

**CIVIL ENGINEERING**

**PHILIPPINES COPYRIGHT 2014  
by the Accrediting Agency of Chartered Colleges  
and Universities in the Philippines (AACCUP), Inc**

**Instruments revised, 2014  
First Year of Publication, September, 2014**

**Published by  
The Accrediting Agency of Chartered Colleges  
and Universities in the Philippines AACCUP, Inc.**

**Printed in the Philippines by  
AACCUP, Inc.  
5A-B Future Point Plaza III, 111 Panay Avenue  
South Triangle 1103, Quezon City  
and  
CA MEGAPRINT  
88 F. Estrella St. Atlag, Malolos 3000, Bulacan**

**All rights reserved.  
No part of this book may be reproduced  
without permission from the publisher.**

# **AREA I**

## **VISION, MISSION, GOALS AND OBJECTIVES**

### **PARAMETERS**

- A. Statement of Vision, Mission, Goals and Objectives
- B. Dissemination and Acceptability

Program : \_\_\_\_\_

Level : \_\_\_\_\_

SUC : \_\_\_\_\_

Campus : \_\_\_\_\_

Date of Actual Survey : \_\_\_\_\_

## **AREA I: VISION, MISSION, GOALS AND OBJECTIVES**

The Area of Vision, Mission, Goals and Objectives is the most fundamental of all the ten (10) areas to be surveyed. Everything in the Institution is justified only to the extent that it realizes its vision and mission. It is essential therefore, for the Institution to formulate the vision and mission which should be the bases of all its operations. The Institution is judged by the degree to which these are attained, not in comparison with others.

### **A. Statement of Vision, Mission, Goals and Objectives**

The Vision is the state the Institution hopes to become in the future. The MGO represents the hierarchy of aims of the Institution. The Mission reflects the mandate/aim of the whole state university or state college. The Goals are the aims at the hierarchical structure below the Institutional level (the academic Unit/Institute/School); and the Objectives are the aims at the program level, i. e., what the program hopes to achieve.

The Institution shall define its mission in accordance with its legal and educational development mandate and the thrusts of the government.

The program outcomes are the foci of program accreditation. These are the competencies (knowledge and skills), values and other attributes, which the Institution hopes their graduates shall acquire to enable them to compete for employment, locally and internationally.

### **B. Dissemination and Acceptability**

It is expected that the Institution disseminates, and work for the acceptance of the Vision, Mission, Goals and Objectives by the stakeholders. In order to facilitate awareness and acceptance, it is a good practice that the faculty, non-teaching staff, students, linkages, the community, and other stakeholders are involved in the formulation, review and/or revision of the VMGO.

An outcomes-based assessment will focus on the extent to which the program objectives are attained as shown in the outcomes. Thus, there must be a common understanding and acceptance of the end results of the program by both the faculty and the students.

It should be demonstrated that the program objectives (outcomes) are consistent with the College goals; and the College goals with the Mission of the Institution. On a long-term perspective, the accomplishment of the Mission will lead to the realization of the Vision of the Institution.

The following documents, additional information and exhibits will be useful in evaluating this Area, and should be made available at the Accreditation Center:

1. Billboards installed for the purpose of disseminating Vision, Mission, Goals and Objectives (VMGO);
2. Bulletin of Information;
3. Bulletins, brochures, catalogs, manuals, print and other media;
4. Documents/Materials containing statements of VMGO;
5. Minutes of meetings conducted to formulate, review or revise VMGO;
6. Programs and activities showing students' participation in the dissemination of the VMGO;
7. Research work/study conducted showing awareness and acceptance of the VMGO;
8. SUC Charter; and
9. University/College Code.

## AREA I: VISION, MISSION, GOALS AND OBJECTIVES

<b>RATING SCALE</b>						
NA	0	1	2	3	4	5
-	-	Poor	Fair	Satisfactory	Very Satisfactory	Excellent
Not Applicable	Missing	<p><i>Criterion is met minimally in some respects, but much improvement is needed to overcome weaknesses</i></p> <p>(75% lesser than the standards)</p>	<p><i>Criterion is met in most respects, but some improvement is needed to overcome weaknesses</i></p> <p>(50% lesser than the standards)</p>	<p><i>Criterion is met in all respects</i></p> <p>(100% compliance with the standards)</p>	<p><i>Criterion is fully met in all respects, at a level that demonstrates good practice</i></p> <p>(50% greater than the standards)</p>	<p><i>Criterion is fully met with substantial number of good practices, at a level that provides a model for others</i></p> <p>(75% greater than the standards)</p>
<b>Indicators</b>						
<b>PARAMETER A: STATEMENT OF VISION, MISSION, GOALS AND OBJECTIVES</b>						
<b>SYSTEM – INPUTS AND PROCESSES</b>						
S.1. The institution has a system of determining the Vision and Mission.						
S.2. The Vision clearly reflects what the institution hopes to become in the future.						
S.3. The Mission clearly reflects the institution's legal and other statutory mandates.						
S.4. The Goals of the College/Academic Unit are consistent with the Mission of the institution.						
S.5. The Objectives of the program have the expected outcomes in terms of competencies (skills and knowledge), values and other attributes of the graduates which include the development of:						
S.5.1. technical skills in Civil Engineering;						
S.5.2. research and extension capabilities;						
<b>Parameter Mean(PM)</b> System – Implementation – Outcome Mean(SIOM)						
<b>Item Rating(I<sub>R</sub>)</b>						

Indicators	IR	SIM	PM
S.5.3. students' own ideas, desirable attitudes and personal discipline;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S.5.4. moral character;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S.5.5. critical, analytical, problem solving and other higher order thinking skills; and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S.5.6. aesthetic and cultural values.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IMPLEMENTATION	IR	SIM	PM
I.1. The Institution/College conducts a review on the statement of the Vision and Mission as well as its goals and program objectives for the approval of authorities concerned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I.2. The College/Academic Unit follows a system of formulating goals and the objectives of the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I.3. The College/Academic Unit's faculty, personnel, students and other stakeholders (cooperating agencies, linkages, alumni, industry sector and other concerned groups) participate in the formulation, review and/or revision of the VMGO.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OUTCOME/S	IR	SIM	PM
O.1. The VMGO are crafted and duly approved by the BOR/BOT.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PARAMETER B: DISSEMINATION AND ACCEPTABILITY	IR	SIM	PM
SYSTEM – INPUTS AND PROCESSES			
S.1. The VMGO are available on bulletin boards, in catalogs/manuals and in other forms of communication media.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Indicators	R	W	S	M
<b>IMPLEMENTATION</b>				
I.1. A system of dissemination and acceptability of the VMGO is enforced.				
I.2. The administrators/faculty attend in-service seminars and training on awareness and acceptability of the:				
I.2.1. Vision and Mission of the Institution;				
I.2.2. Goals of the College/Academic Unit; and				
I.2.3. Objectives of the Program.				
I.3. The formulation/review/revision of the VMGO is participated in by the following:				
I.3.1. administrators;				
I.3.2. faculty;				
I.3.3. staff;				
I.3.4. students; and				
I.3.5. other stakeholders.				
I.4. The faculty and staff perform their jobs/functions in consonance with the VMGO.				
I.5. The VMGO are widely disseminated to the different agencies, institutions, industry sector and the community.				

<b>OUTCOME/S</b>				
O.1. There is full awareness and acceptance of the VMGO by the administrators, faculty, staff, students and other stakeholders.				
O.2. There is congruency between the actual educational practices and activities with the following:				
O.2.1. Vision and mission of the SUC;				

Indicators	IR	SIOM	PM
O.2.2. Goals of the College/Academic Unit; and	<input type="checkbox"/>		
O.2.3. Objectives of the Civil Engineering program.	<input type="checkbox"/>		
O.3. The goals and objectives are being achieved.		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Area Mean:			

## SUMMARY OF RATINGS

### AREA I: VISION, MISSION, GOALS AND OBJECTIVES

Parameters		Numerical Rating	Descriptive Rating
A	Statement of Vision, Mission, Goals and Objectives		
B	Dissemination and Acceptability		

Total: \_\_\_\_\_

Mean: \_\_\_\_\_

LEAD ACCREDITOR/S:

\_\_\_\_\_

\_\_\_\_\_

## **AREA II**

### **FACULTY**

#### **PARAMETERS**

- A. Academic Qualifications and Professional Experience**
- B. Recruitment, Selection and Orientation**
- C. Faculty Adequacy and Loading**
- D. Rank and Tenure**
- E. Faculty Development**
- F. Professional Performance and Scholarly Works**
- G. Salaries, Fringe Benefits and Incentives**
- H. Professionalism**

Program : \_\_\_\_\_

Level : \_\_\_\_\_

SUC : \_\_\_\_\_

Campus : \_\_\_\_\_

Date of Actual Survey : \_\_\_\_\_

## **AREA II: FACULTY**

The standard or quality of an institution or program is greatly measured by the qualifications of its faculty. In this light, the faculty should be composed of competent members in terms of academic qualifications, experience and professional expertise. In addition, they should manifest desirable personal qualities and high level of professionalism.

To be effective, faculty members should be properly compensated and taken care of. They must be given opportunities for continuous personal and professional development. A policy of fair and equitable distribution of teaching assignments and workload should be practiced. Likewise, objective and clear promotion criteria/scheme should be adopted by the Institution.

### **Criteria:**

#### **A. Academic Qualifications and Professional Experience**

The faculty should have the appropriate academic preparation and experience relevant to the program. They must be holders of appropriate degrees. In case of any deficiency, they should possess relevant and/or compensatory qualifications. Moreover, they must be licensed (where applicable) if they are handling professional subjects. They must exhibit competence as evidenced by their professional license, performance evaluation, consultancy and scholarly works.

#### **B. Recruitment, Selection and Orientation**

Recruitment and selection of the faculty are among the important activities undertaken by an institution. Success in the implementation of an academic program depends to a great extent on the quality of the faculty.

The Institution should have an effective system of recruitment and selection of the most qualified faculty. The system may include the conduct of a psychological test, interview, demonstration teaching, etc. The process is a participative effort of the dean, chairperson, faculty representative/s, and other designated officials. New faculty members must be given orientation on the Institution's VMGO and policies as well as on their responsibilities and privileges.

#### **C. Faculty Adequacy and Loading**

The Institution should have an adequate number of faculty with the appropriate qualifications to handle the courses offered by a particular program. Teaching assignment/loading should be based on the major/minor fields of specialization of the

faculty. Their workload should allow them time to prepare lessons, score papers and other course requirements, advise students, conduct research and extension activities and perform other instruction-related activities and institutional service. If possible, the faculty should not be given more than three academic subject preparations.

#### **D. Rank and Tenure**

The Institution should implement a system of promotion in rank and salary based on existing policies and guidelines. Faculty members must be informed of the Institutional policies on probation, extension, renewal or termination of contract, promotion, and retirement.

#### **E. Faculty Development**

The Institution should have a well-funded Faculty Development Program. The program should include criteria for the selection of scholars/grantees, and opportunities/study privileges, research grants, training, etc., that are available. Faculty members should be encouraged to join professional organizations and to continuously upgrade their knowledge and competence by participating in in-service training activities such as seminars, conferences, workshops, etc.

#### **F. Professional Performance and Scholarly Works**

Teaching is the main function of the faculty and a performance evaluation system should be based on objective criteria. The faculty should also be involved in the dissemination of knowledge, innovations, and technologies in national and international fora and in the development of instructional materials such as modules, software, teach wares, multi-media devices, etc. Moreover, they are expected to render expert services and consultancies.

#### **G. Salaries, Fringe Benefits and Incentives**

The salary scale of the faculty follows the DBM Salary Standardization Scheme and the most recent government issuances on compensation. Fringe benefits of faculty members such as leave privileges and financial assistance should be embodied in the Institution's Code or Manual in consonance with CSC and other government policies and guidelines. Overloads are appropriately compensated. Outstanding performance (publication, reproduction, scholarly works, etc.) of faculty should be recognized and incentives be given correspondingly.

#### **H. Professionalism**

Professionalism should be practiced based on the SUC Code, the Civil Service Code

of Ethical Standards for Government Officials and Employees (RA 6713), and the Code of Ethics for the Profession. Academic freedom should be judiciously exercised.

The following documents, additional information and exhibits will be useful in evaluating this Area, and should be made available, preferably at the Accreditation Center:

1. Board Resolutions on rank and tenure, and others that concern the faculty;
2. Bulletins/display boards where important legislations, memoranda, directives and circulars on fringe benefits are posted;
3. CMO and other pertinent policies and guidelines;
4. Class Records;
5. Class Schedule for the current semester and for the two (2) preceding semesters;
6. Code of Professional Ethics/R.A. 6713 and other pertinent CSC issuances;
7. Faculty Development Program;
8. Faculty Journal;
9. Faculty Manual;
10. Faculty Performance and Rating System;
11. Faculty Profile;
12. List of faculty and the training, seminars, and conferences they attended (indicate the date and place);
13. Merit System and Promotion Plan;
14. Minutes and attendance record of faculty meetings;
15. Minutes of meetings of the Selection Board;
16. Personnel records of disciplinary/administrative cases, if any;
17. Plantilla of Faculty;
18. Qualification Standards;
19. Records of termination cases, if any;
20. Samples of results of recruitment and selection process conducted showing the names of applicants; and
21. Issuances on Compensation, Fringe Benefits and Incentives.

## AREA II: FACULTY

RATING SCALE						
NA	0	1	2	3	4	5
-	-	Poor	Fair	Satisfactory	Very Satisfactory	Excellent
Not Applicable	Missing	<p><i>Criterion is met minimally in some respects, but much improvement is needed to overcome weaknesses</i></p> <p>(75% lesser than the standards)</p>	<p><i>Criterion is met in most respects, but some improvement is needed to overcome weaknesses</i></p> <p>(50% lesser than the standards)</p>	<p><i>Criterion is met in all respects</i></p> <p>(100% compliance with the standards)</p>	<p><i>Criterion is fully met in all respects, at a level that demonstrates good practice</i></p> <p>(50% greater than the standards)</p>	<p><i>Criterion is fully met with substantial number of good practices, at a level that provides a model for others</i></p> <p>(75% greater than the standards)</p>
Indicators						
<b>PARAMETER A: ACADEMIC QUALIFICATIONS AND PROFESSIONAL EXPERIENCE</b>						
<b>SYSTEM – INPUTS AND PROCESSES</b>						
<p>S.1. The required number of faculty possesses graduate degrees appropriate and relevant/allied to the Civil Engineering program, namely:</p>						
<p>S.1.1. at least 20% of the faculty members handling professional courses of the school/college of engineering are holders of masters' degree in their field of specialization or in engineering education, provided that half are full-time faculty, or as alternative, the holders of the master's degree may set at 10% provided that the other 10% of the faculty have had at least ten (10) years' experience in teaching professional engineering subjects or ten (10) years of field experience;</p>						
<p>S.1.2. registered engineers and preferably with field experience.; and</p>						
<b>Parameter Mean (PM)</b> System – Implementation – Outcome Mean (SIOM) <b>Item Rating (IR)</b>						

Indicators	IR	SOM	PM
S.1.3. at least 40% of the faculty members teaching Mathematics, Physical Sciences and Basic Engineering are holders of baccalaureate degree and at least master's degree in either engineering, physics, chemistry, mathematics or computer science.	<input type="checkbox"/>		
S.2. Other qualifications such as the following are considered:			
S.2.1. related professional experience;	<input type="checkbox"/>		
S.2.2. licensure;	<input type="checkbox"/>		
S.2.3. specialization;	<input type="checkbox"/>		
S.2.4. technical skills and competence; and	<input type="checkbox"/>		
S.2.5. special abilities, computer literacy, research productivity.	<input type="checkbox"/>		
S.3. Faculty handling OJT/practicum courses have had at least three (3) years of teaching and industry-based experience in the area.			
S.4. At least 50% of the faculty are Graduate degree holders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IMPLEMENTATION	IR	SOM	PM
I.1. The faculty demonstrate professional competence and are engaged in any or a combination of the following:			
I.1.1. instruction;	<input type="checkbox"/>		
I.1.2. research;	<input type="checkbox"/>		
I.1.3. extension;	<input type="checkbox"/>		
I.1.4. production;	<input type="checkbox"/>		
I.1.5. consultancy and expert service; and	<input type="checkbox"/>		
I.1.6. publication, creative and scholarly works.	<input type="checkbox"/>		

Indicators	IR	SOM	PM
I.2. The faculty pursue graduate degrees in Civil Engineering and/or allied fields from reputable institutions (with at least Level II accreditation status or World/Asian rank).			
<b>OUTCOME/S</b>			
O.1. The institution has qualified and competent faculty.			
<b>PARAMETER B: RECRUITMENT, SELECTION AND ORIENTATION</b>			
<b>SYSTEM – INPUTS AND PROCESSES</b>			
S.1. There is an institutional Human Resource Development Plan/Program designed for faculty recruitment.			
<b>IMPLEMENTATION</b>			
I.1. Recruitment and selection of faculty is processed by the Faculty Selection Board using the following criteria:			
<b>Mandatory</b>			
I.1.1. academic qualifications;			
I.1.2. personal qualities;			
I.1.3. communication skills;			
I.1.4. teaching ability;			
I.1.5. medical examination results;			
I.1.6. psychological examination results;			
<b>Optional</b>			
I.1.7. relevant professional experiences ( <i>if any</i> );			
I.1.8. previous record of employment ( <i>if any</i> );			

Indicators	R	SOM	PM
I.1.9. technical/special skills and abilities; and	<input type="checkbox"/>		
I.1.10. previous performance rating ( <i>if any</i> ).	<input type="checkbox"/>		
I.2. The hiring system adopts an open competitive selection, based on the CSC-approved Merit System and Promotion Plan of the institution published and well-disseminated through various media outlets:			
I.2.1. print media (newspaper, flyers, CSC Bulletin of vacant positions);	<input type="checkbox"/>		
I.2.2. broadcast media (TV, radio);	<input type="checkbox"/>		
I.2.3. website;	<input type="checkbox"/>		
I.2.4. bulletin boards; and	<input type="checkbox"/>		
I.2.5. others ( <i>please specify</i> ) _____.	<input type="checkbox"/>		
I.3. A Screening Committee selects and recommends the best and most qualified applicant.			
I.4. Measures to avoid professional in-breeding are observed.			
I.5. The institution conducts orientation for newly-hired faculty on its institutional vision and mission, CSC, PRC, DBM, and administration policies on their duties and responsibilities, benefits and other academic concerns.			

OUTCOME/S			
O.1. The most qualified faculty are selected.			

PARAMETER C: FACULTY ADEQUACY AND LOADING			
SYSTEM – INPUTS AND PROCESSES			
S.1. Faculty-student ratio meets the program requirements and standards.			

Indicators	R	SOM	PM
S.1.1. lecture (1:40)	<input type="checkbox"/>		
S.1.2. laboratory (1:25)	<input type="checkbox"/>		
S.2. There is a provision for incentives of overload teaching in accordance with the CMO of the program and/or institutional guidelines.			
S.3. There are full-time faculty classified by rank, subject/specialization.			
S.4. Faculty schedule has time for preparation of lessons, scoring of test papers, record-keeping, class evaluation and other instruction-related activities.			
S.5. Workload Guidelines contain sufficient time for teaching and/or research, extension, production and other assigned tasks.			
S.6. There is equitable, measurable and fair distribution of teaching and other assignments.	<input type="checkbox"/>	<input type="checkbox"/>	

IMPLEMENTATION			
I.1. The maximum total load is assigned to regular full-time faculty in accordance to the CMO of the program and/or Institutional guidelines.			
I.2. A Faculty Manual is published formalizing faculty policies, standards and guidelines.			
I.3. Professional subjects are handled by specialists in the discipline/program.			
I.4. Faculty are assigned to teach their major/minor fields of specialization, for a maximum of four (4) different subject preparations within a semester.			
I.5. Administrative arrangements are adopted when vacancies/leaves of absence occur during the term.			
I.6. No less than 60% of the professional subjects in Civil Engineering program are handled by full-time faculty.			

Indicators	R	SOM	PM
I.7. Teaching schedule does not allow more than six (6) hours of continuous teaching.			
I.8. Administrative, research and/or professional assignment outside of regular teaching is given credits.			
I.9. Consultation, tutorial, remedial classes, expert services, and other instruction-related activities are given credits in consonance with faculty workload guidelines.			
I.10. Workload assignments and number of preparations follow existing workload guidelines.			

OUTCOME/S			
O.1. The faculty are efficient and effective, with sufficient time for instruction, research, extension, production and other assigned tasks.			

PARAMETER D: RANK AND TENURE			
SYSTEM – INPUTS AND PROCESSES			
S.1. The institution has a system of promotion in rank and tenure based on official issuances.			
S.2. The institution has a policy on probationary status of employment.			
S.3. At least 50% of the full-time faculty teaching the professional courses are under permanent/regular status.			

IMPLEMENTATION			
I.1. The Institution implements the system of promotion in rank and salary based on existing policies and issuances (e.g. NBC 461).			

Indicators	IR	SOM	PM
I.2. Retirement, separation or termination benefits are implemented in accordance with institutional and government (CSC, GSIS/DBM) policies and guidelines.			
I.3. The faculty are officially informed of their rank and tenure after evaluation of the credentials and performance.			
I.4. The faculty concerned is officially informed of the extension, renewal, or termination of their appointments.			
I.5. The institution implements a CSC-approved Strategic Performance Management System (SPMS) which emphasizes quality teaching performance, research, creative work, extension and production services.			
I.6. The probationary period or temporary status required before the grant of permanent status to the faculty is in accordance with Civil Service and institutional policies and guidelines.			

OUTCOME/S			
O.1. The faculty are satisfied with their rank and employment status.			

PARAMETER E: FACULTY DEVELOPMENT			
SYSTEM – INPUTS AND PROCESSES			
S.1. The institution has an approved and sustainable Faculty Development Program (FDP).			
S.2. There are policies on faculty academic recognition and grant of scholarships/fellowships and awards.			
S.3. Every faculty member has at least one active membership in professional/scientific organization or honor society relevant to his/her assignment and field of specialization.			

Indicators	IR	SOM	PM
S.4. The budget allocation for faculty development is adequate.			

