

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 enter stage in any educational program to seek to research, develop, and implement curriculum changes that enhance the achievement within and outside of institutions. How students learn and the best way to educate deserve much consideration.

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

A. Curriculum and Program of Studies

Curriculum must have content and design that will enable the students to achieve intended learning outcomes. It should work towards the pursuit of the mission of the institution, and the attainment of the course objectives. It should include recent developments in teaching and learning

techniques, and professional practice and take into account other attributes necessary for employment, such as teamwork, communication and 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 methodologies, strategies 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 experience (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. Student absences should not exceed the number allowed by CHED. 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 instructional materials like syllabi, assessment instruments, etc., to make teaching learning 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 material 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. Record 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 courses syllabi used in 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.

RATING SCALE						
NA	0	1	2	3	4	5
-	-	Poor	Fair	Satisfactory	Very Satisfactory	Excellent

Not Applicable	Missing	Criterion is met minimally in some respects, but much improvement is needed to overcome weaknesses (75% lesser than the standards)	Criterion is met in most respects, but some improvement is needed to overcome weaknesses (50% lesser than the standards)	Criterion is met in most respects (100% compliance with the standards)	Criterion is fully met in all respects, at a level that demonstrates good practice (50% greater than the standards)	Criterion is fully met with substantial number of good practices, at a level that provides a model for others (75% greater than the standards)
<div>Indicators</div>						
<div>PARAMETER A: CURRICULUM AND PROGRAM OF STUDIES</div>						
<div>SYSTEM – INPUTS AND PROCESSES</div>						
<div>S.1. The curriculum provides for the development of the following professional competencies:</div>						
<div>S.1.1. acquisition of knowledge of theories based on the field of specialization.</div>						
<div>S.1.2. Application of theories to real problems in the fields; and</div>						
<div>S.1.3. demonstrating the skills to carry out the application or strategy in actual work setting</div>						

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 5 institutional vision and mission			

Indicators	IR	SOIM	PM
IMPLEMENTATION			
I.1. The curriculum/program of study meets the requirements and standard of CHED, and the total number of units of the curriculum is equivalent to or judiciously exceeds the CHED prescribed units as follows:			
I.1.1. Technical Courses - 154 units Mathematics: 26 units Natural/Physical Sciences: 12 units Basic Engineering Sciences: 21 units Allied Courses: 8 units Professional Courses: 8 units Technical Electives: 12 units On-The-Job Training			
I.1.2. Non-Technical Courses - 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 System Program: 6 units			
I.2. The subjects are logically sequenced and prerequisite subjects are identified			
I.3. The curricular content responds 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.			
I.5. The curriculum integrates values, reflective of national customs, culture and tradition in cases where applicable.			
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;			
I.7.1.2. faculty;			

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 (please specify) _____.	<input type="checkbox"/>		
I.7.2 periodic review, assessment, updating and approval of the curriculum by the academic council;	<input type="checkbox"/>		
I.7.3 confirmation of the curriculum by the board of regents/trustees(BOR/BOT); and	<input type="checkbox"/>		
I.7.4 others (please specify) _____.	<input type="checkbox"/>		
I.8. The program of study allows the accommodation of the students with special needs and assists them to finish the degree.	<input type="checkbox"/>		

OUTCOME/S			
O.1. The curriculum is responsive and relevant to the demand of times.	<input type="checkbox"/>		
O.2. There is a passing average performance in the board examination for Electronics Engineering.	<input type="checkbox"/>		

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

S.6. There is a mechanism to facilitate the teaching-learning process.			

IMPLEMENTATION			
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 and as needed.			
I.4. The faculty distributes a copy of the syllabus to each student.			
I.5. Teaching strategies stimulate the development of the students' higherorder thinking skills (HOTS) such as critical thinking, analytical thinking, creative thinking and problem-solving.			
Indicators	IR	SOIM	PM
Teaching Method and Techniques			
I.6. Classroom instruction is enriched through 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			
I.6.4. computer-assisted instruction (CAI) and computer-assisted learning (CAL).			
I.7. At least three (3) of the following courses requirements are used:			
I.7.1. group/individual projects;			
I.7.2. group/individual reports;			
I.7.3. group/ individual term papers;			
I.7.4. performance activities;			
I.7.5. learning contract;			

I.7.6. portfolio;	<input type="checkbox"/>		
I.7.7. research study	<input type="checkbox"/>		
I.7.8. others (please specify) _____.	<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. buss 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"/>		
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/coursesware/teachware;			

I.8.18. experiments;			
I.8.19. problem-solving;			
I.8.20. type study methods;			
I.8.21. reporting;			
I.8.22. panel discuss; and			
I.8.23. others (please specify) _____.			
I.9. Instructional strategies provide for student's individual needs and multiple intelligences.			
Indicators	IR	SOIM	PM
I.10. Instruction is enhanced with the following:			
I.10.1 Submission of approved and updated syllabus per courses;			
I.10.2 Regular classroom observation/supervision;			
I.10.3 Regular faculty meetings with the college/Academic Unit Dean/Department Chair;			
I.10.4 Regular faculty performance evaluation;			
I.10.5 Attendance/participation of faculty in in-service training;			
I.10.6 Conduct of experimental classes; and			
I.10.7 Adoption of alternative instructional delivery modes such as modular instruction, e-learning and on-line study.			
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. Faculty members are encouraged to produce their own instructional materials such as modules, softwares, visual aids, manuals and textbooks.			

