCTION OF COLLEGE OF PUBLIC ADMINISTRATION BUILDING C
Percentage Completed: 100%

CONSTRUCTION OF COLLEGE OF ENGINEERING BUILDING A
Percentage Completed: 70%

CARIG CAMPUS

CONSTRUCTION OF INFORMATION TECHNOLOGY COMPLEX BUILDING (PHASE 1)
Percentage Completed: 100%

CONSTRUCTION OF INFORMATION TECHNOLOGY COMPLEX BUILDING (PHASE 2)
Percentage Completed: 30%

CONSTRUCTION OF TWO STOREY VETERINARY MEDICINE BUILDING
Percentage Completed: 70%

CARIG CAMPUS

CONSTRUCTION OF ANIMAL LABORATORY FACILITY
Percentage Completed: 100%

CONSTRUCTION OF E-TRIKE STATION
Percentage Completed: 100%

CONSTRUCTION OF CAMPUS MOTORPOOL
Percentage Completed: 100%

CARIG CAMPUS

CONSTRUCTION OF CAMPUS BUSINESS CENTER
Percentage Completed: 58%

CONSTRUCTION OF RESIDENCE HALL (PHASE 1)
Percentage Completed: 85%
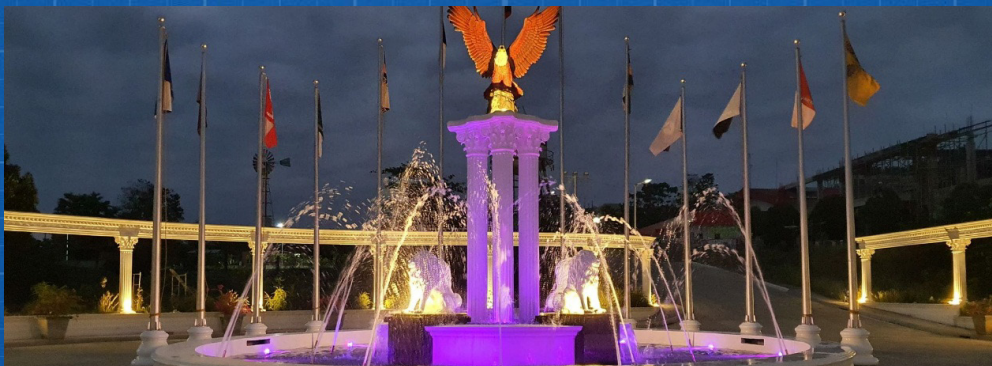
CONSTRUCTION, ROAD AND FINISHING OF CAMPUS ROTUNDA
Percentage Completed: 100%

CARIG CAMPUS

CONSTRUCTION NEW CAMPUS DORMITORY (PHASE 1)
Percentage Completed: 10%

REHABILITATION OF CIT WORKSHOP BUILDING & GROUNDS IMPROVEMENTS
Percentage Completed: 100%

CONSTRUCTION OF TWO UNITS KIOSK
Percentage Completed: 100%

CARIG CAMPUS

REHABILITATION OF COLLEGE OF INDUSTRIAL TECHNOLOGY BUILDING A
Percentage Completed: 51%

REHABILITATION OF DOST – FOOD INNOVATION CENTER BUILDING
Percentage Completed: 80%

REHABILITATION OF CAMPUS LIBRARY AND MUSEUM BUILDING
Percentage Completed: 100%

CARIG CAMPUS

REHABILITATION OF CAMPUS ADMINISTRATION BUILDING
Percentage Completed: 100%

COLLEGE OF ARTS & SCIENCES A BUILDING WORKSTATIONS
Percentage Completed: 100%

REHABILITATION OF COLLEGE OF INFORMATION & COMPUTING SCIENCES BUILDING
Percentage Completed: 100%

CARIG CAMPUS

REHABILITATION OF COLLEGE OF MEDICINE & SURGERY OLD BUILDING
Percentage Completed: 100%

REHABILITATION OF COLLEGE OF MEDICINE NEW BUILDING
Percentage Completed: 100%

REHABILITATION OF CAMPUS GYMNASIUM
Percentage Completed: 55%

CARIG CAMPUS

REHABILITATION OF COLLEGE OF VETERINARY MEDICINE BUILDING
Percentage Completed: 100%

REHABILITATION OF ROCO BUILDING
Percentage Completed: 100%

REHABILITATION OF CAMPUS DORMITORIES
Percentage Completed: 100%

URDUJAH GAERLAN ALVARADO
President, Cagayan State University

GENDER AND DEVELOPMENT

In accordance with Republic Act 9710 or the Magna Carta of Women (MCW), the University Gender and Development (GAD) Office strives to mainstream GAD in the university in order to achieve its ultimate goal of promoting gender equality between women and men, empowering women, and creating an abuse-free environment. Consequently, several Gender Mainstreaming (GM) activities were implemented to make the university more gender sensitive.