IMPLEMENTATION	IR	SOM	PM
I.1. The institution implements a sustainable Faculty Development Program based on identified priorities/needs as follows:			
I.1.1. upgraded educational qualifications (graduate studies);			
I.1.2. attendance to seminars, symposia and conferences for continuing education;			
I.1.3. conduct of research activities and publication of research output; and			
I.1.4. giving lectures and presentation of papers in national/international conferences, symposia and seminars.			
I.2. The institution supports the professional development of the faculty through attendance in educational lectures, symposia, seminars, workshops, conferences, and other forms of training.			
I.3. The institution conducts in-service training activities regularly at least once per term.			
I.4. Selection of deserving faculty to be granted scholarships, fellowships, seminars, conferences and/or training grants is done objectively.			
I.5. The budget for faculty development is adequately allocated.			
I.6. The allocated budget for faculty development is wisely utilized.			
I.7. The Faculty Development Program is implemented with the following provisions:			
I.7.1. adequate and qualified supervision of faculty;			

Indicators	IR	SIM	PM
I.7.2. scholarships, fellowships, sabbatical leaves, and research grants;	<input type="checkbox"/>		
I.7.3. financial support for active membership in professional organizations;	<input type="checkbox"/>		
I.7.4. deloading to finish the faculty's thesis/dissertation;	<input type="checkbox"/>		
I.7.5. attendance in continuing professional education (CPE) programs such as seminars, workshops and conferences or some in-service training courses;	<input type="checkbox"/>		
I.7.6. conducting research activities related to the program;	<input type="checkbox"/>		
I.7.7. publishing scholarly articles and research outputs; and	<input type="checkbox"/>		
I.7.8. production of instructional materials(IMS).	<input type="checkbox"/>		
I.8. Opportunities for the faculty to attend/participate in capability building and enhancing activities are fairly distributed.	<input type="checkbox"/>		
I.9. Tuition fee privilege and other forms of assistance are utilized by faculty pursuing advanced (master's and/or doctoral) degrees.	<input type="checkbox"/>		
I.10. Faculty are given incentives for book writing, manuals, handbooks, compilations and instructional materials to keep up with new knowledge and techniques in the field of specialization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OUTCOME/S			
O.1. The faculty are well-trained and competent to serve the institution.	<input type="checkbox"/>		
O.2. The faculty are committed to serve and support the programs and projects of the institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Indicators	IR	SIS	PM
<b>PARAMETER F: PROFESSIONAL PERFORMANCE AND SCHOLARLY WORKS</b>			
<b>SYSTEM – INPUTS AND PROCESSES</b>			
S.1. The institution has a system of evaluating the faculty on the following:			
S.1.1. professional performance; and	<input type="checkbox"/>	<input type="checkbox"/>	
S.1.2. scholarly works.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>IMPLEMENTATION</b>			
<b>The Faculty</b>			
I.1. demonstrate skills and competencies in all of the following:			
I.1.1. knowledge of the program objectives/outcome(s);	<input type="checkbox"/>		
I.1.2. reflecting the program outcomes clearly in the course objectives;	<input type="checkbox"/>	<input type="checkbox"/>	
I.1.3. knowledge/mastery of the content, issues and methodologies in the discipline;	<input type="checkbox"/>	<input type="checkbox"/>	
I.1.4. proficiency in the use of the language of instruction;	<input type="checkbox"/>		
I.1.5. the use of higher-order thinking skills such as analytical, critical, creative, innovative and problem solving;	<input type="checkbox"/>	<input type="checkbox"/>	
I.1.6. innovativeness and resourcefulness in the different instructional processes;	<input type="checkbox"/>	<input type="checkbox"/>	
I.1.7. integration of values and work ethics in the teaching-learning process; and	<input type="checkbox"/>	<input type="checkbox"/>	
I.1.8. integration of Gender and Development (GAD) activities	<input type="checkbox"/>	<input type="checkbox"/>	
I.2. promptly submit the required reports and other academic outputs.	<input type="checkbox"/>	<input type="checkbox"/>	

Indicators	IR	SOM	PM
I.3. update lecture notes through an interface of relevant research findings and new knowledge.			
I.4. serve as resource person/lecturer/consultant in the field of Civil Engineering.			
I.5. present papers in local/regional/national and/or international fora.			
I.6. publish papers in regional, national and international magazines and journals.			
I.7. conduct research and publish outputs in refereed journals of national and international circulation.			
I.8. conduct extension and outreach activities.			
I.9. regularly update respective course syllabi.			
I.10. utilize ICT and other resources in the enhancement of the teaching-learning process.			
I.11. produce instructional materials, e.g. workbooks, manuals, modules, audio-visual aids, etc. to facilitate teaching and learning.			

OUTCOME/S			
O.1. The faculty performance is generally satisfactory.			
O.2. The scholarly works of the faculty are commendable.			

Indicators	IR	S IOM	PM
<b>PARAMETER G: SALARIES, FRINGE BENEFITS, AND INCENTIVES</b>			
<b>SYSTEM – INPUTS AND PROCESSES</b>			
S.1. The institution has a system of compensation and rewards to its faculty and staff.			

IMPLEMENTATION			
I.1. The following fringe benefits are granted:			
I.1.1. maternity leave/paternity leave with pay;	<input type="checkbox"/>		
I.1.2. sick leave;	<input type="checkbox"/>	<input type="checkbox"/>	
I.1.3. study leave (with or without pay);	<input type="checkbox"/>		
I.1.4. vacation leave;	<input type="checkbox"/>	<input type="checkbox"/>	
I.1.5. tuition fee discount for faculty and their dependents;	<input type="checkbox"/>		
I.1.6. clothing/uniform allowance;	<input type="checkbox"/>		
I.1.7. Performance based bonus (PBB);	<input type="checkbox"/>		
I.1.8. anniversary bonus;	<input type="checkbox"/>		
I.1.9. honoraria/ incentive for conducting research or for the production of scholarly works;	<input type="checkbox"/>		
I.1.10. housing privilege (optional);	<input type="checkbox"/>		
I.1.11. sabbatical leave;	<input type="checkbox"/>	<input type="checkbox"/>	
I.1.12. compensatory leave credit;	<input type="checkbox"/>		
I.1.13. deloading to finish thesis/dissertation;	<input type="checkbox"/>		
I.1.14. thesis/dissertation aid; and	<input type="checkbox"/>		
I.1.15. others, (please identify) _____.	<input type="checkbox"/>		

Indicators	RI	WOM	PM
I.2. Policies on salaries/benefits and other privileges are disseminated to the faculty.			
I.3. Salaries are paid regularly and promptly.			
I.4. Teaching assignments beyond the regular load are compensated (e.g., overload pay, service credits, etc.).			
I.5. Faculty who are actually involved in the production of scholarly materials are given credits for their work.			
I.6. Faculty with outstanding performance are given recognition/awards and incentives.			

OUTCOME/S			
O.1. The faculty are satisfied with their compensation and rewards.			

PARAMETER H: PROFESSIONALISM			
SYSTEM – INPUTS AND PROCESSES			
S.1. There are approved SUC Code and SUC Faculty Manual that define the policies, guidelines, rules and regulations affecting the faculty.			

IMPLEMENTATION			
The Faculty			
I.1. responsibly observe the following:			
I.1.1. regular and prompt attendance in classes;			
I.1.2. participation in faculty meetings and university/college activities;			
I.1.3. completion of assigned tasks on time;			

Indicators	R	SOM	PM
I.1.4. submission of all required reports promptly; and	<input type="checkbox"/>		
I.1.5. decorum at all times.	<input type="checkbox"/>		
I.2. follow the Code of Ethics of the Profession, the Code of Ethical Standards for Government Officials and Employees (RA 6713).			
I.3. exercise academic freedom judiciously.			
I.4. show commitment and loyalty to the institution as evidenced by:			
I.4.1. observance of official time;	<input type="checkbox"/>		
I.4.2. productive use of official time;	<input type="checkbox"/>		
I.4.3. performance of tasks and assignments, with or without compensation; and	<input type="checkbox"/>		
I.4.4. compliance with terms of agreement/contracts (e.g., scholarship and training).	<input type="checkbox"/>		
I.5. maintain harmonious interpersonal relations with superiors, peers, students, parents, and the community.			
I.6. demonstrate knowledge of recent educational trends/issues/resources in the field of Civil Engineering.			
I.7. show evidence of professional growth through further and continuing studies.			
I.8. engage in practices which enable the faculty to demonstrate harmonious interpersonal relations with the students, parents and the community.	<input type="checkbox"/>	<input type="checkbox"/>	

OUTCOME/S			
O.1. The corps of faculty manifests a commendable level of professionalism.			
<b>Area Mean:</b>			

## SUMMARY OF RATINGS

### AREA II: FACULTY

Parameters		Numerical Rating	Descriptive Rating
A	ACADEMIC QUALIFICATIONS AND PROFESSIONAL EXPERIENCE		
B	RECRUITMENT, SELECTION AND ORIENTATION		
C	FACULTY ADEQUACY AND LOADING		
D	RANK AND TENURE		
E	FACULTY DEVELOPMENT		
F	PROFESSIONAL PERFORMANCE AND SCHOLARLY WORKS		
G	SALARIES, FRINGE BENEFITS, AND INCENTIVES		
H	PROFESSIONALISM		

Total: \_\_\_\_\_

Mean: \_\_\_\_\_

LEAD ACCREDITOR/S:

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

# **AREA III**

## **CURRICULUM AND INSTRUCTION**

### **PARAMETERS**

- A. Curriculum and Program of Studies
- B. Instructional Processes, Methodologies and Learning Enhancement Opportunities
- C. Assessment of Academic Performance
- D. Management of Learning
- E. Graduation Requirements
- F. Administrative Support for Effective Instruction

Program : \_\_\_\_\_

Level : \_\_\_\_\_

SUC : \_\_\_\_\_

Campus : \_\_\_\_\_

Date of Actual Survey : \_\_\_\_\_

## **AREA III: CURRICULUM AND INSTRUCTION**

Curriculum and instruction occupy center stage in any educational program. These seek to research, develop, and implement curriculum changes that enhance student achievement within and outside of institutions. How students learn and the best ways to educate deserve much consideration.

The quality of these two allied areas determines primarily the prestige and strength of the Institution. Areas of concern are on six parameters. These are encompassing which are: a) curriculum and program of studies; b) instructional process, methodologies and learning opportunities; c) assessment of academic performance; d) classroom management; e) graduation requirements; and f) administrative support for effective instruction.

### **A. Curriculum and Program of Studies**

The Curriculum must have content and design that will enable the students to achieve intended learning outcomes. It should work towards the attainment of the mission of the Institution, and the attainment of the course objectives. It should include recent developments in teaching and learning techniques, , and other attributes necessary for employment, such as teamwork, communication, leadership skills, etc.

### **B. Instructional Processes, Methodologies and Learning Opportunities**

The instructional process should provide learning opportunities for the students. It should also make use of different strategies, methodologies and techniques. Learning opportunities could be in the following areas: 1) teaching and learning; 2) professional development; and 3) collaboration.

### **C. Assessment of Academic Performance**

Assessment is an integral part of a curricular program for purposes of continuous improvement. It is used to demonstrate how well the program carries out the mission of the Institution. The methods used for assessment should demonstrate reliable relationships between the educational experiences (curriculum) and the expected /outcomes. Assessment may be done before, during, and after the implementation of the curricular program.

### **D. Management of Learning**

The rules and practices relating to classroom management should be conducive to effective instruction and should be carefully observed. Measures should be taken to ensure punctual attendance of faculty members in their scheduled classes. The rule on

absences should follow the institution's policy. Records of these absences should be kept.

#### **E. Graduation Requirements**

Requirements for graduation are made clear and well-known to the students. Research, practicum, on-the-job training and other activities prescribed in the curriculum as requirements for graduation should be strictly implemented to further improve quality of graduates.

#### **F. Administrative Support for Effective Instruction**

Quality instruction should be sustained by providing the required instructional materials like syllabi, assessment instruments, etc., to make teaching leaning meaningful and fruitful. To ensure effective instruction, it is necessary that students and faculty are punctual in their respective classes. Likewise, this is sustained through utilization of updated/enhanced instructional materials like syllabi, examination questions and departmental examinations; provisions for substitutions and special arrangements for absences or leaves of faculty members; and supervisory visits to monitor academic activities.

It is also desirable that researches on correlational studies between faculty performance and student achievements be undertaken.

The following documents, additional information and exhibits will be useful in evaluating this Area, and should be made available, preferably at the Accreditation Center:

1. Grading system;
2. CHED policies and standards;
3. Copies of instructional materials actually used;
4. Course Curriculum;
5. Course Syllabi;
6. Records of faculty performance evaluation done by students, peers, superiors, etc.;
7. Records of class observations together with the evaluation criteria used;
8. Records of conducted remedial, special or make-up classes;
9. Samples of old course syllabi used in the last three (3) years;
10. Samples of student projects and term papers in the current school year;
11. Samples of teacher-made tests in the current school year;
12. System of accrediting, validating, substituting and determining equivalent courses/subjects taken in other institutions; and
13. System to ensure quality in the formulation, monitoring and review of the curriculum.

### AREA III: CURRICULUM AND INSTRUCTION

RATING SCALE						
NA	0	1	2	3	4	5
-	-	Poor	Fair	Satisfactory	Very Satisfactory	Excellent
Not Applicable	Missing	<i>Criterion is met minimally in some respects, but much improvement is needed to overcome weaknesses</i>  (75% lesser than the standards)	<i>Criterion is met in most respects, but some improvement is needed to overcome weaknesses</i>  (50% lesser than the standards)	<i>Criterion is met In all respects</i>  (100% compliance with the standards)	<i>Criterion is fully met in all respects, at a level that demonstrates good practice</i>  (50% greater than the standards)	<i>Criterion is fully met with substantial number of good practices, at a level that provides a model for others</i>  (75% greater than the standards)
Indicators						
PARAMETER A: CURRICULUM AND PROGRAM OF STUDIES						
SYSTEM – INPUTS AND PROCESSES						
S.1. The curriculum provides for the development of the following professional competencies:						
S.1.1. acquisition of knowledge and theories based on the field of specialization/discipline;						
S.1.2. application of the theories to real problems in the field; and						
S.1.3. demonstration of skills in applying different strategies in the actual work setting.						
S.2. There is a system of validation of subjects taken from other schools.						
S.3. The curriculum reflects local, regional, and national development goals as well as the institutional vision and mission.						
<span style="float: right;">Parameter Mean (PM) System – Implementation – Outcome Mean (SIOM)</span> <span style="float: right;">Item Rating (IR)</span>						

Indicators	R	SOM	PAI
<b>IMPLEMENTATION</b>			
I.1. The Curriculum/ program of study meets the requirements and standards of CHED, and the total number of units of the curriculum is equivalent to or judiciously exceeds the CHED prescribed units (CMO 29 s 2007) as follows:			
I.1.1. Technical Courses - 147 units			
- Mathematics: 26 units			
- Natural/Physical Sciences: 12 units			
- Basic Engineering Sciences: 21 units			
- Allied Courses: 6 units			
- Professional Courses: 82 units			
I.1.2. Non-Technical Course - 53 units			
- Social Sciences: 12 units			
- Humanities: 9 units			
- Languages: 15 units			
- Life and works of Rizal: 3 units			
- Physical Education: 8 units			
- National Training Service Program: 6 units			
I.2. The subjects are logically sequenced and prerequisite subjects are identified.			
I.3. The curricular content is responsive to the needs of the country and recent developments in the profession.			
I.4. The curricular content covers the extent of the professional and technical preparation required of its graduates. The thesis/research/project requirement focus in any of the following areas:			
I.4.1. alternative building materials;			
I.4.2. innovative construction systems;			
I.4.3. development of software for structural analysis and design;			
I.4.4. maintenance and management of large infrastructures;			

Indicators	IR	SOM	PM
I.4.5. hazard mitigation and infrastructure renewal related to natural disasters;	<input type="checkbox"/>		
I.4.6. Foundation problems in soft terrains;	<input type="checkbox"/>		
I.4.7. slope stabilization in high areas;	<input type="checkbox"/>		
I.4.8. planning of transportation infrastructures in urban areas;	<input type="checkbox"/>		
I.4.9. problems of flooding and drainage in urban areas;	<input type="checkbox"/>		
I.4.10. planning for the mitigation of natural disasters; and	<input type="checkbox"/>		
I.4.11. development of low- cost sustainable eco-materials for construction.	<input type="checkbox"/>		
I.5. The curriculum integrates values, reflective of national customs, culture and tradition <i>in cases where applicable</i> .			
I.6. Opportunities for participation in hands-on activities, such as immersion/practical training and field study are maintained in the curriculum.			
I.7. The following activities are undertaken to ensure quality in the process of curriculum development:			
I.7.1. participative planning and designing of the curriculum by the following stakeholders:			
I.7.1.1. administration;	<input type="checkbox"/>		
I.7.1.2. faculty;	<input type="checkbox"/>		
I.7.1.3. students;	<input type="checkbox"/>		
I.7.1.4. alumni;	<input type="checkbox"/>		
I.7.1.5. representatives from the industry/sector; and	<input type="checkbox"/>		
I.7.1.6. others ( <i>please specify</i> ) _____.	<input type="checkbox"/>		

Indicators	IR	MOIS	PD
I.7.2. periodic review, assessment, updating and approval of the curriculum by the Academic Council;			
I.7.3. confirmation of the curriculum by the Board of Regents/Trustees (BOR/BOT).			
I.7.4. others ( <i>please specify</i> ) _____.			
I.8. The program of study allows the accommodation of students with special needs and assists them to finish the degree.			

OUTCOME/S			
O.1. The curriculum is responsive and relevant to the demands of the times.			
O.2. There is a passing average performance in Board Examination for Civil Engineering.			

PARAMETER B: INSTRUCTIONAL PROCESS, METHODOLOGIES AND LEARNING OPPORTUNITIES			
<b>SYSTEM – INPUTS AND PROCESSES</b>			
<b>Syllabus and Instructional Materials</b>			
S.1. There is an Institutional outcomes-based standard format in the preparation of the course syllabi.			
S.2. The syllabus includes a list of suggested readings and references of print and electronic resources published within the last ten (10) years.			
S.3. Copies of all course syllabi during the term are available at the Dean's office or in any other appropriate repository.			
S.4. Copies of all course syllabi in previous term are filed for references purposes.			
S.5. There is provision for remedial measures to strengthen the basic skills in Mathematics, English and other "tool" subjects.			

Indicators	R	SOM	PM
S.6. There is a mechanism to facilitate the teaching-learning process.			

<b>IMPLEMENTATION</b>			
I.1. The Dean or official concerned approves the updated syllabus for each subject.			
I.2. The faculty prepares syllabi with comprehensive contents.			
I.3. The faculty revise and enhances their syllabi preferably every two years <i>and as needed</i> .			
I.4. The faculty distribute a copy of the syllabus to each student.			
I.5. Teaching strategies stimulate the development of the students' higher-order thinking skills (HOTS) such as critical thinking, analytical thinking, creative thinking and problem-solving.			
<b>Teaching Strategies</b>			
I.6. Classroom instruction is enriched through the use of the following strategies:			
I.6.1. symposia, seminars, workshops, professional lectures;			
I.6.2. educational tours/learning visits/other co-curricular activities;			
I.6.3. peer teaching/cooperative learning; and			
I.6.4. computer-assisted instruction (CAI) and computer-assisted learning (CAL).			
I.7. At least three(3) of the following course requirements are used:			
I.7.1. group/individual projects;			
I.7.2. group/individual reports;			

Indicators	R	SIM	PM
I.7.3. group/individual term papers;	<input type="checkbox"/>		
I.7.4. performance activities;	<input type="checkbox"/>		
I.7.5. learning contract;	<input type="checkbox"/>		
I.7.6. portfolio;	<input type="checkbox"/>		
I.7.7. learning modules;	<input type="checkbox"/>		
I.7.8. research study; and	<input type="checkbox"/>		
I.7.9. others ( <i>please specify</i> ) _____.	<input type="checkbox"/>		
I.8. Instruction is enriched through the use of, at least ten (10) of the following techniques/strategies:			
I.8.1. film showing;	<input type="checkbox"/>		
I.8.2. projects;	<input type="checkbox"/>		
I.8.3. group dynamics;	<input type="checkbox"/>		
I.8.4. case study;	<input type="checkbox"/>		
I.8.5. workshops;	<input type="checkbox"/>		
I.8.6. simulations;	<input type="checkbox"/>		
I.8.7. dimensional question approach;	<input type="checkbox"/>		
I.8.8. brainstorming;	<input type="checkbox"/>		
I.8.9. buzz sessions;	<input type="checkbox"/>		
I.8.10. informal creative groups;	<input type="checkbox"/>		
I.8.11. interactive learning;	<input type="checkbox"/>		
I.8.12. team teaching;	<input type="checkbox"/>		
I.8.13. micro teaching;	<input type="checkbox"/>		

Indicators	R	SOM	PM
I.8.14. macro teaching;	<input type="checkbox"/>		
I.8.15. tandem teaching;	<input type="checkbox"/>		
I.8.16. peer teaching;	<input type="checkbox"/>		
I.8.17. multi-media/courseware/ teachware;	<input type="checkbox"/>		
I.8.18. experiments;	<input type="checkbox"/>		
I.8.19. problem-solving;	<input type="checkbox"/>		
I.8.20. type study methods;	<input type="checkbox"/>		
I.8.21. reporting;	<input type="checkbox"/>		
I.8.22. panel discussion; and	<input type="checkbox"/>		
I.8.23. others ( <i>please specify</i> ) _____.	<input type="checkbox"/>		
I.9. Instructional strategies provide for student individual needs and multiple intelligences.			
I.10. Instruction is enhanced through the following:			
I.10.1. submission of approved and updated syllabus per course;	<input type="checkbox"/>		
I.10.2. regular classroom observation/supervision;	<input type="checkbox"/>		
I.10.3. regular faculty meetings with the College/Academic Unit Dean/Department Chair;	<input type="checkbox"/>		
I.10.4. regular faculty performance evaluation;	<input type="checkbox"/>		
I.10.5. attendance/participation of faculty in in-service training;	<input type="checkbox"/>		
I.10.6. conduct of experimental classes; and	<input type="checkbox"/>		
I.10.7. adoption of alternative instructional delivery modes such as modular instruction, e-learning, on-line study.	<input type="checkbox"/>		

Indicators	R	SOM	PM
I.11. Instructional materials (IMs) are reviewed and recommended by the Instructional Materials Committee (IMC).			
I.12. Varied, multi-sensory materials and computer programs are utilized.			
I.13. The College/Academic Unit maintains consortia and linkages with other learning institutions for academic exchange of instructional materials.			
I.14. The faculty are encouraged to produce their own instructional materials such as modules, software, visual aids, manuals and textbooks.			

OUTCOME/S			
O.1. Course syllabi are updated and approved by concerned authorities.			
O.2. Varied teaching strategies are efficiently and effectively used.			
O.3. Instructional materials produced by the faculty are copyrighted/patented.			

PARAMETER C: ASSESSMENT OF ACADEMIC PERFORMANCE			
SYSTEM – INPUTS AND PROCESSES			
S.1. The program of studies has a system of evaluating the student performance through a combination of the following:			
S.1.1. formative tests such as quizzes, units tests;			
S.1.2. summative tests such as mid-term and final examination;			
S.1.3. project and term papers;			
S.1.4. practicum and performance tests; and			

Indicators	IR	SOM	PM
S.1.5. other course requirements.	<input type="checkbox"/>		
S.2. The summative tests have the following descriptions:	<input type="checkbox"/>	<input type="checkbox"/>	
S.2.1. comprehensive enough to test the different levels of cognitive skills and knowledge of content; and	<input type="checkbox"/>	<input type="checkbox"/>	
S.2.2. based on well-designed Table of Specifications (TOS).	<input type="checkbox"/>	<input type="checkbox"/>	

IMPLEMENTATION	IR	SOM	PM
I.1. Varied evaluation measures are used, such as:			
I.1.1. portfolio;	<input type="checkbox"/>		
I.1.2. rubric assessment;	<input type="checkbox"/>		
I.1.3. skills demonstration;	<input type="checkbox"/>	<input type="checkbox"/>	
I.1.4. paper and pencil tests;	<input type="checkbox"/>	<input type="checkbox"/>	
I.1.5. oral examinations;	<input type="checkbox"/>	<input type="checkbox"/>	
I.1.6. group/individual reports;	<input type="checkbox"/>	<input type="checkbox"/>	
I.1.7. group/individual study; and	<input type="checkbox"/>	<input type="checkbox"/>	
I.1.8. others ( <i>please specify</i> ) _____.	<input type="checkbox"/>	<input type="checkbox"/>	
I.2. Evaluation tools/instruments are reviewed and revised periodically.			
I.3. The faculty are trained how to assess student performance properly.			
I.4. The College/Academic Unit encourages and supports assessment for multiple intelligences.			
I.5. Course and test requirements are returned to students after results are checked, recorded, and analyzed.			

Indicators	IR	SIM	PM
I.6. The system of student evaluation and grading is defined, understood, and disseminated to:			
I.6.1. students;			
I.6.2. faculty;			
I.6.3. academic administrators; and			
I.6.4. parents/guardians.			

OUTCOME/S	IR	SIM	PM
O.1. The students' academic performance is commendable.			
O.2. Retention rate of students is on the average.			

PARAMETER D: MANAGEMENT OF LEARNING	IR	SIM	PM
SYSTEM – INPUTS AND PROCESSES			
S.1. There are policies on management of learning which include the following:			
S.1.1. students' attendance in class and other academic activities;			
S.1.2. schedule of classes ;			
S.1.3. students' discipline; and			
S.1.4. maintenance of cleanliness and orderliness.			

IMPLEMENTATION	IR	SIM	PM
I.1. The policies on management of learning are enforced.			

Indicators	IR	SOM	PM
I.2. Students' activities are well-planned and implemented.			
I.3. Assignments are designed to reinforce teaching which results to student's maximum learning.			
I.4. The maximum class size of 50 for undergraduate courses is enforced.			
I.5. Classroom discipline is maintained in accordance with democratic practices.			
I.6. The class officers and assigned students assist in maintaining cleanliness of classroom, laboratories, corridors and the school campus.			
I.7. Independent work and performance are encouraged and monitored in the following activities:			
I.7.1. projects/reports;	<input type="checkbox"/>		
I.7.2. thesis/plant visit/practicum; and	<input type="checkbox"/>		
I.7.3. others ( <i>please specify</i> ) _____.	<input type="checkbox"/>		
I.8. In practicum courses, (field study, OJT, practice teaching, etc.) the number of trainees supervised by each coordinator does not exceed 50.			

OUTCOME/S	IR	SOM	PM
O.1. Learning is efficiently and effectively managed.			

PARAMETER E: GRADUATION REQUIREMENTS	IR	SOM	PM
SYSTEM – INPUTS AND PROCESSES	IR	SOM	PM
S.1. There is a policy on graduation requirements.			

Indicators	R	SOM	PM
<b>IMPLEMENTATION</b>			
I.1. The students are regularly informed of the academic requirements of their respective courses.			
I.2. The College/Academic Unit implements the system for student returnees and transferees to meet the residence and other graduation requirements.			
I.3. Graduating students conduct research and/or undergo practicum/OJT or other activities prescribed in their respective curricula.			
I.4. The College/Academic Unit of Civil Engineering assists the graduating students with academic deficiencies, disciplinary cases, and other problems which hinder issuance of clearances.			
I.5. A clearance from academic and financial accountabilities and responsibilities is required before graduation.			

<b>OUTCOME/S</b>			
O.1. At least 60% of the students enrolled in the program are able to graduate within the regular time frame.			

<b>PARAMETER F: ADMINISTRATIVE SUPPORT FOR EFFECTIVE INSTRUCTION</b>			
<b>SYSTEM – INPUTS AND PROCESSES</b>			
S.1. The institution has policies on:			
S.1.1. substitution or special arrangements whenever a faculty is on leave or absent;			
S.1.2. giving awards and/or recognition for faculty and students with outstanding achievements; and			
S.1.3. supervision, monitoring and evaluation of faculty performance.			

Indicators	IR	SOM	PM
<b>IMPLEMENTATION</b>			
I.1. The institution implements rules on the attendance of the faculty in their respective classes and other academic related activities.			
I.2. Dialogues are regularly conducted by the administration with the:			
I.2.1. faculty; and	<input type="checkbox"/>		
I.2.2. students.	<input type="checkbox"/>		
I.3. Quality instruction is assured through the following strategies:			
I.3.1. conducting seminars/workshops on syllabi making;	<input type="checkbox"/>		
I.3.2. Holding workshops on test construction and the corresponding table of specifications;	<input type="checkbox"/>		
I.3.3. conducting competency assessment;	<input type="checkbox"/>		
I.3.4. conducting supervisory visit of classes and providing assistance, <i>if necessary</i> ;	<input type="checkbox"/>		
I.3.5. holding of regular faculty meetings;	<input type="checkbox"/>		
I.3.6. requiring consultations between students and faculty;	<input type="checkbox"/>		
I.3.7. conducting studies on academic performance of students; and	<input type="checkbox"/>		
I.3.8. Providing opportunities for the participation of the faculty in in-service training activities.	<input type="checkbox"/>		
I.4. Periodic faculty performance evaluation on teaching and in other functions is done by at least three of the following:			
I.4.1. the Dean/Academic Head/Department Chair;	<input type="checkbox"/>		
I.4.2. the students;	<input type="checkbox"/>		
I.4.3. the faculty member himself/herself;	<input type="checkbox"/>		
I.4.4. peers; and	<input type="checkbox"/>		

Indicators	R	SOM	PM
I.4.5. others ( <i>please specify</i> ) _____	<input type="checkbox"/>		
I.5. The results of performance evaluation are utilized to improve the performance/competencies of the faculty.	<input type="checkbox"/>		
I.6. Students are given recognition for exemplary academic and non-academic performances.	<input type="checkbox"/>		
I.7. Outstanding achievement of students is recognized and encouraged through the following:	<input type="checkbox"/>		
I.7.1. inclusion in the honor roll, Dean's list, etc.;	<input type="checkbox"/>		
I.7.2. grant of tuition scholarships;	<input type="checkbox"/>		
I.7.3. award of honor medals and merit certificates;	<input type="checkbox"/>		
I.7.4. membership in honor societies/honor class/sections, etc;	<input type="checkbox"/>		
I.7.5. grant of special privileges such as opportunities in leadership and others (including exemption from major exams on all professional business subjects); and	<input type="checkbox"/>		
I.7.6. grant of awards and recognition for their outstanding academic accomplishments e.g., Best Thesis, Student Researcher of the Year, etc.	<input type="checkbox"/>		
I.8. Indicators on performance of graduates are studied as follows:	<input type="checkbox"/>		
I.8.1. analysis of performance of graduates in the Civil Engineering Licensure Examination;	<input type="checkbox"/>		
I.8.2. employability of graduates; and	<input type="checkbox"/>		
I.8.3. feedback from employers regarding performance of graduates.	<input type="checkbox"/>		
<b>OUTCOME/S</b>			
O.1. The faculty and students have commendable performance as a result of administrative support.	<input type="checkbox"/>		

Indicators	IR	SIOM	PM
O.2. The graduates of the program are employable.			
Area Mean:			

## SUMMARY OF RATINGS

### AREA III: CURRICULUM AND INSTRUCTION

Parameters		Numerical Rating	Descriptive Rating
A	CURRICULUM AND PROGRAM OF STUDIES		
B	INSTRUCTIONAL PROCESS, METHODOLOGIES AND LEARNING OPPORTUNITIES		
C	ASSESSMENT OF ACADEMIC PERFORMANCE		
D	MANAGEMENT OF LEARNING		
E	GRADUATION REQUIREMENTS		
F	ADMINISTRATIVE SUPPORT FOR EFFECTIVE INSTRUCTION		

Total: \_\_\_\_\_

Mean: \_\_\_\_\_

LEAD ACCREDITOR/S:

---

---

---

---

## **AREA IV**

### **SUPPORT TO STUDENTS**

#### **PARAMETERS**

- A. Student Services Program (SSP)
- B. Student Welfare
- C. Student Development
- D. Institutional Student Programs and Services
- E. Research, Monitoring and Evaluation

Program : \_\_\_\_\_

Level : \_\_\_\_\_

SUC : \_\_\_\_\_

Campus : \_\_\_\_\_

Date of Actual Survey : \_\_\_\_\_

## AREA IV: SUPPORT TO STUDENTS

Students are the *raison d' etre* for the establishment of learning institutions. Thus, the school has the responsibility to support the family and other social institutions in the development of the total personality of the student. Towards this end, a program of student services is designed as an integral part of Institutional effectiveness. All activities should be well planned and implemented to assist the student to attain his/her maximum potential and become a worthy contributor in his/her social environment. Student support and services complement the Academic Program.

### **A. Student Services Program (SSP)**

There should be a well-organized, properly administered and adequately staffed Student Services Program (SSP). Such a program should be provided with adequate services, physical facilities and adequate resources to attain its objectives. A program of activities and services such as Student Welfare, Student Development, Institutional Student Programs and Services should be known and accepted by the administrators, faculty and students.

### **B. Student Welfare**

The Student Welfare Services are basic services and programs needed to ensure and promote the well-being of students. These include Information, Orientation and Awareness, Guidance and Counseling, Career and Placement, Economic Enterprise Development, and Student Handbook Development.

A well-planned and functional Student Welfare Program directed towards the welfare and total personality development of students should be provided by the Institution.

### **C. Student Development**

Student Development is composed of programs and activities designed for the enhancement and deepening of leadership skills and social responsibility. This includes student organizations and activities, professional organization or societies, special interests, Leadership Training Programs, Student Council/ Government, Student Discipline, Student Publication/ Media.

A well-planned and well implemented Student Development Program and activities would contribute to the development and enhancement of leadership effectiveness of students in the following:

- Governance
- Discipline
- Publication

#### **D. Institutional Student Programs and Services**

These are programs and activities that would facilitate the delivery of essential services to the students such as: a) Admission; b) Scholarship and Financial Assistance; c) Food; d) Health; e) Security and Safety; f) Housing and Residential Services; g) Multi-Faith; h) Foreign Students; i) services for Students with Special Needs; j) culture and arts; k) sports; l) social; and m) community involvement.

A well-organized and well-implemented essential services to the students would result to:

- improved admission, safety and security, housing, health and food, and foreign students services.
- effective scholarship and financial assistance to deserving students
- an environment conducive to free expression of one's religious orientation
- opportunities to develop and enhance talents, abilities for appreciation, promotion and conservation of national culture and multi-cultural heritage, physical fitness and well-being, social awareness, and meaningful contribution to nation building.

#### **E. Research, Monitoring and Evaluation**

The Institution should encourage the students to conduct research on student affairs and services programs. The results should be disseminated and utilized, monitoring and evaluation of student affairs and services can serve as feedback mechanism to ensure sustainability and effectiveness of the Student Affairs and Services program.

The following documents, additional information and exhibits will be useful in evaluating this Area, and should be made available, preferably at the Accreditation Center:

1. Annual Reports;
2. Copy of Budget for Student Services;
3. Copy of Student Services Program;
4. Guidance Manual;
5. Guidance Program;
6. List of recognized student organizations and their programs;
7. Organizational Chart of Student Affairs Unit;
8. Research studies on students' needs, problems, profile, etc.;
9. School Organ;
10. Student Handbook;
11. Student Services: staff, positions, and qualifications;
12. Testing programs/instruments; and
13. Updated Alumni Directory.

## AREA IV: SUPPORT TO STUDENTS

<b>RATING SCALE</b>						
NA	0	1	2	3	4	5
-	-	Poor	Fair	Satisfactory	Very Satisfactory	Excellent
Not Applicable	Missing	<p><i>Criterion is met minimally in some respects, but much improvement is needed to overcome weaknesses</i></p> <p>(75% lesser than the standards)</p>	<p><i>Criterion is met in most respects, but some improvement is needed to overcome weaknesses</i></p> <p>(50% lesser than the standards)</p>	<p><i>Criterion is met in all respects</i></p> <p>(100% compliance with the standards)</p>	<p><i>Criterion is fully met in all respects, at a level that demonstrates good practice</i></p> <p>(50% greater than the standards)</p>	<p><i>Criterion is fully met with substantial number of good practices, at a level that provides a model for others</i></p> <p>(75% greater than the standards)</p>
<b>Indicators</b>						
<b>PARAMETER A: STUDENT SERVICES PROGRAM (SSP)</b>						
<b>SYSTEM – INPUTS AND PROCESSES</b>						
<b>Objectives</b>						
S.1. The institution has Student Services Program (SSP).						
S.2. The Student Affairs Services (SAS) program is consistent with the vision and mission of the Institution, goals of the College/Academic Unit and objectives of the Program.						
S.3. The objectives of the SAS are clearly defined.						
S.4. The objectives of the SAS are in accordance with CMO No. 9 series of 2013.						
S.5. The SAS is composed of:						
S.5.1. student welfare programs and services; and						
S.5.2. student development programs and services.						
<b>Item Rating (IR)</b>						
<b>Parameter Mean (PM)</b>						
<b>System – Implementation – Outcome Mean (SIOM)</b>						

Indicators	IR	SOM	PM
S.6. The following basic services are available:			
S.6.1. Student Welfare;	<input type="checkbox"/>		
S.6.1.1. Information and Orientation Services;	<input type="checkbox"/>		
S.6.1.2. Guidance and Counseling Services;	<input type="checkbox"/>		
S.6.1.3. Career and Job Placement Services;	<input type="checkbox"/>		
S.6.1.4. Economic Enterprise Development; and	<input type="checkbox"/>		
S.6.1.5. Student Handbook Development.	<input type="checkbox"/>		
S.6.2. Student Development;	<input type="checkbox"/>		
S.6.2.1. Student Activities;	<input type="checkbox"/>		
S.6.2.2. Student Organizations and Activities;	<input type="checkbox"/>		
S.6.2.3. Leadership Training;	<input type="checkbox"/>		
S.6.2.4. Student Council/Government;	<input type="checkbox"/>		
S.6.2.5. Student Discipline; and	<input type="checkbox"/>		
S.6.2.6. Student Publication/Year Book.	<input type="checkbox"/>		
S.6.3. Institutional Student Programs and Services;	<input type="checkbox"/>		
S.6.3.1. Admission Services;	<input type="checkbox"/>		
S.6.3.2. Scholarships and Financial Assistance (SFA);	<input type="checkbox"/>		
S.6.3.3. Food Services;	<input type="checkbox"/>		
S.6.3.4. Health and Wellness Services;	<input type="checkbox"/>		
S.6.3.5. Safety and Security Services;	<input type="checkbox"/>		
S.6.3.6. Student Housing and Residential Services;	<input type="checkbox"/>		
S.6.3.7. Multi-faith and Inter-faith Services;	<input type="checkbox"/>		

Indicators	IR	WOM	PM
S.6.3.8. Foreign/International Students Services (whenever applicable);	<input type="checkbox"/>		
S.6.3.9. Services for Students with Special Needs;	<input type="checkbox"/>		
S.6.3.10. Culture and Arts Programs;	<input type="checkbox"/>		
S.6.3.11. Sports and Development Programs;	<input type="checkbox"/>		
S.6.3.12. Social and Community Involvement Programs; and	<input type="checkbox"/>		
S.6.3.13. others (please specify) _____.	<input type="checkbox"/>		
<b>Student Affairs and Services Unit</b>			
S.7. There is a SAS Unit that manages student affairs development and welfare programs.	<input type="checkbox"/>		
S.8. The SAS Unit has an organizational structure indicating its relationship with other Units.	<input type="checkbox"/>		
S.9. The SAS Unit is headed by a qualified official.	<input type="checkbox"/>		
S.10. The SAS Unit is staffed with qualified personnel.	<input type="checkbox"/>		
<b>Administrative Support</b>			
S.11. The various student services are provided with adequate staff, physical facilities, equipment and materials (e.g. one (1) guidance counselor for every 1,000 students, etc.)	<input type="checkbox"/>		
S.12. There is sufficient budget allocation for the Student Affairs and Services of the institution.	<input type="checkbox"/>	<input type="checkbox"/>	

<b>IMPLEMENTATION</b>			
I.1. The objectives of the SAS are disseminated to and understood by the students, faculty, staff and administrators.	<input type="checkbox"/>		
I.2. The SAS plans, implements, monitors and coordinates programs and services for student welfare and development.	<input type="checkbox"/>		

Indicators	R	SIN	PA
I.3. Prompt, courteous and efficient services in the handling of business transactions with students are evident.			
I.4. The SAS staff receive salaries on time.			
I.5. The SAS is represented in the policy and decision-making body of the Institution.			
I.6. The projects and activities of the SAS Unit are recognized and implemented.			
I.7. There is a continuous and systematic evaluation of the effectiveness of the programs and services for student welfare and development.			

OUTCOME/S			
O.1. The students are satisfied with the Student Services Program.			

PARAMETER B: STUDENT WELFARE			
SYSTEM – INPUTS AND PROCESSES			
S.1. The institution has a Student Handbook containing comprehensive information on programs and services for student welfare and development.			
S.2. A regular and comprehensive Orientation Program is held for new, returning and continuing students.			
S.3. The information materials on educational, career, personal and social concerns are readily available, such as:			
S.3.1. R.A. 9262 or Anti Violence Against Women and Children Act;			
S.3.2. Anti-Bullying Act;			
S.3.3. Guidelines on drug abuse prevention and control;			

Indicators	R	SIM	PM
S.3.4. R.A. 7877 or the Anti-Sexual Harassment Act of 1995;	<input type="checkbox"/>		
S.3.5. HIV AIDS awareness;	<input type="checkbox"/>		
S.3.6. Self-care and healthy lifestyles; and	<input type="checkbox"/>		
S.3.7. R.A. 9442, particularly on the provision on public ridicule and vilification against persons with disability.	<input type="checkbox"/>		
S.4. The Guidance and Counseling Program provides the following services:			
S.4.1. information and inventory;	<input type="checkbox"/>		
S.4.2. counseling;	<input type="checkbox"/>		
S.4.3. appraisal and testing;	<input type="checkbox"/>		
S.4.4. placement and follow-up; and	<input type="checkbox"/>		
S.4.5. referral.	<input type="checkbox"/>		
S.5. Gender-sensitive individual and group counseling is provided.			
S.6. Counseling Services consider cultural differences.			
S.7. The Guidance Program is headed by a licensed Guidance Counselor with at least a master's degree in Guidance and Counseling.			
S.8. All the Guidance Counselors are licensed.			
S.9. The Guidance Program is supported by qualified staff.			
S.10. Every student has an updated profile at the guidance office.			
S.11. A counseling room is provided for students including those with special needs.			
S.12. There is a well-planned assessment program for students with appropriate standardized psychological tests.			

Indicators	IR	SIO	PM
S.13. Career seminars and job placement services are available for the students.			
S.14. There is a mechanism to establish partnership and collaboration with other institutions, agencies and industry.			
S.15. There is mechanism for storing and archiving student records for reference purposes.			

IMPLEMENTATION			
I.1. The ratio of a Guidance Counselor to student population is 1:1000.			
I.2. Counseling and other student records are maintained and kept confidential.			
I.3. Appropriate intervention programs and services are adopted to promote and enhance student welfare and development.			
I.4. The Guidance Office maintains an updated inventory of student cumulative records.			
I.5. The psychological tests are administered, scored and interpreted by qualified staff and the results are kept confidential.			
I.6. The test results are disseminated to concerned parties.			
I.7. Test results are utilized in designing activities to meet student needs.			
I.8. A scheme for appropriate follow-up and referrals is utilized.			
I.9. The Guidance Office prepares valid appraisal data of students for career and job placement.			
I.10. Student placement is regularly monitored and followed up.			
I.11. The institution maintains active networking with the schools, the communities, alumni, and other concerned agencies for career and job placement of students.			

Indicators	R	SOM	PM
I.12. Career counseling is provided to enable students to choose appropriate major/field of specialization.			
I.13. Information materials on career and job opportunities are made accessible.			
I.14. The SAS maintains liaison with its alumni to follow up graduates job performance, vis-à-vis:			
I.14.1. awards received;			
I.14.2. key positions in private and/or government agencies; and			
I.14.3. status of the enterprise, if applicable.			
I.15. Skills development programs are conducted.			
I.16. The students are given assistance in career and job placement.			
I.17. The institution encourages student economic ventures such as but not limited to:			
I.17.1. student laboratory cooperatives;			
I.17.2. entrepreneurial activities/projects;			
I.17.3. savings; and			
I.17.4. others (please specify) _____.			
I.18. Updated information on student welfare and development are accessible and disseminated.			
I.19. The student body is involved in the development and revision of Student Handbook.			

Indicators	R	WOS	PM
<b>OUTCOME/S</b>			
O.1. Quality student welfare services are available.			

<b>PARAMETER C: STUDENT DEVELOPMENT</b>			
<b>SYSTEM – INPUTS AND PROCESSES</b>			
S.1. The institution has a system of accreditation, monitoring and evaluation of student organizations.			
S.2. The institution provides adequate office space and other forms of support to accredited student organizations.			
S.3. There is coordination between the school administration and SAS concerning students with drug and other related problems.			
S.4. A mechanism to address student grievance is in place.			
S.5. Programs and opportunities to develop and enhance leadership among students are provided.			

<b>IMPLEMENTATION</b>			
I.1. Requirements and procedures for recognition/accreditation of student organizations are widely disseminated.			
I.2. The Constitution and by-laws of student organizations incorporate participation and advocacy in social action activities.			
I.3. The institution conducts leadership training.			
I.4. The institution recognizes the right of the students to:			
I.4.1. govern themselves as a student body;			
I.4.2. be transparent and accountable to their constituents; and			

Indicators	IR	SOM	PM
I.4.3. be represented in various fora where the students need to be consulted.			
I.5. The institution ensures transparency in the development/revision of guidelines and procedures for the student council/government.			
I.6. The institution implements gender and disability sensitive rules and regulations published in a Student Handbook/Manual acceptable to students.			
I.7. Sanctions are enforced for misconduct such as but not limited to acts of vandalism, hazing, bullying, libelous statements and other negative acts that threaten peace and order inside and outside the school premises.			
I.8. Grievance Committee is established to ensure due process in dealing with students misconduct.			
I.9. The institution supports the establishment and implementation of student publication as provided for in R.A. 7079, otherwise known as "Campus Journalism Act of 1991" and other media forms.			
I.10. The production/publication of a yearbook is encouraged.			

OUTCOME/S				
O.1. Quality student development services are assured.				

PARAMETER D: INSTITUTIONAL STUDENT PROGRAMS AND SERVICES			
SYSTEM – INPUTS AND PROCESSES			
S.1. There is a system of student recruitment, selection, admission and retention.			
S.2. Admission requirements and procedures of persons with disabilities as stipulated in R.A. 7277 are in place.			

Indicators	IR	SIOM	PM
S.3. Scholarships and financial assistance in various forms are available to students.			
S.4. Policies and guidelines are institutionalized for students from marginalized sector of the country.			
S.5. There is a policy on wellness and healthy lifestyle.			
S.6. Buildings and facilities which conform with government standards are provided with accessible and safe amenities for persons with disabilities.			
S.7. There is a disaster risk reduction and management program in compliance with R.A. 10121, otherwise known as the "Philippine Disaster Risk Reduction and Management Act of 2010".			
S.8. Policies on the use of student facilities are in place.			
S.9. An integrated service program that caters to the various needs of foreign students are available, whenever applicable.			
S.10. A liaison officer is available to assist foreign students in their transactions with concerned government agencies, whenever applicable.			
S.11. There are programs for life skills training (e.g. conflict and stress management, harassment, etc.) counseling, testing and referrals for students with special needs.			
S.12. The institution provides opportunities for promotion and appreciation of culture and arts.			
S.13. The institution has well equipped offices for:			
S.13.1. Culture and the Arts;			
S.13.2. Sports Development;			
S.13.3. Student Publications; and			
S.13.4. Medical-Dental Clinic.			