To raise awareness on gender dynamics and to promote gender equality, Gender Sensitivity Trainings (GST) were conducted to 1,090 male and 1,590 female 1st year students and 678 male and 797 female employees. Moreover, 125 male and 125 female employees were capacitated on the use of Gender Fair Language as a response of the university in creating a gender-responsive curriculum. Likewise, a seminar-workshop on Course Syllabi in Gender and Development was conducted.

The university responded to the needs of the time by conducting a survey to determine the level of anxiety of men and women employees and students. Participated by 420 males and 814 females, it was made as a basis to conduct psychosocial interventions such as webinars on Mental Health among 792 male and 1,122 female students, and 195 male and 158 female employees. Online and tele-counselling were also conducted by the Guidance and Counselling office. Furthermore, symposia on Responsible Parenthood Reproductive Health (RPRH) were participated by 803 male and 926 female students. As GAD aims for inclusivity, the university also provided technical assistance and livelihood skills development trainings to 309 women in adopted barangays.

Moreover, a GAD related research was developed titled, *"Academic Profile and College Preparedness of K-12 Graduates: The Case of the Indigenous Peoples (IPs) in the Northern Philippines"*. Also, there were 3 research proposals developed to address COVID-19 related issues and concerns.

In compliance with RA 9262 and to create an abuse-free environment, numerous fora and lectures on Anti-Violence Against Women and their Children (VAWC), Anti-Sexual Harassment, Anti-Bullying and other forms of abuses were conducted. These were joined by 698 male and 1,178 female students. Similarly, campaign awareness on Committee on Decorum and Investigation (CODI) were conducted among 1,642 male and 2,393 female students. These activities were conducted in November and December, during the 18-day campaign to end VAW.

The university joined the nation in observing several celebrations such as National Women's Month, Indigenous People's Month, and Indigenous People's Right Act (IPRA) Commemoration. These efforts were recognized by the Philippine Commission on Women (PCW) and the National Commission on Indigenous People (NCIP).

These and other gender mainstreaming activities were conducted along instruction, research, and extension. The University has doubled its efforts in promoting gender equality, empowering the marginalized, and in involving the communities it serves in all of its undertakings. Indubitably, Cagayan State University transforms lives.

PHILIPPINE COMMISSION ON WOMEN
Malacañang, Manila

September 4, 2020

URDUJAH A. TEJADA
President
Cagayan State University
Caritan Sur, Tuguegarao City
Cagayan Valley

Attention: **GAD Executive Committee**

Dear President Tejada:

Greetings!

The Philippine Commission on Women (PCW) would like to commend your agency for complying with the basic guidelines in preparing and submitting your FY 2020 Gender and Development Plan and Budget (GPB).

In our continued effort to improve the quality and effectiveness of the GAD Plan and Budget Review and Endorsement Process, PCW came up with an evaluation form, which we would like to ask you to fill out accordingly. Please see the attached evaluation form and kindly submit to the Office of the Deputy Director for Operations, Philippine Commission on Women on or before September 24, 2020 via fax at 87364449 or email ddo@pcw.gov.ph and pdad@pcw.gov.ph

Thank you very much for your continued support to gender and development by complying with the government's GAD planning and budgeting mandate.

Very truly yours,

MARIA KRISTINE JOSEFINA G. BALMES
Deputy Director for Operations

1145 JP Laurel St., San Miguel 1005, Manila
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Fax No: (632) 736-4449

E-mail: edo@pcw.gov.ph
Website: http://www.pcw.gov.ph

For the first time, Cagayan State University received commendation from the Philippine Commission on Women (PCW) for its adherence to guidelines in the development and submission of the GAD Plan and Budget 2020. This includes prompt response to the agency's demands from university through the active service of Prof. Kristinne Lara as University GAD Focal Person.

Cagayan State University