Indicators	IR	SOM	PM
S.14. There is a well-furnished medical-dental clinic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S.15. There is a medical and dental program designed for:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S.15.1. diagnostic purposes;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S.15.2. first aid;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S.15.3. prevention and prophylaxis; and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S.15.4. physical-dental exam.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S.16. An updated information on student health condition is available to parents/guardians.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S.17. There are mechanisms to promote national, sectoral and cultural sports activities and development, in coordination with concerned agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S.18. There are financial assistance programs designed for:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S.18.1. educational loans;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S.18.2. student assistantship;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S.18.3. attendance to seminars, training(sports, leadership, etc.);	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S.18.4. grants-in-aid; and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S.18.5. others (please specify) _____.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IMPLEMENTATION	IR	SOM	PM
I.1. The faculty and students are properly informed of the admission guidelines and retention policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I.2. The policies and procedures on selection, admission and retention of students are implemented.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I.3. The following student admission records are filed and made available to concerned parties:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Indicators	R	SOM	PM
I.3.1. enrollment trends;	<input type="checkbox"/>		
I.3.2. drop-out rate;	<input type="checkbox"/>		
I.3.3. licensure examination results and passing percentage;	<input type="checkbox"/>		
I.3.4. employability of graduates;	<input type="checkbox"/>		
I.3.5. student transferees; and	<input type="checkbox"/>		
I.3.6. student classification by specialization.	<input type="checkbox"/>		
I.4. Retention policies are approved by the Academic Council and confirmed by the Board of Regents/ Trustees.	<input type="checkbox"/>		
I.5. The list of tuition and other school fees is posted conspicuously.	<input type="checkbox"/>		
I.6. The institution provides access to scholarship and financial assistance.	<input type="checkbox"/>		
I.7. Guidelines on scholarship and financial assistance are widely and promptly disseminated.	<input type="checkbox"/>		
I.8. Criteria for safety, sanitation and food choices in the school canteen/cafeteria are enforced.	<input type="checkbox"/>		
I.9. The institution coordinates with the local government for the safety and sanitation of food service outside the school premises.	<input type="checkbox"/>		
I.10. The institution periodically inspects food outlets for sanitation and hygiene. The sanitary permit is displayed in a prominent area of the food outlet.	<input type="checkbox"/>		
I.11. The primary health care services are administered to all students by licensed medical, dental and allied professionals.	<input type="checkbox"/>		
I.12. Facilities for keeping health care and updated health records of students are adequate and well-maintained.	<input type="checkbox"/>		
I.13. Policies and procedures in the selection of student athletes, performers, writers, etc. are implemented.	<input type="checkbox"/>		

Indicators	IR	SOM	PM
I.14. Health and related laws, rules and regulations are enforced.			
I.15. Licensed and competent security personnel ensure the safety and security of students.			
I.16. Earthquake and fire drills involving students, faculty and administrative staff are conducted regularly.			
I.17. The institution establishes programs for the students to help in crime prevention, cleanliness and orderliness, observance of a clean and green environment, safety and security of the school premises.			
I.18. The institution provides assistance to students on accessible, affordable, clean, conducive to learning, dormitories and housing facilities.			
I.19. The institution ensures that the students right to practice his/her religion is respected.			
I.20. Submission of required reports on foreign students to concerned government agencies is done, whenever <i>applicable</i> .			
I.21. The Code of Conduct for foreign students in the country is enforced.			
I.22. The institution accommodates students with special needs.			
I.23. There is a regular submission of the list of students with special needs to the CHEDRO describing the Institutions intervention programs.			
I.24. Sports development programs are regularly conducted.			
I.25. The institution ensures opportunities for students to participate in socio and civic action activities.			
I.26. The students are covered with Life and Accident Insurance.			
I.27. The institution rewards SAS staff for exceptional job performance.			

Indicators	IR	SOM	PA
I.28. The institution informs the students and other stakeholders on other related programs and services not cited in CMO No.9 s. 2013.			

OUTCOME/S			
O.1. The institutional programs and services develop student potentials to the fullest.			

<b>PARAMETER E. RESEARCH, MONITORING AND EVALUATION</b>			
<b>SYSTEM – INPUTS AND PROCESSES</b>			
S.1. The institution has a research program on student affairs and services.			
S.2. There is mechanism for monitoring and evaluation of SAS programs.			
S.3. Monitoring and evaluation instruments are available.			
S.4. There is adequate funding for the conduct of SAS researches and monitoring and evaluation.			

<b>IMPLEMENTATION</b>			
I.1. Researches on student affairs and services are conducted.			
I.2. Research results and outputs are disseminated and utilized.			
I.3. Regular monitoring and evaluation on the implementation of student services are conducted.			
I.4. Monitoring and evaluation instruments are developed, reviewed, and continuously improved.			
I.5. Reports are filed and submitted regularly to CHEDRO.			

Indicators	IR	SOM	PM
<b>OUTCOME/S</b>			
O.1. Research outputs are presented and published.			
<b>Area Mean:</b>			

## SUMMARY OF RATINGS

### AREA IV: SUPPORT TO STUDENTS

Parameters		Numerical Rating	Descriptive Rating
A	STUDENT SERVICES PROGRAM (SSP)		
B	STUDENT WELFARE		
C	STUDENT DEVELOPMENT		
D	INSTITUTIONAL STUDENT PROGRAMS AND SERVICES		
E	RESEARCH, MONITORING AND EVALUATION		

Total: \_\_\_\_\_

Mean: \_\_\_\_\_

LEAD ACCREDITOR/S:

---

---

---

---

# **AREA V**

## **RESEARCH**

### **PARAMETERS**

- A. Priorities and Relevance**
- B. Funding and Other Resources**
- C. Implementation, Monitoring, Evaluation and Utilization of Research Results/Outputs**
- D. Publication and Dissemination**

**Program :** \_\_\_\_\_

**Level :** \_\_\_\_\_

**SUC :** \_\_\_\_\_

**Campus :** \_\_\_\_\_

**Date of Actual Survey :** \_\_\_\_\_

## **AREA V: RESEARCH**

Research is an avenue through which new knowledge is discovered, applied or verified and through which appropriate technologies are generated. Thus, it is a basic requirement for an educational institution to have a firmly established research and development program. Its thrusts and priorities should be congruent with those identified in the development plans of regional and national R and D-oriented agencies such as NEDA, DOST, CHED, etc.

The institutional leadership in research should be proactive and developmental in orientation. It must provide adequate and sustained budget allocation annually for the Academic Unit. Adequate physical facilities, laboratory equipment and supplies for research should be provided. The Academic Unit has to maintain strong research linkages with various R and D agencies locally and internationally.

### **A. Priorities and Relevance**

The Institution shall conceptualize and implement identified researches (preferably multidisciplinary and collaborative in nature) in consonance with institutional, regional and national priorities. The Institution's research should be consistent with its priorities and those emphasized in the Agenda of the DOST, CHED, NEDA, etc.

### **B. Funding and Other Resources**

The Institution shall be encouraged to allocate funds for research regularly. Resources from various local and foreign agencies should be explored to augment the Institution's appropriation. In-house reviews shall be conducted periodically. Research results are disseminated to local and national instrumentalities interested in collaborating with academic institutions.

### **C. Implementation, Monitoring, Evaluation and Utilization of Research Results/Outputs**

The faculty are required to undertake or conduct research especially in their fields of specialization to supplement and improve the teaching-learning process and satisfy one of the four-fold mandated functions of the Institution. To sustain the quality of researches, incentives through honoraria, grant of service credits, and work-load adjustments shall be accorded to the faculty who are conducting researches and publishing their outputs. Likewise, continuous upgrading of faculty and research staff is undertaken by the institution to enhance research capabilities and competence. The conduct of department researches shall be encouraged in addition to specialized researches undertaken by the faculty. At best, a collective and/or collaborative research undertaken by the Institution/Academic Unit must be defined and focused. Moreover, completed researches shall be pilot-tested and eventually utilized.

#### **D. Publication and Dissemination**

Researches whether on the proposal, on-going or completed stage may be published in the proper media and well disseminated to target clientele. The institution implements incentive schemes for publication and paper presentation of research outputs in national and international fora.

The following documents, additional information and exhibits will be useful in evaluating this Area, and should be made available, preferably at the Accreditation Center:

1. Approved budget allocation indicating the source and amount of funds;
2. Copies of Memoranda of Agreement;
3. Inventory of research facilities;
4. List and samples of research outputs/reports for the last two (2) years;
5. List of researches completed during the last two (2) years and some samples;
6. List of technical support provided by administration;
7. Proceedings of research in-house reviews;
8. Profile of research staff;
9. Published and unpublished researches in printed form;
10. Research Journal;
11. Research linkages;
12. Research Manual; and
13. Research Program incorporating researches of students.

## AREA V: RESEARCH

RATING SCALE						
NA	0	1	2	3	4	5
-	-	Poor	Fair	Satisfactory	Very Satisfactory	Excellent
<i>Not Applicable</i>	<i>Missing</i>	<i>Criterion is met minimally in some respects, but much improvement is needed to overcome weaknesses</i> <i>(75% lesser than the standards)</i>	<i>Criterion is met in most respects, but some improvement is needed to overcome weaknesses</i> <i>(50% lesser than the standards)</i>	<i>Criterion is met in all respects</i> <i>(100% compliance with the standards)</i>	<i>Criterion is fully met in all respects, at a level that demonstrates good practice</i> <i>(50% greater than the standards)</i>	<i>Criterion is fully met with substantial number of good practices, at a level that provides a model for others</i> <i>(75% greater than the standards)</i>
<b>Indicators</b>						Item Rating (IR)
						Parameter Mean (PM)
						System – Implementation – Outcome Mean (SIOM)
<b>PARAMETER A: PRIORITIES AND RELEVANCE</b>						
<b>SYSTEM – INPUTS AND PROCESSES</b>						
S.1. The institution's research agenda is in consonance with institutional, regional and national priorities concerned such as DOST, CHED-National Higher Education Research Agenda, NEDA, etc.						
S.2. The institution has an approved Research Manual.						
<b>IMPLEMENTATION</b>						
I.1. The approved Research Agenda is implemented.						
I.2. The following stakeholders participate in the formulation of research agenda as bases for identifying institutional thrusts and priorities:						
I.2.1. administrators;						<input type="checkbox"/>
I.2.2. faculty;						<input type="checkbox"/>

Indicators	R	SOM	PM
I.2.3. students;	<input type="checkbox"/>		
I.2.4. government agency representatives (DOST, CHED, NEDA, etc.); and	<input type="checkbox"/>		
I.2.5. other stakeholders(alumni, parents, etc.).	<input type="checkbox"/>		
I.3. Action researches to test theory in practice are conducted by faculty and students.			
I.4. Team/collaborative and interdisciplinary research is encouraged.			
I.5. Research outputs are published in refereed national and/or international journals.	<input type="checkbox"/>	<input type="checkbox"/>	

OUTCOME/S			
O.1. Priority researches are identified and conducted.			
O.2. Research results are published.			

PARAMETER B: FUNDING AND OTHER RESOURCES			
SYSTEM – INPUTS AND PROCESSES			
S.1. The institution has an approved and adequate budget for research.			
S.2. There are provisions for the following:			
S.2.1. facilities and equipment such as Internet, statistical software, and other ICT resources;	<input type="checkbox"/>		
S.2.2. research staff;	<input type="checkbox"/>		

Indicators	R	SOM	PM
S.2.3. supplies and materials; and			
S.2.4. workplace.			

IMPLEMENTATION			
<b>The Institution:</b>			
I.1. allocates adequate funds for the conduct of faculty and student research.			
I.2. establishes linkages with the local/national/international agencies for funding support and assistance.			
I.3. maintains a functional and long-range program of faculty/staff development to enhance research capability and competence.			
I.4. encourages the conduct of externally funded researches.			

OUTCOME/S			
O.1. The Research Program is adequately funded.			

PARAMETER C: IMPLEMENTATION, MONITORING, EVALUATION AND UTILIZATION OF RESEARCH RESULTS/OUTPUTS				
<b>SYSTEM – INPUTS AND PROCESSES</b>				
S.1. There is a system of implementation, monitoring, evaluation and utilization of research outputs.				
S.2. The institution has a policy on Intellectual Property Rights (IPR).				

Indicators	IR	SIM	PM
<b>IMPLEMENTATION</b>			
I.1. The institution/College/Academic Unit has a Research Unit managed by competent staff.			
I.2. The Research Manual provides guidelines and procedures for the administration and conduct of research.			
I.3. The faculty conduct applied and operational researches in their fields of specialization in accordance with the thrusts and priorities of the program/institution.			
I.4. The institution provides incentives to faculty researchers such as honoraria, service credits, deloading, etc.			
I.5. The College/Academic Unit requires its students to conduct research, as a course requirement, ( <i>whenever applicable</i> ).			
I.6. The institution provides opportunities for advanced studies and/or training to enhance faculty/staff research competence.			
I.7. Completed and on-going research studies are periodically monitored and evaluated in local and regional in-house reviews.			
I.8. Research outputs are utilized as inputs in:			
I.8.1. institutional development;	<input type="checkbox"/>		
I.8.2. the improvement of instructional processes; and	<input type="checkbox"/>		
I.8.3. the transfer of generated technology/knowledge to the community.	<input type="checkbox"/>		
I.9. Packaged technologies and new information are disseminated to the target clientele through appropriate delivery systems.			
I.10. The institution ensures that:			
I.10.1. research outputs are protected by IPR laws; and	<input type="checkbox"/>		
I.10.2. faculty and students observe research ethics to avoid malpractices like plagiarism, fabrication of data, etc.	<input type="checkbox"/>		

Indicators	IR	SIM	PM
<b>OUTCOME/S</b>			
O.1. Implementation, monitoring, evaluation and research utilization of outputs are effective.			

<b>PARAMETER D: PUBLICATION AND DISSEMINATION</b>			
<b>SYSTEM – INPUTS AND PROCESSES</b>			
S.1. The institution has an approved and copyrighted Research Journal.			
S.2. The institution has incentives for:			
S.2.1. paper presentations;			
S.2.2. journal publication;			
S.2.3. outstanding research related performance; and			
S.2.4. patented outputs.			

<b>IMPLEMENTATION</b>			
I.1. The institution provides opportunities for the dissemination of research results in fora, conferences, seminars, and other related means.			
I.2. The institution regularly publishes a research journal.			
I.3. Library exchange of research publications with other HEI's and agencies is maintained.			
I.4. Research manuscripts/technical reports are well-written, and edited following the institutional format.			
I.5. The institution supports the researchers in all of the following activities:			

Indicators	R	SOM	PM
I.5.1. Instructional Materials Development;	<input type="checkbox"/>		
I.5.2. paper presentations, journal publication, classroom lectures, and other similar activities;	<input type="checkbox"/>		
I.5.3. editorship/writing in academic, scientific and professional journals;	<input type="checkbox"/>		
I.5.4. thesis/dissertation advising; and	<input type="checkbox"/>		
I.5.5. patenting of research outputs.	<input type="checkbox"/>		
I.6. Research results are published preferably in refereed journals.	<input type="checkbox"/>		
I.7. Research results are disseminated to the target clientele.	<input type="checkbox"/>		
I.8. The College/Academic Unit generates income from patents, licenses, copyrights, and other research outputs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OUTCOME/S			
O.1. Research outputs are published in refereed journals.			
O.2. Research outputs are utilized.			
O.3. Patented and copyrighted research outputs are commercialized.			
Area Mean:			

## SUMMARY OF RATINGS

### AREA V: RESEARCH

Parameters		Numerical Rating	Descriptive Rating
A	PRIORITIES AND RELEVANCE		
B	FUNDING AND OTHER RESOURCES		
C	IMPLEMENTATION, MONITORING, EVALUATION AND UTILIZATION OF RESEARCH RESULTS/OUTPUTS		
D	PUBLICATION AND DISSEMINATION		

Total: \_\_\_\_\_

Mean: \_\_\_\_\_

LEAD ACCREDITOR/S:

---

---

---

---

# **AREA VI**

## **EXTENSION AND COMMUNITY INVOLVEMENT**

### **PARAMETERS**

- A. Priorities and Relevance**
- B. Planning, Implementation, Monitoring and Evaluation**
- C. Funding and Other Resources**
- D. Community Involvement and Participation**

**Program :** \_\_\_\_\_

**Level :** \_\_\_\_\_

**SUC :** \_\_\_\_\_

**Campus :** \_\_\_\_\_

**Date of Actual Survey :** \_\_\_\_\_

## **AREA VI: EXTENSION AND COMMUNITY INVOLVEMENT**

The extension function makes the Institution's presence felt in the community. It involves the application of existing and new knowledge and technology and those generated in the Institution to improve the quality of life of the people. Through the extension program, people are empowered with appropriate knowledge, attitudes and skills. Thus, extension services cater to various aspects of the community life, e.g., economic growth, promotion of health, environmental management, and social transformation.

The Institution plans and implements an extension program that is need- and client-based. This program should have a budgetary support and other resource allocation. The faculty members may serve as experts, consultants, organizers, facilitators, coordinators, service providers, and change agents in the community as forms of extension and community involvement.

Careful planning and coordination with other community outreach agencies should be considered to avoid duplication of services offered to the clientele

### **A. Priorities and Relevance**

Extension services are provided by the Academic Unit in response to the needs and urgent concerns of the community it serves. Likewise, it takes into consideration local, regional and national development thrusts. The services extended should be reflective of the Institution's vision, mission, goals and objectives.

### **B. Planning, Implementation, Monitoring and Evaluation**

There is an extension unit which coordinates a functional extension program. Stakeholders, administration, faculty, and students are involved in the planning, implementation, monitoring and evaluation of extension activities. Multi-disciplinary or multi-sectoral approach is encouraged in the conduct of the various extension activities, including the assessment of the impact of each extension activity implemented for various clientele.

### **C. Funding and Other Resources**

The extension program is provided regularly with a definite budget to ensure its sustainability. Funds, as well as material and service inputs from the Institution or from other agencies, are needed in the implementation of a viable extension program.

#### **D. Community Involvement and Participation in the Institution's Activities**

A harmonious and collaborative school-community relationship is a major factor in the life of an extension program. The community should be invited to participate in the planning, implementing, monitoring and evaluation of activities, as well as sourcing of funds and other resources.

The following documents, additional information and exhibits will be useful in evaluating this Area, and should be made available, preferably at the Accreditation Center:

1. Annual Reports;
2. Budgetary allocation for extension;
3. Community linkages;
4. Copies of Memoranda of Agreement;
5. Copies of the Institutional and Academic Unit extension program;
6. Extension activity reports;
7. Extension Manual;
8. Monitoring and evaluation reports;
9. Needs assessment or survey results;
10. Organizational set-up of extension office/unit;
11. Photos of extension activities;
12. Roster of consultants/experts; and
13. Samples of packaged technologies.

## AREA VI: EXTENSION AND COMMUNITY INVOLVEMENT

RATING SCALE						
NA	0	1	2	3	4	5
-	-	Poor	Fair	Satisfactory	Very Satisfactory	Excellent
Not Applicable	Missing	<i>Criterion is met minimally in some respects, but much improvement is needed to overcome weaknesses (75% lesser than the standards)</i>	<i>Criterion is met in most respects, but some improvement is needed to overcome weaknesses (50% lesser than the standards)</i>	<i>Criterion is met in all respects (100% compliance with the standards)</i>	<i>Criterion is fully met in all respects, at a level that demonstrates good practice (50% greater than the standards)</i>	<i>Criterion is fully met with substantial number of good practices, at a level that provides a model for others (75% greater than the standards)</i>
Indicators						
<b>PARAMETER A: PRIORITIES AND RELEVANCE</b>						
<b>SYSTEM – INPUTS AND PROCESSES</b>						
S.1.	The extension agenda is in consonance of local, regional and national development thrusts and priorities.					
S.2.	The College/Academic Unit of Civil Engineering has a benchmark survey of the problems, needs priorities and resources of the community.					
S.3.	The extension program reflects the VMGO.					
S.4.	There is a pool of consultants/experts from various disciplines to serve in extension projects and activities.					
S.5.	The institution has an approved and copyrighted Extension Manual.					

Indicators	IR	SOM	PM
<b>IMPLEMENTATION</b>			
I.1. The extension projects and activities implemented are based on the results of the benchmark survey.			
I.2. The extension projects and activities complement the curriculum of the Civil Engineering program under review.			
I.3. A mutual exchange of resources and services between the College/Academic Unit and the community is evident.			
I.4. Linkages with local, national, foreign, and non-governmental agencies are institutionalized.			
<b>OUTCOME/S</b>			
O.1. Priority and relevant extension projects and activities are conducted.			
<b>PARAMETER B: PLANNING, IMPLEMENTATION, MONITORING AND EVALUATION</b>			
<b>SYSTEM – INPUTS AND PROCESSES</b>			
S.1. There is a distinct office that manages the Extension Program.			
S.2. Instruments for monitoring and evaluation are available.			
<b>IMPLEMENTATION</b>			
I.1. The administration, faculty, students and other stakeholders of the College/Academic Unit of Civil Engineering participate in the planning and organization of Extension Program.			
I.2. The administration, faculty and students are involved in the implementation and dissemination of extension programs.			

Indicators	RI	SIOS	MD
I.3. The extension projects and activities serve varied clientele.			
I.4. The conduct of extension projects and activities is sustainable.			
I.5. Technologies/new knowledge are disseminated to the target clientele through appropriate extension delivery systems.			
I.6. The extension activities are documented in the form of:			
I.6.1. pamphlets;			
I.6.2. flyers;			
I.6.3. bulletins;			
I.6.4. newsletters; and			
I.6.5. electronic resources.			
I.7. Periodic monitoring and evaluation of extension projects and activities are conducted.			
I.8. Results of monitoring and evaluation are disseminated and discussed with concerned stakeholders.			
I.9. Re-planning of activities based on feedback is conducted.			
I.10. Accomplishment and terminal reports are filed and submitted on time.			

OUTCOME/S			
O.1. The Extension Program is well-planned, implemented, monitored, evaluated and disseminated.			
O.2. The Extension Program has contributed to the improvement on the quality of life of the target clientele/beneficiaries.			

Indicators	IR	SMS	PM
<b>PARAMETER C: FUNDING AND OTHER RESOURCES</b>			
<b>SYSTEM – INPUTS AND PROCESSES</b>			
S.1. There is an approved and adequate budget for extension.			
S.2. There is a provision of:			
S.2.1. facilities and equipment such as internet and other ICT resources;			
S.2.2. extension staff;			
S.2.3. supplies and materials; and			
S.2.4. workplace.			
<b>IMPLEMENTATION</b>			
I.1. The budget for the extension program is utilized as planned.			
I.2. Honoraria and other incentives (deloading, credit unit equivalent, etc.) to faculty involved in extension work are granted.			
I.3. The College/Academic Unit of Civil Engineering sources out the following from other agencies:			
I.3.1. additional funding; and			
I.3.2. technical assistance and service inputs.			
<b>OUTCOME/S</b>			
O.1. The Extension Program is adequately funded.			

Indicators	R	SOM	PM
<b>PARAMETER D: COMMUNITY INVOLVEMENT AND PARTICIPATION IN THE INSTITUTION'S ACTIVITIES</b>			
<b>SYSTEM – INPUTS AND PROCESSES</b>			
S.1. There is a strategy for involving the community, government and private agencies in the Extension Program.			
<b>IMPLEMENTATION</b>			
I.1. The College/Academic Unit is committed to the service and development of the community, and			
I.1.1. initiates and maintains community development projects;			
I.1.2. involves the students, faculty, staff administrators in the projects; and			
I.1.3. coordinates its community programs and services with the target clientele.			
I.2. There is community participation and involvement in extension activities in the following:			
I.2.1. planning;			
I.2.2. implementation and dissemination;			
I.2.3. monitoring and evaluation;			
I.2.4. out-sourcing of funds, materials and other service inputs; and			
I.2.5. utilization of technology, knowledge learned, skills acquired from the extension projects and activities.			
<b>OUTCOME/S</b>			
O.1. There is wholesome coordination between the Extension Program implementers and the target clientele/beneficiaries.			
<b>Area Mean:</b>			

## SUMMARY OF RATINGS

### AREA VI: EXTENSION AND COMMUNITY INVOLVEMENT

Parameters		Numerical Rating	Descriptive Rating
A	PRIORITIES AND RELEVANCE		
B	PLANNING, IMPLEMENTATION, MONITORING AND EVALUATION		
C	FUNDING AND OTHER RESOURCES		
D	COMMUNITY INVOLVEMENT AND PARTICIPATION IN THE INSTITUTION'S ACTIVITIES		

Total: \_\_\_\_\_

Mean: \_\_\_\_\_

LEAD ACCREDITOR/S:

---

---

---

---

# **AREA VII**

## **LIBRARY**

### **PARAMETERS**

- A. Administration
- B. Administrative Staff
- C. Collection Development, Organization and Preservation
- D. Services and Utilization
- E. Physical Set-up and Facilities
- F. Financial Support
- G. Linkages

Program : \_\_\_\_\_

Level : \_\_\_\_\_

SUC : \_\_\_\_\_

Campus : \_\_\_\_\_

Date of Actual Survey : \_\_\_\_\_

## **AREA VII: LIBRARY**

The library is the heart of any learning institution. It is a synergy of people, hardware and software whose purpose is to assist clients in using knowledge and technology to transform and improve their lives.

Information and knowledge are essential to the attainment of institutional goals. The ways in which they are selected, acquired, stored, accessed and distributed within the Institution will, in large measure, determine the success of teaching, research and other academic endeavors. The Institution thrives on clear policies concerning access to, and provision of, information. Thus, the library must take an active role in the development and implementation of these policies.

Each institution has a unique vision, mission, goals and objectives. These are influenced by its philosophy, geographical location and social responsibility. Similarly, as a subsystem of the Institution, the library has a unique role to perform.

### **A. Administration**

The library should be administered and supervised by a full-time, professional librarian with at least, a Master's degree in Library and Information Science under a functional organizational set-up. It should be administered in a manner which allows and encourages the fullest and most effective use of available library resources.

The head librarian may have an academic rank (classified as academic non-teaching staff) and actively participates in curricular, instructional and research matters. A Library Board/Committee should serve as a conduit between the library and its users. It should work towards the continued development and improvement of library resources and services.

The head librarian should develop a long range plan. He/She must have a systematic and continuous program for evaluating library performance. He/She must prepare systems and procedures for library operation and utilization in coordination with administration, the faculty and the students.

### **B. Personnel**

The library should have a sufficient staff of staff to organize and maintain the collection as well as to manage information and reference services for the clientele.

### **C. Collection Development, Organization and Preservation**

The library's varied resources should be adequate to serve the Institution's instructional and research needs. It must have a system of progressive development and growth in accordance with the Institutional Development Plan.

### **D. Services and Utilization**

The overriding goal of the library is to provide services to the academic community. These services are measured by their effectiveness in meeting the users' needs.

### **E. Physical Set-up and Facilities**

The library should provide adequate and appropriate space and facilities to serve the academic community. It should be strategically planned and functionally designed to allow for rearrangement and future expansion. A separate building for the library would be ideal.

### **F. Financial Support**

The library should have a separate, realistic and adequate budget to support its various activities and services. The budget proposal is prepared in consultation with the Library Board/Committee.

### **G. Linkages**

A network of alliances/relationships extending beyond the Institution could enhance the library services. These linkages may be customary, contractual or cooperative. In collaboration with other libraries, it participates in activities that could enhance the attainment of its objectives.

The following documents, additional information and exhibits will be useful in evaluating this Area, and should be made available, preferably at the Accreditation Center:

1. Comparative figures of total volumes of basic collection;
2. Composition and functions of the Library Committee;
3. Copy of library handbook, guide and internal procedures, etc.;
4. Library Development Plan for the next 3-5 years;
5. Library Organizational Chart;
6. Library personnel's duties and responsibilities;
7. List of agencies with which the library has linkages. Include copies of MOA, letters of donations, etc.;

8. List of classified library holdings other than books, journals and general references;
9. List of discarded or weeded-out books;
10. List of electronic resources (with description);
11. List of professional books for specific major fields (by particular subject and titles);
12. List of serials (including volume, number and date of publication);
13. Logbook of library users;
14. Memorandum Circular or Board Resolution on the establishment of the Library Advisory Board/Library Committee;
15. Properly-labeled floor plan of the library and its internal layout;
16. Standards for Philippine Libraries (recent);
17. Statistical reports on the use of books and other library resources in the last three (3) years; and
18. Updated inventory of library furniture and equipment.

## AREA VII: LIBRARY

RATING SCALE						
NA	0	1	2	3	4	5
-	-	<b>Poor</b>	<b>Fair</b>	<b>Satisfactory</b>	<b>Very Satisfactory</b>	<b>Excellent</b>
<b>Not Applicable</b> <b>Missing</b> <i>Criterion is met minimally in some respects, but much improvement is needed to overcome weaknesses</i> <i>(75% lesser than the standards)</i>	<i>Criterion is met in most respects, but some improvement is needed to overcome weaknesses</i> <i>(50% lesser than the standards)</i>	<i>Criterion is met in all respects</i> <i>(100% compliance with the standards)</i>	<i>Criterion is fully met in all respects, at a level that demonstrates good practice</i> <i>(50% greater than the standards)</i>	<i>Criterion is fully met with substantial number of good practices, at a level that provides a model for others</i> <i>(75% greater than the standards)</i>	<b>Item Rating (IR)</b>	<b>Parameter Mean (PM)</b> <b>System - Implementation - Outcome Mean (SIOM)</b>
<b>Indicators</b>						
<b>PARAMETER A: ADMINISTRATION</b>						
<b>SYSTEM – INPUTS AND PROCESSES</b>						
S.1. The organizational structure of the library is well-defined.						
S.2. The development of the library goals and objectives is the responsibility of the library head and staff with the approval of the Head of the institution.						
S.3. There is a Library Board/Committee which sets library policies, rules and procedures and periodically reviews them.						
S.4. There is a duly approved and widely disseminated Library Manual or written policies and procedures covering the library's internal administration and operation.						
<b>IMPLEMENTATION</b>						
I.1. The library develops an explicit statement of its goals and objectives in conformity with the mandate of the institution.						

Indicators	IR	SOW	PM
I.2. The library is administered and supervised by:			
I.2.1. a full-time professional licensed librarian; and	<input type="checkbox"/>		
I.2.2. at least a master's degree holder in MS Library and Information Science or MAEd/MA in Library Science.	<input type="checkbox"/>		
I.3. The Head Librarian directs and supervises the total operation of the library and is responsible for the administration of its resources and services.			
I.4. The Head Librarian, preferably with an academic rank, actively participates in the academic and administrative activities of the institution.			
I.5. The annual accomplishments and other reports of the library are promptly submitted to the higher offices concerned.			
I.6. A Library Development Plan is prepared in consultation with the institution's officials and stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	

OUTCOME/S			
O.1. The goals and objectives of the Library are satisfactorily attained.			
O.2. The library organizational structure is well-designed and effectively implemented.			

PARAMETER B: ADMINISTRATIVE STAFF			
SYSTEM – INPUTS AND PROCESSES			
S.1. The library has staff with the following qualifications:			
S.1.1. BS in Library and Information Science for the College/Academic Unit Library; and	<input type="checkbox"/>		

Indicators	R	SOM	PM
S.1.2. MS in Library and Information Science or MAED/MA in Library Science) for the Institution.			
S.2. The library meets the required number of qualified and licensed librarians and staff to meet the needs of the school population with the ratio of:			
S.2.1. one (1) Licensed Librarian with two (2) full time staff for the first 500 - student population; and			
S.2.2. one (1) additional full time Professional Librarian with one (1) full time staff for every additional 1,000 students.			
S.3. There is a continuing staff development program with the corresponding financial assistance from the institution.			

<b>IMPLEMENTATION</b>			
I.1. The library staff compensation, retirement, and fringe benefits, as well as other privileges, are granted in accordance with existing government laws and institutional policies.			

<b>OUTCOME/S</b>			
O.1. The librarians are qualified.			

<b>PARAMETER C: COLLECTION DEVELOPMENT, ORGANIZATION AND PRESERVATION</b>			
<b>SYSTEM – INPUTS AND PROCESSES</b>			
S.1. There is a written Collection Development Policy.			
S.2. There is a core collection of at least:			
S.2.1. 5,000 titles for the Academic Unit Library; or			

Indicators	R	SOM	PM
S.2.2. 10,000 titles that support the instruction, research and other programs for an Institution Library.	<input type="checkbox"/>		
S.3. Twenty percent (20%) of the library holdings are of current edition, i.e. with copyright within the last 5 years.	<input type="checkbox"/>		
S.4. The Non-print, digital and electronic resources are available.	<input type="checkbox"/>		
S.5. There is an integrated library system.	<input type="checkbox"/>		
S.6. There are provisions for the preservation, general care, and upkeep of library resources.	<input type="checkbox"/>		

IMPLEMENTATION			
I.1. The Collection Development Policy is regularly reviewed and evaluated by the Library Committee.	<input type="checkbox"/>		
I.2. The library collection and services support the mission and vision of the Institution, goals of the College/Academic Unit and objectives of the Program.	<input type="checkbox"/>		
I.3. The library provides sufficient research books and materials to supplement the clients' curricular needs.	<input type="checkbox"/>		
I.4. The library maintains an extensive (15% of the total) Filipiniana collection.	<input type="checkbox"/>		
I.5. The library provides 3-5 book/journal titles for professional subjects in the major fields of specialization.	<input type="checkbox"/>		
I.6. The Library collection is organized according to an accepted scheme of classification and standard code of cataloging.	<input type="checkbox"/>		
I.7. Regular weeding-out program is conducted to maintain a relevant and updated collection	<input type="checkbox"/>		
I.8. The quality and quantity of library materials and resources conform with the standards set for a particular academic program.	<input type="checkbox"/>	<input type="checkbox"/>	

Indicators	IR	SIM	PM
<b>OUTCOME/S</b>			
O.1. The library core collection is adequate, updated and well-balanced.			

<b>PARAMETER D: SERVICES AND UTILIZATION</b>			
<b>SYSTEM – INPUTS AND PROCESSES</b>			
S.1. The Library has information services pertinent to the institution's requirements.			

<b>IMPLEMENTATION</b>			
I.1. The following services/programs are provided:			
I.1.1. functional and interactive library web page;			
I.1.2. integrated library system;			
I.1.3. on-line public access (OPAC);			
I.1.4. circulation on-line;			
I.1.5. computerized cataloging;			
I.1.6. inventory reporting;			
I.1.7. serials control;			
I.1.8. internet searching;			
I.1.9. CD-ROM;			
I.1.10. on-line database;			

Indicators	IR	SOM	PM
I.1.11. photocopying; and	<input type="checkbox"/>		
I.1.12. bar coding.	<input type="checkbox"/>		
I.2. The library opens at least 54 hours per week for the College/Academic Unit or 60 hours per week for the Institution.			
I.3. The library promotes and disseminates its program through a regular announcement of its new acquisitions of print materials (books, journals, magazines), resources, facilities, and services.			
I.4. Librarians and staff are available during library hours to assist and provide library services.			
I.5. Statistical data on the utilization of various resources and services are compiled and used to improve the library collection and operations.	<input type="checkbox"/>	<input type="checkbox"/>	

OUTCOME/S	IR	SOM	PM
O.1. The library services are efficiently and effectively provided.			
O.2. The library users are satisfied with library services.			

<b>PARAMETER E: PHYSICAL SET-UP AND FACILITIES</b>			
<b>SYSTEM – INPUTS AND PROCESSES</b>			
<b>Location and site</b>			
S.1. The library is strategically located and accessible to students, faculty and other clientele.			
S.2. The library is systematically planned to allow future expansion.			
<b>Space Requirement</b>			
S.3. The size of the library meets standard requirements considering the present enrollment and future expansion.			

Indicators	IR	SIOM	PM
S.4. The reading room can accommodate at least 10% of the school enrollment at any given time.			
S.5. Space is provided for print resources as well as work stations for electronic resources.			
S.6. Space is provided for the librarians' office, staff room, technical room, etc.			
S.7. Ramps for the physically disabled are provided.			
<b>Furniture and Equipment</b>			
S.8. The library meets the required and standard-sized furniture and equipment.			
S.9. The following library furniture and equipment are available:			
S.9.1. adjustable/movable shelves;	<input type="checkbox"/>		
S.9.2. magazine display shelves;	<input type="checkbox"/>		
S.9.3. newspaper racks;	<input type="checkbox"/>		
S.9.4. standard tables and chairs;	<input type="checkbox"/>		
S.9.5. carrels for individual study;	<input type="checkbox"/>		
S.9.6. desks and chairs for staff;	<input type="checkbox"/>		
S.9.7. charging desk;	<input type="checkbox"/>		
S.9.8. dictionary stand;	<input type="checkbox"/>		
S.9.9. atlas stand;	<input type="checkbox"/>		
S.9.10. bulletin boards and display cabinets;	<input type="checkbox"/>		
S.9.11. vertical file cabinets;	<input type="checkbox"/>		
S.9.12. book racks;	<input type="checkbox"/>		

Indicators	IR	SIS	PM
S.9.13. map stands/cabinets;	<input type="checkbox"/>		
S.9.14. cardex/ rotadex or any filing equipment for periodical records;	<input type="checkbox"/>		
S.9.15. typewriters;	<input type="checkbox"/>		
S.9.16. computers with printers; and	<input type="checkbox"/>		
S.9.17. others (please specify) _____.	<input type="checkbox"/>		
<b>Physical Provisions for Reading</b>			
S.10. The library is well lighted.			
S.11. The library is well-ventilated			
S.12. The atmosphere is conducive to learning.			
<b>Security/Control</b>			
S.13. Fire extinguishers and a local fire alarm system are available.			
S.14. The Library employs a system for security and control of library resources.			
<b>IMPLEMENTATION</b>			
I.1. IT software and multi-media equipment are utilized.			
<b>OUTCOME/S</b>			
O.1. The environment in the library is conducive to learning.			

Indicators	R	SOM	PM
O.2. The library facilities are well-maintained and aesthetically designed.			
<b>PARAMETER F: FINANCIAL SUPPORT</b>			
<b>SYSTEM – INPUTS AND PROCESSES</b>			
S.1. The institution has a regular and realistic budget for the library.			
<b>IMPLEMENTATION</b>			
I.1. The Head Librarian and staff, in coordination with other officials of the institution, prepare and manage the annual library budget.			
I.2. All fees and funds allocated for library resources and services are utilized solely for such purposes and are properly audited.			
I.3. Other sources of financial assistance are sought.			
<b>OUTCOME/S</b>			
O.1. The financial support from fiduciary, supplemental and external funds is adequate.			
<b>PARAMETER G: LINKAGES</b>			
<b>SYSTEM – INPUTS AND PROCESSES</b>			
S.1. The Library is on the mailing list of agencies, foundations, etc., for exchange of publications and other books and journals donations.			

Indicators	IR	SOM	PM
<b>IMPLEMENTATION</b>			
I.1. Linkages with other institutions and funding agencies are explored and established for purposes of enhancing library facilities and resources.			
I.2. The library establishes consortia, networking and resource sharing with other institutions and library collaborative activities.			
<b>OUTCOME/S</b>			
O.1. Library resource sharing and linkages are well-established.			
<b>Area Mean:</b>			

## SUMMARY OF RATINGS

### AREA VII: LIBRARY

Parameters		Numerical Rating	Descriptive Rating
A	ADMINISTRATION		
B	ADMINISTRATIVE STAFF		
C	COLLECTION DEVELOPMENT, ORGANIZATION AND PRESERVATION		
D	SERVICES AND UTILIZATION		
E	PHYSICAL SET-UP AND FACILITIES		
F	FINANCIAL SUPPORT		
G	LINKAGES		

Total: \_\_\_\_\_

Mean: \_\_\_\_\_

LEAD ACCREDITOR/S:

---

---

---

---

# **AREA VIII**

## **PHYSICAL PLANT AND FACILITIES**

### **PARAMETERS**

- A. Campus
- B. Buildings
- C. Classrooms
- D. Offices, Staff and Function Rooms
- E. Assembly and Athletic Facilities
- F. Medical and Dental Clinic
- G. Student Center
- H. Food Services/Canteen
- I. Accreditation Center
- J. Housing

Program : \_\_\_\_\_

Level : \_\_\_\_\_

SUC : \_\_\_\_\_

Campus : \_\_\_\_\_

Date of Actual Survey : \_\_\_\_\_

## **AREA VIII: PHYSICAL PLANT AND FACILITIES**

The quality and adequacy of the physical plant and facilities of a learning institution determine to a large measure the successful implementation of its curricular programs. In a broad sense, physical plant and facilities include school campus, buildings and other physical infrastructures, equipment and services that complement institutional and program effectiveness.

### **A. Campus**

The site should be located in a wholesome environment, safe from traffic and transportation hazards, sufficiently free from noise, dust, smoke, and other undesirable elements. It should be provided with adequate facilities for drainage and sewage disposal. It should be adequate to meet the needs of the present school population and its future expansion. The school should be accessible to present and anticipated school population by means of public and private transportation. It should have satisfactory road network and sidewalks.

The campus should be so planned that it would be adequate for the intellectual, social, physical and cultural interests of the Institution. It should be kept in good condition and physical appearance.

### **B. Buildings**

The buildings should be functionally designed and constructed of strong and durable materials to withstand natural calamities like earthquakes, typhoons, and fire. Their design should be pleasing to the eye and in conformity with the surroundings. At the same time, these are imbued with the proper atmosphere conducive to learning. Likewise, there should be provisions for disabled persons.

They should anticipate to accommodate future expansion needs. Entrance and exit points should be well-planned to insure safe and convenient mobility of the school population and the transacting public.

Stairways and fire exits should be adequate and standard in size and number, and conveniently located. No obstruction along the corridors impede the free flow of movement and physical activity.

### **C. Classrooms**

The size and number of classrooms should be in accordance with the standards and sufficient to accommodate the student population. Classrooms should be adequately equipped with the required furniture, blackboards/whiteboards, and should have a

pleasant atmosphere. Lighting, ventilation, general appearance, and acoustics should be satisfactory.

#### **D. Offices, Staff and Function Rooms**

Adequate provisions should be made for administrative offices, faculty rooms, and reception areas, where needed.

#### **E. Assembly and Athletic Facilities**

Group assembly facilities should have a seating capacity adequate to meet the needs of the Institution. These facilities should be designed with good acoustics and proper ventilation. Necessary facilities and equipment should be adequate and kept in good condition. Athletic facilities should be accessible to the students, and must be sufficient in number and variety, depending on the requirements of the school population. There should be suitable arrangements for athletic activities during the rainy season.

#### **F. Medical and Dental Clinic**

A medical and dental clinic should be properly set-up, strategically located, well-ventilated and lighted, screened, and provided with clean water supply. It should be spacious enough to accommodate the five (5) distinct sections: 1) reception area; 2) examination room; 3) treatment room; 4) dental section; and 5) rest/recovery room, separate for male and female. It should be provided with basic equipment, medical supplies, beds, cabinets, and linen.

#### **G. Student Center**

A Student Center is available where students can make wholesome interaction and listen to good music, play table games, watch TV programs, etc.

#### **H. Food Services Unit/Canteen**

Clean and sanitary food services unit/canteen must be set up and managed effectively. It should serve balanced yet affordable meals and snacks to the school community.

#### **I. Accreditation Center**

There should be a properly maintained and equipped Accreditation Center with necessary facilities.

## **J. Housing (Optional)**

Housing should be maintained and provided with electricity and water. This should have proper drainage and waste disposal system.

The following documents, additional information and exhibits will be useful in evaluating this Area, and should be made available, preferably at the Accreditation Center:

1. Approved building plan for the dormitory/housing facilities indicating the function rooms;
2. Approved building plan indicating the existence of function rooms used for group assemblies by the program;
3. Approved building plans showing the floor areas of classrooms and shops used by the College;
4. Building plans and approved permits;
5. Campus development plan;
6. Certificate of ownership;
7. Copies of procedural guidelines on the proper use of function rooms;
8. File copies of approved requests of students and personnel for the use of the function rooms;
9. Housing rules/admission requirements;
10. List of dormitory staff;
11. List of function rooms (such as audio-visual room, student hall, conference hall, cafeteria, music room, office for the college organizations, college paper, faculty lounge and comfort rooms);
12. List of physical facilities;
13. List of students and personnel presently accommodated;
14. Photocopies of offices directly or indirectly used by the program (indoor and outdoor);
15. Physical plant map showing location of classrooms and laboratory rooms/shops used by the program;
16. Physical Plant map showing the location of administrative offices, faculty rooms, conference rooms, classrooms, laboratory rooms and reception areas;
17. Sets of materials/documents by program;
18. Site development plan; and
19. Vicinity map.

## AREA VIII: PHYSICAL PLANT AND FACILITIES

<b>RATING SCALE</b>						
NA	0	1	2	3	4	5
-	-	Poor	Fair	Satisfactory	Very Satisfactory	Excellent
Not Applicable	Missing	<p><i>Criterion is met minimally in some respects, but much improvement is needed to overcome weaknesses</i></p> <p><i>(75% lesser than the standards)</i></p>	<p><i>Criterion is met in most respects, but some improvement is needed to overcome weaknesses</i></p> <p><i>(50% lesser than the standards)</i></p>	<p><i>Criterion is met in all respects</i></p> <p><i>(100% compliance with the standards)</i></p>	<p><i>Criterion is fully met in all respects, at a level that demonstrates good practice</i></p> <p><i>(50% greater than the standards)</i></p>	<p><i>Criterion is fully met with substantial number of good practices, at a level that provides a model for others</i></p> <p><i>(75% greater than the standards)</i></p>
<b>Indicators</b>						
<b>PARAMETER A: CAMPUS</b>						
<b>SYSTEM – INPUTS AND PROCESSES</b>						
S.1. There is a Site Development Plan, and program of implementation.						
S.2. The Campus has accessible good roads and pathways.						
S.3. The campus is in a well-planned, clean and properly landscaped environment.						
S.4. There is a system to ensure that all of the following are provided:						
S.4.1. traffic safety in and outside the campus;						
S.4.2. waste management program;						
S.4.3. proper utilization, repair and upkeep of school facilities and equipment; and						
<b>Parameter Mean (PM)</b> System – Implementation – Outcome Mean (SIOM)						
<b>Item Rating (IR)</b>						

Indicators	IR	SOM	PM
S.4.4. cleanliness and orderliness of the school campus.	<input type="checkbox"/>		
S.5. An area for outdoor educational activities, e.g. social, physical, athletic, cultural, military training, etc. exists.	<input type="checkbox"/>		
S.6. There is a campus security unit that ensures safety of the academic community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IMPLEMENTATION	IR	SOM	PM
I.1. The site infrastructure development plan is implemented as planned.	<input type="checkbox"/>		
I.2. The site plan is strategically displayed inside the campus indicating the location of the different buildings, driveways, parking areas, etc.	<input type="checkbox"/>		
I.3. The infrastructure development plan is implemented in accordance with approved zoning ordinances.	<input type="checkbox"/>		
I.4. Covered walks are provided to protect the academic community from inclement weather.	<input type="checkbox"/>		
I.5. The institution implements a Waste Management Program.	<input type="checkbox"/>		
I.6. The Maintenance Unit or its equivalent periodically inspects school facilities and equipment to ensure their proper utilization and upkeep.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OUTCOME/S	IR	SOM	PM
O.1. The Campus environment is conducive to all educational activities.	<input type="checkbox"/>		
O.2. The site can accommodate its present school population and future expansion.	<input type="checkbox"/>		
O.3. The campus is safe and well-maintained.	<input type="checkbox"/>		
O.4. The campus is well-planned, clean and properly landscaped.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Indicators	IR	SOM	PM
<b>PARAMETER B: BUILDINGS</b>			
<b>SYSTEM – INPUTS AND PROCESSES</b>			
S.1. The buildings meet all requirements of the Building Code. A Certificate of Occupancy for each building is conspicuously displayed.			
S.2. The buildings are constructed according to their respective uses.			
S.3. The buildings are well- planned and appropriately located to provide for future expansion.			
S.4. Entry and exit points permit the use of the buildings for public and other functions with minimum interference to school activities.			
S.5. Emergency exits are provided and properly marked.			
S.6. The buildings are equipped with emergency/fire escapes which are readily accessible.			
S.7. The corridors, doorways, and alleys are well-constructed for better mobility.			
S.8. The buildings are well-ventilated and lighted.			
S.9. The buildings have facilities for persons with disability (PWDs) as provided by law.			
S.10. There is a central signal and fire alarm system.			
S.11. There are readily accessible and functional fire extinguishers and other fire-fighting equipment.			
S.12. Bulletin boards, display boards, waste disposal containers and other amenities are strategically located inside the buildings.			
S.13. There are faculty rooms and offices.			

Indicators	IR	SOM	PM
S.14. The buildings are insured.			

IMPLEMENTATION			
I.1. The buildings are clean, well-maintained and free from vandalistic acts.			
I.2. Toilets are clean and well-maintained.			
I.3. Electrical lines are safely installed and periodically checked.			
I.4. Water facilities are functional and well-distributed in all buildings.			
I.5. There is a periodic potability testing of drinking water.			
I.6. Floor plans indicating fire exits and location of fire-fighting equipment, stand pipes, and other water sources are conspicuously displayed in each building.			
I.7. All school facilities are periodically subjected to pest control and inspection.			
I.8. Smoking is strictly prohibited inside the campus.			
I.9. Periodic drill on disaster and risk reduction (earthquake, flood, fire, etc.) is conducted.			

OUTCOME/S			
O.1. The buildings and other facilities are safe, well-maintained and functional.			

Indicators	IR	SOM	PM
<b>PARAMETER C: CLASSROOMS</b>			
<b>SYSTEM – INPUTS AND PROCESSES</b>			
S.1. Classroom size (1.5 sq.m. per student) meets standard specifications for instruction.			
S.2. The classrooms are well-lighted, ventilated and acoustically conditioned.			
S.3. The classrooms are adequate and are provided with enough chairs, furniture and equipment.			
S.4. There are sufficient supplies (chalkboards/whiteboards, and instructional materials) in each classroom.			

<b>IMPLEMENTATION</b>			
I.1. The classrooms are clearly marked and arranged relative to their functions.			
I.2. The classrooms are well-maintained and free from interference.			
I.3. Students cooperate in maintaining the cleanliness and orderliness of the classrooms.			

<b>OUTCOME/S</b>			
O.1. Classrooms are adequate and conducive to learning.			

<b>PARAMETER D: OFFICES AND STAFF ROOMS</b>			
<b>SYSTEM – INPUTS AND PROCESSES</b>			
S.1. The administrative offices are accessible to stakeholders.			

Indicators	IR	SOM	PM
S.2. All offices are accessible and conveniently located in accordance to their functions.			
S.3. There are offices and workspaces for all officials, faculty and administrative staff.			
S.4. Administration and faculty offices and staff rooms are clean, well-lighted and ventilated.			
S.5. Function rooms and lounge are available and accessible.			
S.6. Storerooms are strategically located.			
S.7. There is internal and external communication system.			
S.8. There are clean toilets for administrators, faculty, staff, and students.			

IMPLEMENTATION			
I.1. All offices are furnished with the necessary equipment, furniture, supplies and materials.			
I.2. All offices are well-maintained.			

OUTCOME/S			
O.1. The offices and staff rooms are adequate and conducive to working environment.			

Indicators	IR	WOS	PM
<b>PARAMETER E: ASSEMBLY, ATHLETIC AND SPORTS FACILITIES</b>			
<b>SYSTEM – INPUTS AND PROCESSES</b>			
S.1. Function rooms for holding meetings, conferences, convocations and similar activities are sufficient.			
S.2. Facilities for athletics sports, cultural activities, military training, etc. are accessible.			
S.3. The seating capacity conforms to standards.			
S.4. There are adequate and well-marked entry and exit points.			
S.5. There are storage facilities for athletic sports and other curricular training equipment.			

<b>IMPLEMENTATION</b>			
I.1. Indoor facilities are constructed with:			
I.1.1. appropriate flooring;	<input type="checkbox"/>		
I.1.2. proper lighting and ventilation;	<input type="checkbox"/>		
I.1.3. safety measures;	<input type="checkbox"/>		
I.1.4. toilets;	<input type="checkbox"/>		
I.1.5. functional drinking facilities; and	<input type="checkbox"/>		
I.1.6. enough chairs.	<input type="checkbox"/>		
I.2. The constructed outdoor facilities are:			
I.2.1. free from hazards;	<input type="checkbox"/>		
I.2.2. suitably surfaced floor;	<input type="checkbox"/>		
I.2.3. appropriately laid out for a variety of activities;	<input type="checkbox"/>		

Indicators	R	SOM	PM
I.2.4. properly maintained and secured; and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I.2.5. installed with drainage system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I.3. Assembly, athletic sports and cultural facilities are sufficient and varied to meet the requirements of the institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I.4. Audio-visual room and facilities with appropriate equipment are utilized in support of the teaching-learning such as but not limited to video/ overhead/ slide projector, sound system, LCD projectors and screens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OUTCOME/S			
O.1. Indoor and outdoor facilities are well-equipped and properly maintained.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PARAMETER F: MEDICAL AND DENTAL CLINIC			
SYSTEM – INPUTS AND PROCESSES			
S.1. The Medical and Dental Clinic has basic facilities such as: reception area, records section, examination/ treatment room and toilets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S.2. The institution has functional medical and dental section/area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S.3. Potable water is available and sufficient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S.4. Medical and dental equipment are provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S.5. There are enough medical and dental supplies and materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S.6. Storage facilities (refrigerator, steel cabinets, etc.) are available.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Indicators	HR	SOM	PM
S.7. Medical and dental supplies and materials are properly labeled.			
S.8. The following basic medical equipment and medicines are all available:			
S.8.1. emergency medicines;	<input type="checkbox"/>		
S.8.2. ambobag;	<input type="checkbox"/>		
S.8.3. oxygen tank;	<input type="checkbox"/>		
S.8.4. intravenous fluid;	<input type="checkbox"/>		
S.8.5. sphygmomanometer (at least 2 sets);	<input type="checkbox"/>		
S.8.6. thermometer (at least 10 pcs);	<input type="checkbox"/>		
S.8.7. diagnostic sets;	<input type="checkbox"/>		
S.8.8. stethoscope (at least 2 units);	<input type="checkbox"/>		
S.8.9. treatment cart; and	<input type="checkbox"/>		
S.8.10. nebulizer.	<input type="checkbox"/>		
S.9. The following basic dental equipment and apparatuses are available:			
S.9.1. dental chair;	<input type="checkbox"/>		
S.9.2. autoclave (sterilizer);	<input type="checkbox"/>		
S.9.3. medical supplies;	<input type="checkbox"/>		
S.9.4. filling instruments; and	<input type="checkbox"/>		
S.9.5. basic instruments (forceps, mouth mirror, cotton fliers, explorer, etc).	<input type="checkbox"/>		
S.10. The Medical/Dental Clinic has ample space, adequate lighting and ventilation.			

Indicators	IR	SIOM	PM
<b>IMPLEMENTATION</b>			
I.1. The Medical and Dental Clinics are managed by qualified medical and dental officers.			
I.2. Distinct rooms and storage areas are properly labeled.			
I.3. Medical and dental services are regularly monitored and evaluated			
<b>OUTCOME/S</b>			
O.1. The medical, dental clinic and services are functional.			
<b>PARAMETER G: STUDENT CENTER</b>			
<b>SYSTEM – INPUTS AND PROCESSES</b>			
S.1. The institution has a Student Center with supplies and materials.			
S.2. Policies and guidance on the proper utilization of Student Center are in place.			
S.3. The Student Center is well-lighted and ventilated.			
S.4. A conference room is available for students' use.			
S.5. There are facilities and equipment for table games, music appreciation, and TV or video viewing.			
S.6. Clean and sanitary toilets, for men separate from those of women are available.			
S.7. Toilet fixtures for students with special needs and PWD's are provided.			

Indicators	R	SOM	PM
S.8. There are offices for student leaders, the editorial staff of the student publication and the officers of other student organizations.			

IMPLEMENTATION			
I.1. Student activities at the Student Center are regularly conducted and monitored			
I.2. The Student Center is properly maintained.			

OUTCOME/S			
O.1. The Student Center is fully equipped and functional			

PARAMETER H: FOOD SERVICES/CANTEEN/CAFETERIA			
SYSTEM – INPUTS AND PROCESSES			
S.1. The canteen/cafeteria is well-lighted, ventilated, screened and provided with potable water supply.			
S.2. There are enough;			
S.2.1. cooking and preparatory equipment;			
S.2.2. serving tools and utensils;			
S.2.3. cleaning supplies and materials; and			
S.2.4. dining tables and chairs.			
S.3. Wash area and toilets are available.			

Indicators	IR	SOM	PM
<b>IMPLEMENTATION</b>			
I.1. The institution requires business and sanitary permits for the operation of the Food Center/Cafeteria/ Canteen.			
I.2. Food served is varied, nutritious, safe and sold at affordable price.			
I.3. The Food Center/ Cafeteria/Canteen is well-managed by qualified and competent staff.			
I.4. Cleanliness and orderliness are enforced.			
I.5. The food services are prompt.			
<b>OUTCOME/S</b>			
O.1. The Canteen/Cafeteria/Food Center is well-patronized.			
O.2. The food services generate income for the institution.			
<b>PARAMETER I: ACCREDITATION CENTER</b>			
<b>SYSTEM – INPUTS AND PROCESSES</b>			
S.1. The Accreditation Center (AC) is accessible and conveniently located.			
S.2. The AC has the following equipment and fixtures:			
S.2.1. working tables and chairs;			
S.2.2. cabinets for display and filing;			
S.2.3. good ventilation and lighting;			

Indicators	IR	SOM	PM
S.2.4. computer unit;			
S.2.5. toilets; and			
S.2.6. lounge.			

IMPLEMENTATION			
I.1. The Institution/College/Academic Unit maintains the AC with the required resources, furniture, and documents.			
I.2. The AC is managed by a qualified and committed staff/faculty.			
I.3. Required documents/information and exhibits are updated, systematically packaged and readily available.			

OUTCOME/S			
O.1. The AC is well-equipped and managed.			

PARAMETER J: HOUSING (optional)			
SYSTEM – INPUTS AND PROCESSES			
S.1. There are dormitories and housing facilities for students, faculty and staff.			
S.2. There is an Implementing Rules and Regulations (IRR) for in-campus housing services.			
S.3. There is a system of coordinating with LGU's on privately owned boarding houses.			

Indicators	IR	SOM	PM
<b>IMPLEMENTATION</b>			
I.1. The housing facilities are functionally designed.			
I.2. The housing facilities and surroundings are properly maintained and monitored.			
I.3. The IRR on housing services is strictly followed (e.g. dormitory fees, etc.)			
I.4. The institution coordinates with LGU's and owners of private boarding houses.			

<b>OUTCOME/S</b>			
O.1. The housing facilities are safe, habitable and well-maintained.			
O.2. There is wholesome coordination among the Institution, the LGU's and the owners of private boarding houses.			
<b>Area Mean:</b>			

## SUMMARY OF RATINGS

### AREA VIII: PHYSICAL PLANT AND FACILITIES

Parameters		Numerical Rating	Descriptive Rating
A	CAMPUS		
B	BUILDINGS		
C	CLASSROOMS		
D	OFFICES AND STAFF ROOMS		
E	ASSEMBLY, ATHLETIC AND SPORTS FACILITIES		
F	MEDICAL AND DENTAL CLINIC		
G	STUDENT CENTER		
H	FOOD SERVICES/CANTEEN/CAFETERIA		
I	ACCREDITATION CENTER		
J	HOUSING (optional)		

Total: \_\_\_\_\_

Mean: \_\_\_\_\_

LEAD ACCREDITOR/S:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# **AREA IX**

## **LABORATORIES**

### **PARAMETERS**

- A. Laboratories, Shops/Facilities**
- B. Equipment and Supplies**
- C. Maintenance**
- D. Special Provisions**

**Program :** \_\_\_\_\_

**Level :** \_\_\_\_\_

**SUC :** \_\_\_\_\_

**Campus :** \_\_\_\_\_

**Date of Actual Survey :** \_\_\_\_\_

## **AREA IX: LABORATORIES**

Laboratories are included in the support systems for any academic program. Broadly defined, they cover science laboratories, speech laboratories, demonstration farms, shops, and other facilities for practicum activities essential to the successful implementation of curricular programs inclusive of their use and functions.

### **A. Laboratories, Shops/Facilities**

In general, facilities include well-equipped rooms which are adequately ventilated/air-conditioned, and lighted. The furniture are properly arranged. Safety devices and measures to cope with emergency situations are available. Facilities conform with accepted standards.

### **B. Equipment and Supplies**

Certain courses require specific equipment, materials and supplies. The list of these equipment , materials and supplies should be included under the section on special provisions for the academic program. Apparatuses, tools and materials conform to specifications as required.

### **C. Maintenance**

All laboratory equipment should be stored properly, maintained, and checked regularly to ascertain their good working condition.

### **D. Special Provisions**

The special provisions should include the program requirements (listing of materials and equipment as per CMO). There should be an approved Annual Procurement Plan (APP).

The following documents, additional information and exhibits will be useful in evaluating this Area, and should be made available, preferably at the Accreditation Center:

1. Approved building plans showing the location of laboratory rooms/shops utilized in the program;
2. Copies of lists of prescribed minimum requirements (CHED, PRC, etc.);
3. Copies of procedural guidelines on the proper use of equipment and safety devices posted in conspicuous places;
4. List of functional locally-improvised apparatuses (supported with pictures and manuals of operation);

5. List of laboratory equipment (apparatuses and tools) available for use in the program (indicate the models and specifications);
6. List of laboratory rooms/shops utilized in the program;
7. List of safety equipment and devices which are available within easy reach in case of emergency;
8. List of supplies and materials utilized in the program;
9. List of titles of experiments/projects in the course/program;
10. Maintenance system employed to ensure the good working condition of the equipment at all times;
11. Photocopies of laboratory rooms/shops (including the storeroom) showing the proper arrangement of fixtures and equipment; and
12. Photocopies of storeroom plans for chemicals and materials showing properly labeled containers, shelves and cabinets.

## AREA IX: LABORATORIES

RATING SCALE							Parameter Mean (PM) System – Implementation – Outcome Mean (SiOM)	Item Rating (IR)
NA	0	1	2	3	4	5		
-	-	Poor  <i>Criterion is met minimally in some respects, but much improvement is needed to overcome weaknesses</i>  <i>(75% lesser than the standards)</i>	Fair  <i>Criterion is met in most respects, but some improvement is needed to overcome weaknesses</i>  <i>(50% lesser than the standards)</i>	Satisfactory  <i>Criterion is met in all respects</i>  <i>(100% compliance with the standards)</i>	Very Satisfactory  <i>Criterion is fully met in all respects, at a level that demonstrates good practice</i>  <i>(50% greater than the standards)</i>	Excellent  <i>Criterion is fully met with substantial number of good practices, at a level that provides a model for others</i>  <i>(75% greater than the standards)</i>		
Indicators								
<b>PARAMETER A: LABORATORIES, SHOPS AND FACILITIES</b>								
<b>SYSTEM – INPUTS AND PROCESSES</b>								
S.1. The laboratory layout conforms with acceptable standards (RA 6541 National Building Code of the Philippines/PD 856 "Code of Sanitation of the Philippines) and to particular needs of the Civil Engineering program.								
S.2. Room lightings conform to the standard requirements of fluorescent bulbs relative to the size of the room.								
S.3. The laboratories are properly lighted and well-ventilated.								
S.4. Each laboratory room has at least two exit doors that open outward.								
S.5. There is a laboratory for shop work for specific technologies.								

Indicators	IR	SOM	PM
S.6. There is a computer laboratory with at least 15 usable computer units.			

IMPLEMENTATION			
I.1. Furniture/equipment arrangement allows free flow of movement and enables students to work comfortably without interference.			
I.2. Safety and precautionary measures are implemented.			
I.3. Usable fire extinguishers are accessible to staff and students.			
I.4. Laboratory Operation Manuals for the faculty and students are provided in each laboratory.			
I.5. Demonstration and training on the use of fire extinguishers, first-aid kit and other emergency measures are periodically conducted.			
I.6. A well-equipped first-aid kit, charts for antidotes and neutralizing solutions are always available in each laboratory room.			
I.7. A student's access to a computer is at least 15 hours per semester for every subject.			
I.8. Appropriate laboratories for general education subjects are adequately equipped and well-maintained.			
I.9. A well-equipped Multimedia Center is maintained.			
I.10. Gas, water and electricity are utilized for class practicum activities.			
I.11. A demonstration table, equipped with sink, water, electrical and gas outlets, is available and utilized.			
I.12. Laboratory supplies and equipment are kept in separate stock rooms.			

Indicators	IR	SOM	PM
<b>OUTCOME/S</b>			
O.1. The laboratories and shops are well-equipped, functional and are conducive to learning.			

<b>PARAMETER B: EQUIPMENT, SUPPLIES AND MATERIALS</b>			
<b>SYSTEM – INPUTS AND PROCESSES</b>			
S.1. The equipment, instruments, and materials needed in the classrooms are available.			
S.2. Apparatuses, tools and materials conform to the specifications required for the subjects in accordance with CMO 29 s. 2007 of the program.			
List of required laboratory equipment/apparatus for General Education Laboratory(Required Quantity is based on a class size of 25 students)			
S.2.1. General Chemistry Laboratory			
S.2.1.1. alligator Clip (10 pcs)	<input type="checkbox"/>		
S.2.1.2. beaker (5pcs)	<input type="checkbox"/>		
S.2.1.3. burner (5pcs)	<input type="checkbox"/>		
S.2.1.4. conductivity apparatus (1 set)	<input type="checkbox"/>		
S.2.1.5. distillation apparatus (1 set)	<input type="checkbox"/>		
S.2.1.6. evaporating Dish (5 pcs)	<input type="checkbox"/>		
S.2.1.7. filter stand (5 pcs)	<input type="checkbox"/>		
S.2.1.8. glass Funnel (5pcs)	<input type="checkbox"/>		
S.2.1.9. glass tubing (5 pcs)	<input type="checkbox"/>		
S.2.1.10. graduated Cylinder (5 pcs)	<input type="checkbox"/>		

Indicators	IR	SMS	PM
S.2.1.11. petri dish (5 pcs)	<input type="checkbox"/>		
S.2.1.12. sand bag ( 5 pcs)	<input type="checkbox"/>		
S.2.1.13. syringe ( 5 pcs)	<input type="checkbox"/>		
S.2.1.14. test tube ( 50 pcs)	<input type="checkbox"/>		
S.2.1.15. thermometer (5 pcs.)	<input type="checkbox"/>		
S.2.1.16. triple beam balance (5 pcs)	<input type="checkbox"/>		
S.2.2. Physics 1 Laboratory	<input type="checkbox"/>		
S.2.2.1. Atwood's machine (5 pcs)	<input type="checkbox"/>		
S.2.2.2. beaker (5 pcs)	<input type="checkbox"/>		
S.2.2.3. blackwood ballistic pendulum (5 pcs)	<input type="checkbox"/>		
S.2.2.4. centripetal force apparatus (5 pcs)	<input type="checkbox"/>		
S.2.2.5. clamp (5 pcs)	<input type="checkbox"/>		
S.2.2.6. cutter blade (5 pcs)	<input type="checkbox"/>		
S.2.2.7. demonstration balance (5 pcs)	<input type="checkbox"/>		
S.2.2.8. dynamic cart (5 pcs)	<input type="checkbox"/>		
S.2.2.9. force frame (5 pcs)	<input type="checkbox"/>		
S.2.2.10. force table (5 pcs)	<input type="checkbox"/>		
S.2.2.11. free fall apparatus (5 pcs)	<input type="checkbox"/>		
S.2.2.12. friction block with different surfaces (5 pcs)	<input type="checkbox"/>		
S.2.2.13. friction board with pulley (5 pcs)	<input type="checkbox"/>		
S.2.2.14. frictionless dynamic track (5 pcs)	<input type="checkbox"/>		
S.2.2.15. glass plate (5 pcs)	<input type="checkbox"/>		

Indicators	IR	SIM	PM
S.2.2.16. Hooke's Law apparatus (5 pcs)	<input type="checkbox"/>		
S.2.2.17. hydrometer jar (5 pcs)	<input type="checkbox"/>		
S.2.2.18. inverted U-tube (5 pcs)	<input type="checkbox"/>		
S.2.2.19. linear air track with blower and trolley (5 pcs)	<input type="checkbox"/>		
S.2.2.20. masses (5 sets)	<input type="checkbox"/>		
S.2.2.21. metal balls of different size (12 pcs)	<input type="checkbox"/>		
S.2.2.22. metal stand (5 pcs)	<input type="checkbox"/>		
S.2.2.23. meter stick (5 pcs)	<input type="checkbox"/>		
S.2.2.24. micrometer (5 pcs)	<input type="checkbox"/>		
S.2.2.25. Mohr-Wespal Balance (5 pcs)	<input type="checkbox"/>		
S.2.2.26. plane board with stand (5 pcs)	<input type="checkbox"/>		
S.2.2.27. platform/triple beam balance (5 pcs)	<input type="checkbox"/>		
S.2.2.28. protractor (5 pcs)	<input type="checkbox"/>		
S.2.2.29. ramp/launcher (5 pcs)	<input type="checkbox"/>		
S.2.2.30. rubber hammer (5 pcs)	<input type="checkbox"/>		
S.2.2.31. ruler (5 pcs)	<input type="checkbox"/>		
S.2.2.32. scissors (5 pcs)	<input type="checkbox"/>		
S.2.2.33. slotted masses, 5-500 g (5 sets)	<input type="checkbox"/>		
S.2.2.34. sonometer (5 pcs)	<input type="checkbox"/>		
S.2.2.35. spring balance (15 pcs)	<input type="checkbox"/>		
S.2.2.36. support rod (5 pcs)	<input type="checkbox"/>		

Indicators	IR	SOM	PM
S.2.2.37. timer/stopwatch (5 pcs)	<input type="checkbox"/>		
S.2.2.38. turning forks of three diff. frequencies	<input type="checkbox"/>		
S.2.2.39. vernier caliper (5 pcs)	<input type="checkbox"/>		
S.2.2.40. weight holder ( 15 pcs)	<input type="checkbox"/>		
S.2.2.41. wooden cart (5 pcs)	<input type="checkbox"/>		
S.2.3. Physics 2 Laboratory			
S.2.3.1. 15 cm focal length concave lens	<input type="checkbox"/>		
S.2.3.2. 15 cm focal length convex lens	<input type="checkbox"/>		
S.2.3.3. 1-m slide wire/Wheatstone bridge	<input type="checkbox"/>		
S.2.3.4. 5 cm focal length spherical mirror	<input type="checkbox"/>		
S.2.3.5. bar magnets ( 10 pcs)	<input type="checkbox"/>		
S.2.3.6. basins (5 pcs)	<input type="checkbox"/>		
S.2.3.7. beaker (5 pcs)	<input type="checkbox"/>		
S.2.3.8. beam balance (5 pcs)	<input type="checkbox"/>		
S.2.3.9. bread board (5 pcs)	<input type="checkbox"/>		
S.2.3.10. bridging plugs/ connecting wires (10 sets)	<input type="checkbox"/>		
S.2.3.11. calorimeter (5 pcs)	<input type="checkbox"/>		
S.2.3.12. coil (5 pcs)	<input type="checkbox"/>		
S.2.3.13. compass (5 pcs)	<input type="checkbox"/>		
S.2.3.14. component holder (15 pcs)	<input type="checkbox"/>		
S.2.3.15. connectors (5 sets)	<input type="checkbox"/>		
S.2.3.16. crossed arrow target (5 pcs)	<input type="checkbox"/>		

Indicators	IR	SOM	PM
S.2.3.17. cylindrical lens (5 pcs)	<input type="checkbox"/>		
S.2.3.18. DC power supply (5 pcs)	<input type="checkbox"/>		
S.2.3.19. electric calorimeter (5 pcs)	<input type="checkbox"/>		
S.2.3.20. fixed capacitor (330 microfarad) (5 pcs)	<input type="checkbox"/>		
S.2.3.21. fixed resistors (25 pcs)	<input type="checkbox"/>		
S.2.3.22. fluorescent lamp ( 2 sets)	<input type="checkbox"/>		
S.2.3.23. frame for bar magnets (5 pcs)	<input type="checkbox"/>		
S.2.3.24. galvanometer (5 pcs)	<input type="checkbox"/>		
S.2.3.25. horseshoe magnets (5 pcs)	<input type="checkbox"/>		
S.2.3.26. jumper (5 pcs)	<input type="checkbox"/>		
S.2.3.27. light source,(Sodium/mercury lamps (5 pcs)	<input type="checkbox"/>		
S.2.3.28. mechanical equivalent of heat apparatus	<input type="checkbox"/>		
S.2.3.29. metal conductor with insulated handle ( 2 sets)	<input type="checkbox"/>		
S.2.3.30. natural magnets (5 pcs)	<input type="checkbox"/>		
S.2.3.31. Ohmmeter/VOM (5 pcs)	<input type="checkbox"/>		
S.2.3.32. optic bench (5 pcs)	<input type="checkbox"/>		
S.2.3.33. panel board/circuit board (5 pcs)	<input type="checkbox"/>		
S.2.3.34. parallel ray lens (5 pcs)	<input type="checkbox"/>		
S.2.3.35. power supply/source ( 5 sets)	<input type="checkbox"/>		
S.2.3.36. ray optics mirror (5 pcs)	<input type="checkbox"/>		
S.2.3.37. ray table and base (5 pcs)	<input type="checkbox"/>		

Indicators	IR	SISM	PM
S.2.3.38. reversing switch (5 pcs)	<input type="checkbox"/>		
S.2.3.39. rheostat (5 pcs)	<input type="checkbox"/>		
S.2.3.40. slit mask (5 pcs)	<input type="checkbox"/>		
S.2.3.41. slit plate (5 pcs)	<input type="checkbox"/>		
S.2.3.42. solenoid (5 pcs)	<input type="checkbox"/>		
S.2.3.43. SPDT switch (5 pcs)	<input type="checkbox"/>		
S.2.3.44. SPST switch (5 pcs)	<input type="checkbox"/>		
S.2.3.45. steam generator (5 pcs)	<input type="checkbox"/>		
S.2.3.46. stirrer (5 pcs)	<input type="checkbox"/>		
S.2.3.47. stopwatch (5 pcs)	<input type="checkbox"/>		
S.2.3.48. switch (5 pcs)	<input type="checkbox"/>		
S.2.3.49. tesla meter/tangent galvanometer (5 pcs)	<input type="checkbox"/>		
S.2.3.50. thermal expansion apparatus (5 pcs)	<input type="checkbox"/>		
S.2.3.51. triple beam balance (5 pcs)	<input type="checkbox"/>		
S.2.3.52. U- tube (5 pcs)	<input type="checkbox"/>		
S.2.3.53. Van de Graff generator ( 2 pcs)	<input type="checkbox"/>		
S.2.3.54. vernier caliper (5 pcs)	<input type="checkbox"/>		
S.2.3.55. viewing screen (5 pcs)	<input type="checkbox"/>		
S.2.3.56. VOM multi-tester (10 pcs)	<input type="checkbox"/>		
List of required laboratory materials for General Education Laboratory (Required Quantity is based on a class size of 25 students)			
S.2.4. General Chemistry Laboratory Materials	<input type="checkbox"/>		

Indicators	IR	SIM	PM
S.2.4.1. Activated charcoal ( 5g)	<input type="checkbox"/>		
S.2.4.2. Al strips ( 5 pcs)	<input type="checkbox"/>		
S.2.4.3. Alcohol ( 30 ml)	<input type="checkbox"/>		
S.2.4.4. Battery ( 5 pcs)	<input type="checkbox"/>		
S.2.4.5. Cu strips ( 5 pcs)	<input type="checkbox"/>		
S.2.4.6. CuSO <sub>4</sub> solution ( 25 ml)	<input type="checkbox"/>		
S.2.4.7. Electrolyte solution ( 25 ml)	<input type="checkbox"/>		
S.2.4.8. FeCl <sub>3</sub> solution ( 25 ml)	<input type="checkbox"/>		
S.2.4.9. Fe(NO <sub>3</sub> ) <sub>3</sub> solution ( 25 ml)	<input type="checkbox"/>		
S.2.4.10. food color ( 5 g)	<input type="checkbox"/>		
S.2.4.11. HCl Solution ( 80 ml)	<input type="checkbox"/>		
S.2.4.12. Hexane (25 ml)	<input type="checkbox"/>		
S.2.4.13. I <sub>2</sub> crystals ( 8g)	<input type="checkbox"/>		
S.2.4.14. KClO <sub>3</sub> solid ( 3 g)	<input type="checkbox"/>		
S.2.4.15. KMnO <sub>4</sub> ( 25 ml)	<input type="checkbox"/>		
S.2.4.16. KSCN solution ( 25 ml)	<input type="checkbox"/>		
S.2.4.17. KCl solution ( 25 ml)	<input type="checkbox"/>		
S.2.4.18. Mg strips ( 5 pcs)	<input type="checkbox"/>		
S.2.4.19. Mg ribbon ( 5 pcs)	<input type="checkbox"/>		
S.2.4.20. NaCl ( 5 g)	<input type="checkbox"/>		
S.2.4.21. NaCl solution ( 25 ml)	<input type="checkbox"/>		

Indicators	IR	SIOM	PM
S.2.4.22. NaOH solution (25 ml)	<input type="checkbox"/>		
S.2.4.23. NH <sub>4</sub> OH ( 5ml)	<input type="checkbox"/>		
S.2.4.24. Oil ( 5ml)	<input type="checkbox"/>		
S.2.4.25. Pb(NO <sub>3</sub> ) <sub>2</sub> solution (25 ml)	<input type="checkbox"/>		
S.2.4.26. staple wire ( 1 box)	<input type="checkbox"/>		
S.2.4.27. Sugar ( 10g)	<input type="checkbox"/>		
S.2.4.28. Urea ( 5 g)	<input type="checkbox"/>		
S.2.4.29. Zn strips ( 10 pcs)	<input type="checkbox"/>		
S.2.4.30. Zn(NO <sub>3</sub> ) <sub>2</sub> ( 25 ml)	<input type="checkbox"/>		
S.2.5. Physics 1 & 2 Laboratory Materials	<input type="checkbox"/>		
S.2.5.1. aluminum foil ( 2 rolls)	<input type="checkbox"/>		
S.2.5.2. carbon paper ( 30 pcs)	<input type="checkbox"/>		
S.2.5.3. conducting paper ( 5 pcs)	<input type="checkbox"/>		
S.2.5.4. dry cells (5 pcs)	<input type="checkbox"/>		
S.2.5.5. masking tape ( 2 rolls)	<input type="checkbox"/>		
S.2.5.6. string ( 15 pcs)	<input type="checkbox"/>		
S.2.5.7. tissue paper ( 2 rolls)	<input type="checkbox"/>		
S.3. Varied computer software are available.			
S.4. The computers conform to generally accepted industry standards and be capable of providing in the micro, mid-range, or main-frame environments			

Indicators	IR	SIM	PM
S.5. Each terminal is equipped with necessary accessories			

IMPLEMENTATION			
I.1. Equipment are well-maintained.			
I.2. Laboratory supplies and materials are wisely utilized			
I.3. Licensed computer software are installed and utilized.			

OUTCOME/S			
O.1. The laboratory equipment, supplies and materials are sufficient and wisely utilized.			

PARAMETER C: MAINTENANCE			
SYSTEM – INPUTS AND PROCESSES			
S.1. A laboratory technician/assistant is available for the proper upkeep of the laboratory.			
S.2. The institution has a Maintenance and Repair Department/Unit manned by skilled personnel who provide services on direct call.			

IMPLEMENTATION			
I.1. The institution keeps the laboratories neat, clean and orderly.			
I.2. Laboratory supplies and materials are regularly replenished/replaced whenever applicable.			

Indicators	RI	SOM	PM
I.3. The inventory of laboratory facilities and equipment is systematically and periodically conducted.			
I.4. The laboratory equipment/ instruments are in good condition and are periodically calibrated.			
I.5. All equipment are coded, listed and inventoried.			
I.6. Waste disposal is efficiently and effectively managed on campus.			
1.7 The following are properly maintained by trained staff/technicians:			
I.7.1. shops;			
I.7.2. computer laboratory;			
I.7.3. multi-media center/educational technology center;			
I.7.4. research facility;			
I.7.5. general education laboratory;			
I.7.5.1. natural science/physical science;			
I.7.5.2. speech laboratory;			
I.7.5.3. physical Education (PE); and			
I.7.6. others ( <i>please specify</i> ) _____.			

OUTCOME/S			
O.1. The laboratories and shops are functional and are properly maintained.			

Indicators	IR	SOM	PM
<b>PARAMETER D: SPECIAL PROVISIONS</b>			
<b>SYSTEM – INPUTS AND PROCESSES</b>			
S.1. Specific program requirements (listing of materials and equipment as per CMO 29 s 2007) are in accordance with guidelines/policies embodied in issuances, e.g. CMOs.			
List of required laboratory equipment/apparatuses (The minimum required quantity is based on class size of 25)			
<b>Professional Subjects</b>			
S.2. Elementary and higher surveying			
S.2.1. compass (5 pcs)	<input type="checkbox"/>		
S.2.2. current meter (1 pc)	<input type="checkbox"/>		
S.2.3. depth measuring apparatus (2 pcs)	<input type="checkbox"/>		
S.2.4. engineer's Level or Automatic Level (5pcs)	<input type="checkbox"/>		
S.2.5. engineer's transit (5pcs)	<input type="checkbox"/>		
S.2.6. flags (2 pcs)	<input type="checkbox"/>		
S.2.7. Global Positioning System Set (GPS) (1 unit)	<input type="checkbox"/>		
S.2.8. leveling rod (10 pcs)	<input type="checkbox"/>		
S.2.9. marking Pins (60 pcs)	<input type="checkbox"/>		
S.2.10. meter stick (1 pc)	<input type="checkbox"/>		
S.2.11. range poles (10 pcs)	<input type="checkbox"/>		
S.2.12. stadia rod (10 pcs)	<input type="checkbox"/>		
S.2.13. steel tape, 30 m (5 pcs)	<input type="checkbox"/>		
S.2.14. stop watch (2pcs)	<input type="checkbox"/>		

Indicators	R	SOM	PM
S.2.15. theodolite/total station ( 1 unit)	<input type="checkbox"/>		
S.3. Engineering Surveys		<input type="checkbox"/>	
S.3.1. batter board (10 pcs)	<input type="checkbox"/>		
S.3.2. Computer Software on Determination of Volumes with Prismoidal correction	<input type="checkbox"/>		
S.3.3. engineer's transit ( 4pcs)	<input type="checkbox"/>		
S.3.4. marking pins (60 pcs)	<input type="checkbox"/>		
S.3.5. Mass Diagram computer software	<input type="checkbox"/>		
S.3.6. planimeter (3 pcs)	<input type="checkbox"/>		
S.3.7. plumb bob (5 pcs)	<input type="checkbox"/>		
S.3.8. range poles (10 pcs)	<input type="checkbox"/>		
S.3.9. stadia/leveling rod (5 pcs)	<input type="checkbox"/>		
S.3.10. Steel/Vinyl Tape, 30 m (5 pcs)	<input type="checkbox"/>		
S.3.11. Theodolite/Total Station ( 1 pc)	<input type="checkbox"/>		
S.3.12. personal computer (5 sets)	<input type="checkbox"/>		
S.4. Mechanics of Fluids		<input type="checkbox"/>	
S.4.1. balance ( 1 set)	<input type="checkbox"/>		
S.4.2. beaker ( 5pcs)	<input type="checkbox"/>		
S.4.3. caliper ( 2 pcs)	<input type="checkbox"/>		
S.4.4. differential manometer (1 pc)	<input type="checkbox"/>		
S.4.5. elevated calibrated water tank ( 1set)	<input type="checkbox"/>		
S.4.6. flume tilting ( 1 pc)	<input type="checkbox"/>		

Indicators	R	SIM	PM
S.4.7. funnels ( 5pcs)	<input type="checkbox"/>		
S.4.8. graduated cylinder ( 5 pcs)	<input type="checkbox"/>		
S.4.9. hook gauge ( 1 pc)	<input type="checkbox"/>		
S.4.10. manometer stand (5 pcs)	<input type="checkbox"/>		
S.4.11. manometers ( 5 pcs )	<input type="checkbox"/>		
S.4.12. measuring stick ( 5 pcs)	<input type="checkbox"/>		
S.4.13. piezometer taps with manometer	<input type="checkbox"/>		
S.4.14. piezometer taps/pressure gages	<input type="checkbox"/>		
S.4.15. pipe Assembly or equivalent (2 sets)	<input type="checkbox"/>		
S.4.16. Pump, motorized ( 1set)	<input type="checkbox"/>		
S.4.17. Reynolds apparatus ( 2 sets)	<input type="checkbox"/>		
S.4.18. Set of weirs ( 1 set)	<input type="checkbox"/>		
S.4.19. spherical ball, 1/8" - 1/4 " dia ( 6 pcs)	<input type="checkbox"/>		
S.4.20. stop watch ( 2 pcs)	<input type="checkbox"/>		
S.4.21. thermometer ( 1 pc)	<input type="checkbox"/>		
S.4.22. transparent cylinders 6" dia x 24 " ( 6 pcs)	<input type="checkbox"/>		
S.4.23. Venturi meter ( 1 pc)	<input type="checkbox"/>		
S.4.24. volumetric/gravimetric discharge measurement ( 2 sets)	<input type="checkbox"/>		
S.4.25. wind tunnel ( 1 set optional)	<input type="checkbox"/>		
<b>S.5. Hydraulics</b>		<input type="checkbox"/>	
S.5.1. aquarium, glass or fiberglass	<input type="checkbox"/>		

Indicators	IR	SOM	PM
S.5.2. flume, tilting ( 1 set)	<input type="checkbox"/>		
S.5.3. hydrostatic pressure apparatus (3 sets)	<input type="checkbox"/>		
S.5.4. manometer (1 pc)	<input type="checkbox"/>		
S.5.5. metacentric height apparatus (3 sets)	<input type="checkbox"/>		
S.5.6. meter stick (2 pcs)	<input type="checkbox"/>		
S.5.7. model dam ( to fit the aquarium) ( 1 pc)	<input type="checkbox"/>		
S.5.8. model dam with sluice gate or spillway ( 1 set)	<input type="checkbox"/>		
S.5.9. piezometer taps/pressure gages	<input type="checkbox"/>		
S.5.10. pipe assembly ( 1 set)	<input type="checkbox"/>		
S.5.11. pitot tube ( 1 pc)	<input type="checkbox"/>		
S.5.12. set of weights ( 3 sets	<input type="checkbox"/>		
S.5.13. suitable tanks ( 3 pcs)	<input type="checkbox"/>		
S.5.14. timing device ( 1 pc)	<input type="checkbox"/>		
S.5.15. vernier caliper ( 1set)	<input type="checkbox"/>		
S.5.16. volumetric tank ( 1 pc)	<input type="checkbox"/>		
S.5.17. water hammer set-up ( 1 set)	<input type="checkbox"/>		
S.5.18. weighing scale ( 1 pc)	<input type="checkbox"/>		
<b>S.6. Materials Testing</b>			
S.6.1. air content apparatus, chace type ( 5 pcs)	<input type="checkbox"/>		
S.6.2. air content apparatus ,standard ( 1 pc)	<input type="checkbox"/>		
S.6.3. balance, 3 kg cap, 0.1 g acc. ( 1 pc)	<input type="checkbox"/>		
S.6.4. beam molds, 6"x6"x21" (6 pcs)	<input type="checkbox"/>		

Indicators	R	SIM	PM
S.6.5. bearing flat bars ( 2 pcs)	<input type="checkbox"/>		
S.6.6. bearing wooden blocks/plywood strips ( 2 pcs)	<input type="checkbox"/>		
S.6.7. calibration cylinder, hollow metal 4" outside diax 5.5" high ( 1 pc)	<input type="checkbox"/>		
S.6.8. cans ( 5 pcs)	<input type="checkbox"/>		
S.6.9. capping apparatus ( 1set)	<input type="checkbox"/>		
S.6.10. cement mold brush ( 2 pcs)	<input type="checkbox"/>		
S.6.11. compressive testing machine, 50 tons capacity ( 1 set)	<input type="checkbox"/>		
S.6.12. compressive testing machine, 5-10 T capacity ( 1 set)	<input type="checkbox"/>		
S.6.13. container (1 pc)	<input type="checkbox"/>		
S.6.14. cylindrical molds, 6" dia x 12' (6 pcs)	<input type="checkbox"/>		
S.6.15. deformation indicating device (1 pc)	<input type="checkbox"/>		
S.6.16. dessicator, 3 kg (1 pc)	<input type="checkbox"/>		
S.6.17. dial gage (1 pc)	<input type="checkbox"/>		
S.6.18. flexure loading & reaction set for concrete beam ( 1 set)	<input type="checkbox"/>		
S.6.19. Gillmore or Vicat apparatus (3 sets)	<input type="checkbox"/>		
S.6.20. glass vessel/jar wide mouth 1.5 L capacity (5 pcs)	<input type="checkbox"/>		
S.6.21. graduated cylinder, 200 ml (3 pcs)	<input type="checkbox"/>		
S.6.22. loading & reaction set (1 set)	<input type="checkbox"/>		
S.6.23. loading & reaction set-up for steel bars (1 set-up)	<input type="checkbox"/>		
S.6.24. Los Angeles Abrasion test apparatus (set)	<input type="checkbox"/>		
S.6.25. Marshall test set (1 set)	<input type="checkbox"/>		

Indicators	IR	SIM	PM
S.6.26. measuring tape (2pcs)	<input type="checkbox"/>		
S.6.27. mixing container ( 3 pcs)	<input type="checkbox"/>		
S.6.28. No 200 sieve ( 3pcs)	<input type="checkbox"/>		
S.6.29. oven, temp controlled ( 1 pc)	<input type="checkbox"/>		
S.6.30. pail, 1.5 kg capacity ( 4 pcs)	<input type="checkbox"/>		
S.6.31. penetration apparatus with needles (1 set)	<input type="checkbox"/>		
S.6.32. sample container, 70 mm dia x 45 mm depth (1 pc)	<input type="checkbox"/>		
S.6.33. scoop ( 2 pcs)	<input type="checkbox"/>		
S.6.34. set of weights ( 3 sets)	<input type="checkbox"/>		
S.6.35. Sieve, 3/8 " (5 pcs)	<input type="checkbox"/>		
S.6.36. slump apparatus, standard (2 pcs)	<input type="checkbox"/>		
S.6.37. sampling & mixing receptacle, 48"x48"x3" (2 pcs)	<input type="checkbox"/>		
S.6.38. spatula ( 1 pc)	<input type="checkbox"/>		
S.6.39. stabilometer ( 1set)	<input type="checkbox"/>		
S.6.40. standard sieve set ( 1 set)	<input type="checkbox"/>		
S.6.41. stop watch ( 3 pcs)	<input type="checkbox"/>		
S.6.42. straight edge ( 2 pcs)	<input type="checkbox"/>		
S.6.43. tamping rods ( 2 pcs)	<input type="checkbox"/>		
S.6.44. tensile testing machine ( 1 set)	<input type="checkbox"/>		
S.6.45. test specimen device ( 1 pc)	<input type="checkbox"/>		
S.6.46. thermometer, 0-50 deg ( 5pcs)	<input type="checkbox"/>		

Indicators	IR	SOM	PM
S.6.47. transfer dish ( 1 pc)	<input type="checkbox"/>		
S.6.48. trowels ( 2 pcs)	<input type="checkbox"/>		
S.6.49. weights, 100 g ( 1 pc)	<input type="checkbox"/>		
S.6.50. wire/density basket, 6.5 mm mesh (5 pcs)	<input type="checkbox"/>		
S.6.51. wood float (2 pcs)	<input type="checkbox"/>		
<b>S.7. Geotechnical Engineering(Soil Mechanics)</b>			
S.7.1. aluminum moisture cans with lids (20 pcs)	<input type="checkbox"/>		
S.7.2. apparatus for moisture content determination (1 pc)	<input type="checkbox"/>		
S.7.3. balance 2000 g cap, 0.1 sensitivity (1 set)	<input type="checkbox"/>		
S.7.4. balance, 1 kg, 0.1 g acc ( 1 set)	<input type="checkbox"/>		
S.7.5. balance, 25 kg, 1.0 g acc ( 1 set)	<input type="checkbox"/>		
S.7.6. beaker, 250 ml ( 3 pcs)	<input type="checkbox"/>		
S.7.7. bristle brush( 3 pcs)	<input type="checkbox"/>		
S.7.8. calibration bucket, not less than 0.01 cu ft cap (3 pcs optional)	<input type="checkbox"/>		
S.7.9. caliper (2 pcs)	<input type="checkbox"/>		
S.7.10. CBR Compaction Mold, standard with extension collar (2 pcs)	<input type="checkbox"/>		
S.7.11. CBR loading machine, 5000 lbs min cap, rate .05 in/min ( 1 set)	<input type="checkbox"/>		
S.7.12. CBR penetration piston (1 set)	<input type="checkbox"/>		
S.7.13. CBR perforated plate with adjustable stem (1 pc)	<input type="checkbox"/>		
S.7.14. CBR surcharge weights (2 pcs)	<input type="checkbox"/>		

Indicators	IR	SOM	PM
S.7.15. compaction mold, standard ( 5 pcs)	<input type="checkbox"/>		
S.7.16. compaction rammer, standard ( 2 pcs)	<input type="checkbox"/>		
S.7.17. consolidation test loading machine cap 2,000 or 3,000 lbs. (1 unit)	<input type="checkbox"/>		
S.7.18. consolidometer with micrometer dial gauge (1 pc)	<input type="checkbox"/>		
S.7.19. container with cover 250 ml (10 pcs)	<input type="checkbox"/>		
S.7.20. Deformation dial gage ( 2 pcs)	<input type="checkbox"/>		
S.7.21. dessicator ( 2 pcs)	<input type="checkbox"/>		
S.7.22. dial gages, acc to 0.001" ( 2 pcs)	<input type="checkbox"/>		
S.7.23. digging tools ( 3 sets)	<input type="checkbox"/>		
S.7.24. direct shear specimen trimmer 2.5' dia x $\frac{3}{4}$ ' thick (1 pc)	<input type="checkbox"/>		
S.7.25. direct shear testing machine (1 unit)	<input type="checkbox"/>		
S.7.26. drilling equipment set (1 set)	<input type="checkbox"/>		
S.7.27. evaporating dish/mixing bowl (3 pcs)	<input type="checkbox"/>		
S.7.28. expansion apparatus (1 pc)	<input type="checkbox"/>		
S.7.29. glass plates (1 set)	<input type="checkbox"/>		
S.7.30. graduated cylinder, 100 ml ( 3 pcs)	<input type="checkbox"/>		
S.7.31. graduated cylinder, 1000 ml ( 6 pcs)	<input type="checkbox"/>		
S.7.32. graduated cylinder, 500 ml ( 5 pcs)	<input type="checkbox"/>		
S.7.33. ground glass plates 30 cm square by 1 cm thick (3 pcs)	<input type="checkbox"/>		
S.7.34. guide plate, 12" square by 3/16" thick with 6" dia hole (3 pcs)	<input type="checkbox"/>		

Indicators	IR	SIOM	PM
S.7.35. labelling device (1 pc)	<input type="checkbox"/>		
S.7.36. large evaporating dish/drying pans (18 pcs)	<input type="checkbox"/>		
S.7.37. liquid limit device with grooving tool (3pcs)	<input type="checkbox"/>		
S.7.38. measuring tape ( 2 pcs)	<input type="checkbox"/>		
S.7.39. metal tray ( 3 pcs)	<input type="checkbox"/>		
S.7.40. miter box ( 2 pcs)	<input type="checkbox"/>		
S.7.41. moisture tight bags/cans (30 pcs)	<input type="checkbox"/>		
S.7.42. No. 4 sieves ( 2 pcs)	<input type="checkbox"/>		
S.7.43. No. 40 sieves ( 3 pcs)	<input type="checkbox"/>		
S.7.44. palette knives ( 3 pcs)	<input type="checkbox"/>		
S.7.45. permeability device set falling & constant head with accessories sets)	<input type="checkbox"/>		
S.7.46. pipe liner (40 ft)	<input type="checkbox"/>		
S.7.47. pycnometer, cap 50 ml or more ( 5 pcs)	<input type="checkbox"/>		
S.7.48. remolding pparatus/materials ( 1 set)	<input type="checkbox"/>		
S.7.49. rubber mallet (5 pcs)	<input type="checkbox"/>		
S.7.50. rubber tipped pestle and mortar (15 pcs)	<input type="checkbox"/>		
S.7.51. sample splitter/divider (1 set)	<input type="checkbox"/>		
S.7.52. sand cone apparatus/rubber balloon set (3 sets)	<input type="checkbox"/>		
S.7.53. scoop ( 5 pcs)	<input type="checkbox"/>		
S.7.54. shovel, 1.5 kg cap ( 3pcs)	<input type="checkbox"/>		
S.7.55. soaking tank ( 1 set)	<input type="checkbox"/>		

Indicators	IR	SIM	PM
S.7.56. soil auger or post tool digger ( 3pcs)	<input type="checkbox"/>		
S.7.57. soil extractor/ejector, tube sample ( 1 set)	<input type="checkbox"/>		
S.7.58. soil hydrometer, 151 H or 152 H ( 3 pcs)	<input type="checkbox"/>		
S.7.59. soil lathe ( 2 sets)	<input type="checkbox"/>		
S.7.60. soil mixer ( 1 set)	<input type="checkbox"/>		
S.7.61. soil sample containers ( 10 pcs)	<input type="checkbox"/>		
S.7.62. spacer disc with handle ( 1pc)	<input type="checkbox"/>		
S.7.63. spatula ( 3 pcs)	<input type="checkbox"/>		
S.7.64. spatula ( 6 pcs)	<input type="checkbox"/>		
S.7.65. split spoon sampler ( 1 pc)	<input type="checkbox"/>		
S.7.66. standard penetration test set (1 set)	<input type="checkbox"/>		
S.7.67. standard set of sieves (3 sets)	<input type="checkbox"/>		
S.7.68. stirring glass rod, $\frac{1}{4}$ ' dia x 12" length (5 pcs)	<input type="checkbox"/>		
S.7.69. straight edge steel, 300 mm long ( 5 pcs)	<input type="checkbox"/>		
S.7.70. straight edge, 300 mmlong ( 5 pcs)	<input type="checkbox"/>		
S.7.71. thin walled sampler with extractor/ejector ( 2 pcs)	<input type="checkbox"/>		
S.7.72. triaxial test forming jacket, funnel, tampers ( 1 set)	<input type="checkbox"/>		
S.7.73. triaxial test loading machine (1 set)	<input type="checkbox"/>		
S.7.74. triaxial test rubber membrane for holding sample (1 pc)	<input type="checkbox"/>		
S.7.75. triaxial test vacuum gage and source for internal vacuum (1 set)	<input type="checkbox"/>		
S.7.76. triaxial set test vacuum shear base ad cap (1 pc)	<input type="checkbox"/>		

Indicators	R	SOM	PM
S.7.77. trimming lathe or special cutter having same diameter as consolidation ring (1 pc)	<input type="checkbox"/>		
S.7.78. trimming tools (1 set)	<input type="checkbox"/>		
S.7.79. unconfined compression device, ASTM D 2166 (1 set)	<input type="checkbox"/>		
S.7.80. vacuum pump ( 1 pc optional)	<input type="checkbox"/>		
S.7.81. wash-water bottle sprayer or large syringe (3 pcs)	<input type="checkbox"/>		
S.7.82. wash bottle, 500 ml capacity (5 pcs)	<input type="checkbox"/>		
S.7.83. wire saw (2 pcs)	<input type="checkbox"/>		
<b>S.8. Laboratory Supplies and Materials</b>			
S.8.1. cellophane or wax paper	<input type="checkbox"/>		
S.8.2. cement	<input type="checkbox"/>		
S.8.3. distilled water	<input type="checkbox"/>		
S.8.4. filter paper , 15 cm dia ( 10 pcs)	<input type="checkbox"/>		
S.8.5. graph paper, 5 cycle ( 4 sheets)	<input type="checkbox"/>		
S.8.6. KMnO <sub>4</sub> solution	<input type="checkbox"/>		
S.8.7. liquid mercury	<input type="checkbox"/>		
S.8.8. liquids of unknown specific density	<input type="checkbox"/>		
S.8.9. paraffin	<input type="checkbox"/>		
S.8.10. plastic or glass tubing 5 pcs)	<input type="checkbox"/>		
S.8.11. sodium silicate	<input type="checkbox"/>		
S.8.12. white sand/Ottawa sand	<input type="checkbox"/>		

Indicators	IR	SOM	PD
S.9. There is an approved Project Procurement Management Plan (PPMP).			
S.9. There is an approved Annual Procurement Plan (APP) for laboratory equipment, supplies and materials.			

IMPLEMENTATION			
I.1. The institution implements the special provisions as listed in the CMO.			

OUTCOME/S				
O.1. The special provisions in the CMO of the program are complied with.				
Area Mean:				

## SUMMARY OF RATINGS

### AREA IX: LABORATORIES

Parameters		Numerical Rating	Descriptive Rating
A	LABORATORIES, SHOPS AND FACILITIES		
B	EQUIPMENT, SUPPLIESAND MATERIALS		
C	MAINTENANCE		
D	SPECIAL PROVISIONS		

Total: \_\_\_\_\_

Mean: \_\_\_\_\_

LEAD ACCREDITOR/S:

\_\_\_\_\_

\_\_\_\_\_

# **AREA X**

## **ADMINISTRATION**

### **PARAMETERS**

- A. Organization
- B. Academic Administration
- C. Student Administration
- D. Financial Management
- E. Supply Management
- F. Records Management
- G. Institutional Planning and Development
- H. Performance of Administrative Personnel

Program : \_\_\_\_\_

Level : \_\_\_\_\_

SUC : \_\_\_\_\_

Campus : \_\_\_\_\_

Date of Actual Survey : \_\_\_\_\_

## **AREA X: ADMINISTRATION**

The administration is the engine of the Institution in the attainment of its vision, mission, goals and objectives. It is concerned with the general affairs of the Institution and its organizational performance. Thus, the administration adopts institutional processes and ensures that said processes are satisfactorily implemented.

### **A. Organization**

An educational institution should have a Governing Board of Regents/Trustees. This Board has the responsibility to formulate general policies. The policies should be implemented by a sufficient number of qualified officials duly appointed/designated for the purpose. A detailed description of the organizational set-up of the whole Institution under survey should be found in an official document.

### **B. Academic Administration**

The area covers administrative and academic matters such as qualification of academic officials; recruitment and promotion of faculty and support staff; setting standards and targets; planning, implementing and monitoring of programs and other related activities; establishing linkages, partnerships and networking activities; professional growth development opportunities; proper use and maintenance of facilities, equipment, etc.; and generating resources and income and cost effective measures.

The quality of the curricular programs and the qualifications of the faculty to implement would determine the level of excellence attained by the Institution.

### **C. Student Administration**

The following activities fall under this Area: admission and retention policies; registration , school fees, academic load, transfers, residence, course work, scholastic and graduation requirements, examination and grading system, scholarship/grants, shifting and adding/dropping of course, code of conduct and discipline, availability of a student handbook, and organization of the recorded data for statistical use.

### **D. Financial Management**

The business administration of the Institution should be well-maintained and managed by qualified and competent personnel. Business functions are well-delineated to promote fiscal integrity, economy, responsibility and accountability.

Financial management includes budgeting, accounting, auditing, requisition and purchase of supplies, and the preparation of financial reports. The effectiveness in the

performance of the business services and sound financial management are indicators of a healthy financial administration.

#### **E. Supply Management**

Supplies support the operations of the Institution. The Institution therefore should have a scheme of managing supplies, materials and equipment. While committees may assist the Institution in the procurement of these supplies/materials/equipment, a supply management office takes charge of their procurement distribution and storage.

#### **F. Records Management**

Records and reports include: minutes of the board meetings, minutes of faculty meetings, faculty directory; records of faculty training and experience; records of enrollment by class, gender and course; students' directory; alumni directory; recorded data for statistical use; inventory of property; reports of administrative officials; summary of disciplinary matters; records of scholarships granted, etc. Adequate, accurate, accessible, up-to-date and systematic records are indicators of sound records management.

#### **G. Institutional Planning and Development**

Sound Institutional planning should show concern for, and attention to, the following: congruence with the institutional vision and mission, academic unit's goals and program objectives; alignment with national, regional, and local goals and needs; adequate allocation of resources; participation of all sectors of the academic community in the planning process; formal documentation of all plans and progress of implementation; long- and short-term dimensions of planning; and mechanisms for periodic review, evaluation and updating. A Planning Officer should be responsible for the coordination of the planning activity.

#### **H. Performance of Administrative Personnel**

The administrative personnel should be qualified to perform the various administrative services. The performance evaluation of the personnel should include: (1) competence; (2) quality of work; (3) work ethic; (4) creative ability; (5) interpersonal relations; and (6) ability to handle internal and external pressures.

The performance of the administrative personnel should be monitored and evaluated regularly.

The efficiency of the administrative set-up and harmonious relationship among the personnel are considered significant criteria for excellence.

The following documents, additional information and exhibits will be useful in evaluating this Area, and should be made available, preferably at the Accreditation Center:

1. Administrative Manual;
2. Annual Reports;
3. Budget priorities as shown in the approved budget for the program and actual allocation for the past 2 years;
4. Guidelines/Procedures in budget preparation;
5. College policies on the confidentiality/security of records;
6. Copy of the Supervisory Program of the Dean;
7. Development Plans: Long-term; Short-Term and Operational;
8. List of members of the Administrative and Academic Councils;
9. List of personnel responsible for planning and development and their respective qualifications;
10. Minutes of faculty meetings;
11. Minutes of meetings of the Administrative and Academic Councils;
12. Organizational Chart of the Institution/Academic Unit;
13. Performance Evaluation System for the Faculty;
14. Performance Evaluation System for the Non-teaching personnel/staff;
15. Personnel file;
16. Plantilla of Personnel for the Administrative and Academic Staff;
17. Qualification Standards for the Administrative and Academic Personnel; and
18. Samples of relevant Board of Regents/Board of Trustees Resolutions.

## AREA X: ADMINISTRATION

RATING SCALE						
NA	0	1	2	3	4	5
-	-	<b>Poor</b>	<b>Fair</b>	<b>Satisfactory</b>	<b>Very Satisfactory</b>	<b>Excellent</b>
<i>Not Applicable</i> <b>Missing</b> <i>Criterion is met minimally in some respects, but much improvement is needed to overcome weaknesses</i> <i>(75% lesser than the standards)</i>	<i>Criterion is met in most respects, but some improvement is needed to overcome weaknesses</i> <i>(50% lesser than the standards)</i>	<i>Criterion is met In all respects</i> <i>(100% compliance with the standards)</i>	<i>Criterion is fully met in all respects, at a level that demonstrates good practice</i> <i>(50% greater than the standards)</i>	<i>Criterion is fully met with substantial number of good practices, at a level that provides a model for others</i> <i>(75% greater than the standards)</i>	<b>Parameter Mean (PM)</b>  <b>System – Implementation – Outcome Mean (SIOM)</b>  <b>Item Rating (IR)</b>	
<b>Indicators</b>						
<b>PARAMETER A: ORGANIZATION</b>						
<b>SYSTEM – INPUTS AND PROCESSES</b>						
S.1. The institution has an organizational structure approved by the Board of Regents/Trustees (BOR/BOT).						
S.2. Every office/unit in the organizational structure has functions approved by the BOR/BOT.						

<b>IMPLEMENTATION</b>	
I.1. The institution is subdivided into administrative units in accordance with the organizational structure.	
I.2. The functions, duties and responsibilities of the administrative personnel/staff in each unit/office are identified and carried out.	
I.3. The Board of Regents/Trustees is supportive with the growth and development of the institution.	

Indicators	IR	SOM	PM
I.4. The Academic and Administrative Councils exercise their powers and perform their functions.			
I.5. The flow of communication among and within units/departments is observed.			

OUTCOME/S	IR	SOM	PM
O.1. The institution has well-designed and functional organizational structure.			

PARAMETER B: ACADEMIC ADMINISTRATION	IR	SOM	PM
SYSTEM – INPUTS AND PROCESSES			
S.1. The Dean/Academic Unit Head possesses the required educational qualifications, experience and other prescribed requirements to administer the College/Academic Unit as follows:			
S.1.1. holder of baccalaureate and master's degree in engineering, preferably in the Bachelor of Science in Civil Engineering;			
S.1.2. preferably holder of doctorate degree in engineering or related fields;			
S.1.3. Must have a minimum teaching experience of not less than five (5) years;			
S.1.4. At least five (5) years administrative experience and at least five (5) field experience; and			
S.1.5. registered engineer.			
S.2. The Department Chair/s or their equivalent has appropriate/relevant educational qualification and experience.			

Indicators	IR	SIM	PM
<b>IMPLEMENTATION</b>			
I.1. The Dean is assisted by Department Chair/s or their equivalent with appropriate/relevant educational qualification and experience.			
I.2. The Dean implements a supervisory program.			
I.3. The Dean participates in the recruitment and promotion of faculty and support staff.			
I.4. The Dean, the faculty and the administration work together for the improvement of the College/Academic Unit, particularly in:			
I.4.1. setting standards and targets;	<input type="checkbox"/>		
I.4.2. planning of programs and other related activities;	<input type="checkbox"/>		
I.4.3. implementing, monitoring and evaluation of plans, programs and other related activities;	<input type="checkbox"/>		
I.4.4. establishing linkages, partnerships and networking activities;	<input type="checkbox"/>		
I.4.5. providing opportunities for professional growth and development for the faculty and staff;	<input type="checkbox"/>		
I.4.6. preparing guidelines in the internal administration and operation of the Academic Unit/College; and	<input type="checkbox"/>		
I.4.7. preparing guidelines in the proper use and maintenance of facilities, equipment, supplies and materials.	<input type="checkbox"/>		
I.5. Definite criteria and procedures in the selection and promotion of the most qualified faculty and staff are observed.			
I.6. The Dean, faculty, staff, and students pursue collaborative activities in generating resources and income, and in implementing cost-effective measures.			
I.7. The Dean implements policies and procedures on internal administration and operations of the College/Academic Unit.			

Indicators	IR	SIMS	PM
<b>OUTCOME/S</b>			
O.1. The College/Academic Unit is efficiently and effectively managed.			

<b>PARAMETER C: STUDENT ADMINISTRATION</b>	
<b>SYSTEM – INPUTS AND PROCESSES</b>	
S.1. The institution has an approved and printed Student Handbook/Manual containing policies and guidelines on the following aspects of student life:	
S.1.1. admission and retention policies;	<input type="checkbox"/>
S.1.2. registration requirements;	<input type="checkbox"/>
S.1.3. school fees;	<input type="checkbox"/>
S.1.4. academic load;	<input type="checkbox"/>
S.1.5. transfers;	<input type="checkbox"/>
S.1.6. residence, course work, scholastic and graduation requirements;	<input type="checkbox"/>
S.1.7. examination and grading system;	<input type="checkbox"/>
S.1.8. scholarships/grants/assistantships;	<input type="checkbox"/>
S.1.9. shifting and adding/dropping of course;	<input type="checkbox"/>
S.1.10. code of conduct and discipline;	<input type="checkbox"/>
S.1.11. attendance; and	<input type="checkbox"/>
S.1.12. others ( <i>please specify</i> ) _____.	<input type="checkbox"/>

Indicators	IR	SOM	PM
<b>IMPLEMENTATION</b>			
I.1. Students are provided opportunities to participate in the planning and implementation of activities concerning their welfare.			
I.2. Concerned officials, faculty and staff act promptly on requests, needs and problems of the students.			
I.3. The administration, faculty, staff and students work harmoniously and maintain good working relationship.			

<b>OUTCOME/S</b>			
O.1. The institution has an effective and functional Student Administration.			
O.2. Policy implementation is efficient.			

<b>PARAMETER D: FINANCIAL MANAGEMENT</b>			
<b>SYSTEM – INPUTS AND PROCESSES</b>			
S.1. The institution has an approved Financial Development Plan (FDP).			
S.2. The institution has specific budgetary allotment for the following:			
S.2.1. personnel services;			
S.2.2. Maintenance and Other Operating Expenses (MOOE);			
S.2.3. capital outlay; and			
S.2.4. special projects.			
S.3. The approved budget is in consonance with the FDP.			

Indicators	R	SOM	PM
<b>IMPLEMENTATION</b>			
I.1. The institution maintains a Financial Management Office managed by qualified and competent staff.			
I.2. The financial management personnel are responsible for the efficient management of financial resources/funds of the institution.			
I.3. The administrative officials, faculty, staff and student representatives participate in the budget preparation and in the procurement program of the institution.			
I.4. The budget of the institution is fairly and objectively allocated.			
I.5. The institution allocates funds for the following student services and activities:			
I.5.1. cultural development;	<input type="checkbox"/>		
I.5.2. athletic and sports development;	<input type="checkbox"/>		
I.5.3. medical and dental services;	<input type="checkbox"/>		
I.5.4. library;	<input type="checkbox"/>		
I.5.5. student body organization;	<input type="checkbox"/>		
I.5.6. guidance and counseling;	<input type="checkbox"/>		
I.5.7. improvement of laboratories/shops;	<input type="checkbox"/>		
I.5.8. repair and maintenance of facilities and equipment;	<input type="checkbox"/>		
I.5.9. purchase of new equipment, supplies and materials;	<input type="checkbox"/>		
I.5.10. replacement of old and unserviceable equipment;	<input type="checkbox"/>		
I.5.11. construction of new facilities, <i>as needed</i> ;	<input type="checkbox"/>		
I.5.12. improvement/expansion of physical plant;	<input type="checkbox"/>		
I.5.13. extension and community services;	<input type="checkbox"/>		

Indicators	IR	SMO	PM
I.5.14. disaster and risks reduction; and			
I.5.15. auxiliary services, etc.			
I.6. The budget allotted for specific expenditures indicated in item 1.5 is in consonance with existing policies and guidelines.			

OUTCOME/S	IR	SMO	PM
O.1. The institution has a sound and effective financial management system.			

PARAMETER E: SUPPLY MANAGEMENT	IR	SMO	PM
SYSTEM – INPUTS AND PROCESSES			
S.1. The institution has an approved procurement management system in consonance with the Revised IRR of RA 9184 (Government Procurement Reform Act).			
S.2. The institution has a system for the proper disposal of non-serviceable and condemned equipment, supplies and materials.			
S.3. The office has a storeroom for keeping and storing all equipment, supplies and materials purchased.			

IMPLEMENTATION	IR	SMO	PM
I.1. The institution maintains a Supply Management Office (SMO) managed by qualified staff with specific functions and responsibilities.			
I.2. The Bids and Award Committee (BAC) is responsible for the procurement and deliveries of needed equipment, supplies and materials in accordance with the approved Annual Procurement Plan (APP) and Project Procurement Management Plan (PPMP).			
I.3. The BAC performs its tasks and responsibilities in accordance with recent procurement policies and official issuances.			

Indicators	R	SMO	PM
I.4. The SMO prepares, evaluates, and submits the annual inventory of serviceable and non-serviceable facilities and equipment.			
I.5. All approved requests for procurement are published in Philippine Government Electronic Procurement System (PhilGEPS).			

OUTCOME/S			
O.1. The institution has an efficient and effective Supply Management System.			
O.2. All procurement transactions are transparent.			

PARAMETER F: RECORDS MANAGEMENT			
SYSTEM – INPUTS AND PROCESSES			
S.1. The institution has a system of records-keeping.			
S.2. The institution has policies and procedures to ensure the security and confidentiality of records.			
S.3. Policies and procedures on prompt release of records are in place.			

IMPLEMENTATION			
I.1. The institution maintains a Records Management Office (RMO) managed by a qualified Records Officer.			
I.2. A records system is installed in offices where it allows access to information needed by concerned parties.			
I.3. The Human Resource Management Office (HRMO) maintains accurate, up-to-date and systematic records of faculty and staff.			

Indicators	IR	SOM	PM
I.4. The following updated record compilations are made available to concerned parties:			
I.4.1. minutes of the Board of Regents/ Trustees meetings; <input type="checkbox"/>			
I.4.2. minutes of the faculty meetings, e.g. minutes of the Academic Council meetings; <input type="checkbox"/>			
I.4.3. faculty/non-teaching personnel individual files; <input type="checkbox"/>			
I.4.4. faculty/non-teaching personnel performance evaluation; and <input type="checkbox"/>			
I.4.5. other records such as:			
I.4.5.1. student directory; <input type="checkbox"/>			
I.4.5.2. alumni directory; <input type="checkbox"/>			
I.4.5.3. permanent records of students; <input type="checkbox"/>			
I.4.5.4. reports of Director/Dean; <input type="checkbox"/>			
I.4.5.5. annual reports; <input type="checkbox"/>			
I.4.5.6. accomplishment/progress reports; <input type="checkbox"/>			
I.4.5.7. scholarship records; <input type="checkbox"/>			
I.4.5.8. statistical data; <input type="checkbox"/>			
I.4.5.9. financial records of students; <input type="checkbox"/>			
I.4.5.10. inventory of property; <input type="checkbox"/>			
I.4.5.11. proceedings of administrative investigation ( <i>if any</i> ); and <input type="checkbox"/>			
I.4.5.12. others ( <i>please specify</i> ) _____ <input type="checkbox"/>			

Indicators	R	W	S	P
<b>OUTCOME/S</b>				
O.1. The Institution has commendable Records Management System.				

<b>PARAMETER G: INSTITUTIONAL PLANNING AND DEVELOPMENT</b>				
<b>SYSTEM – INPUTS AND PROCESSES</b>				
S.1. The institution has an approved Strategic Development Plan (SDP) available in printed and/or electronic forms.				
S.2. There is a system to monitor the implementation of the SDP.				

<b>IMPLEMENTATION</b>				
I.1. The institution's Planning and Development Unit plans, monitors and evaluates planned activities/targets.				
I.2. The planning process is a cooperative and participative endeavor of administration, the faculty, staff and the students.				
I.3. The SDP is implemented, monitored, evaluated, reviewed, and updated regularly.				

<b>OUTCOME/S</b>				
O.1. The SDP is congruent with the VMGO as well as with the local, regional and national development goals and agenda.				

<b>PARAMETER H: PERFORMANCE OF ADMINISTRATIVE PERSONNEL</b>				
<b>SYSTEM – INPUTS AND PROCESSES</b>				
S.1. The institution has an approved performance evaluation system for the administrative personnel which includes the following:				

Indicators	IR	SOM	PM
S.1.1. competence;	<input type="checkbox"/>		
S.1.2. quality of work;	<input type="checkbox"/>		
S.1.3. work ethic (punctuality, wise use of time, etc.);	<input type="checkbox"/>		
S.1.4. creative/innovative ability;	<input type="checkbox"/>		
S.1.5. ability to handle internal and external pressures; and	<input type="checkbox"/>		
S.1.6. interpersonal relations.	<input type="checkbox"/>		

IMPLEMENTATION			
I.1. The institution regularly monitors and evaluates the performance of the administrative personnel.			
I.2. Results of performance evaluation of administrative personnel are utilized:			
I.2.1. to improve performance and delivery of service; and	<input type="checkbox"/>		
I.2.2. for promotion.	<input type="checkbox"/>		

OUTCOME/S			
O.1. The administrative personnel/staff have commendable performance.			
Area Mean:			

## SUMMARY OF RATINGS

### AREA X: ADMINISTRATION

Parameters		Numerical Rating	Descriptive Rating
A	ORGANIZATION		
B	ACADEMIC ADMINISTRATION		
C	STUDENT ADMINISTRATION		
D	FINANCIAL MANAGEMENT		
E	SUPPLY MANAGEMENT		
F	RECORDS MANAGEMENT		
G	INSTITUTIONAL PLANNING AND DEVELOPMENT		
H	PERFORMANCE OF ADMINISTRATIVE PERSONNEL		

Total: \_\_\_\_\_

Mean: \_\_\_\_\_

LEAD ACCREDITOR/S:

---

---

---

---