OUTCOME/S			
S.1. Course syllabi are updated and approved by concerned authorities.			
S.2. Varied teaching strategies are efficiently and effectively used.			
Indicators	IR	SOIM	PM
S.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 provides for the evaluation of student performance through combination of the following:			
S.1.1 formative tests such as quizzes, units tests			
S.1.2 summative tests such as midterm and final examinations			
S.1.3 project and term papers			
S.1.4 practicum and performance tests			
S.1.5 other course requirements			
S.2. The summative tests have the following descriptions:			
S.2.1. comprehensive enough to test the different levels of cognitive skills and knowledge of content; and			
S.2.2. based on Table of Specifications (TOS)			

IMPLEMENTATION			
I.1. Varied evaluation measures are used, such as:			
I.1.1 Portfolio			
I.1.2 rubric assessment			
I.1.3 skills demonstration			

I.1.4	paper and pencil tests	<input type="checkbox"/>		
I.1.5	oral examinations	<input type="checkbox"/>		
I.1.6	group/individual reports	<input type="checkbox"/>		
I.1.7	group/individual research	<input type="checkbox"/>		
I.1.8	others (please specify) _____.	<input type="checkbox"/>		
I.2.	Evaluation tools/instruments are reviewed and revised periodically	<input type="checkbox"/>		
I.3.	The faculty are trained how to assess student performance properly.	<input type="checkbox"/>		
I.4.	The college/academic unit encourages and supports assessment for individual differences and multiple intelligence	<input type="checkbox"/>		
I.5.	Course and test requirements are returned to students after results are checked, recorded, and analyzed.	<input type="checkbox"/>		
I.6.	The system of student evaluation and grading defined, understood, and disseminated to the:	<input type="checkbox"/>		
I.6.1.	students	<input type="checkbox"/>		
I.6.2.	Faculty	<input type="checkbox"/>		
I.6.3.	academic as administrators	<input type="checkbox"/>		
I.6.4.	parents/guardians	<input type="checkbox"/>		

OUTCOME/S			
O.1. The student's academic performance is commendable.	<input type="checkbox"/>		
O.2. Retention rate of students is on the average.	<input type="checkbox"/>		
Indicators	IR	SOIM	PM
PARAMETES D: MANAGEMENT OF LEARNING			
SYSTEM – INPUTS AND PROCESSES			

S.1. These are the policies on management of learning which include the following:			
S.1.1 student's attendance in class and other academic activities			
S.1.2 schedule of classes			
S.1.3 students' discipline			
S.1.4 maintenance of cleanliness and orderliness			

IMPLEMENTATION			
I.1. The policies on management of learning are enforced.			
I.2. Students' activities are well-planned and implemented.			
I.3. Assignments are designed to reinforce teaching which result in the student's maximum learning.			
I.4. The maximum class size is 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 encourage and monitored in the following activities:			
I.7.1 Projects/reports			
I.7.2 Thesis/plant visit/practicum			
I.7.3 Others (please specify) ____.			
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			
O.1. Learning is efficiently and effectively managed.			

PARAMETER E: GRADUATION REQUIRMENTS			
SYSTEM – INPUTS AND PROCESSES			
S.1. There is a policy on graduation requirements.			

IMPLEMENTATION			
I.1. The students are regularly informed of the academic requirements of their respective course.			
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 provides a system to assist 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.			

Indicators	IR	SOIM	PM
OUTCOME/S			
O.1. At least 60% of the students enrolled in the program are able to graduate within the regular time frame.			

PARAMETER F: ADMINISTRATIVE SUPPORT FOR EFFECTIVE INSTRUCTION			
SYSTEM – INPUTS AND PROCESSES			
S.1. The institution has policies on:			
S.1.1. Substitution or special arrangement wherever faculty is on leave or absent			
S.1.2. Giving awards and/or recognition for faculty and student with outstanding achievements; and			

S.1.3. Supervision, monitoring and evaluation of faculty performances.			

IMPLEMENTATION			
I.1. The institution implement 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			
I.2.2 Students			
I.3. Quality instruction is assured through the following strategies:			
I.3.1 Conducting seminar/workshop on syllabi making;			
I.3.2 Holding workshops on test construction and the corresponding table of specifications;			
I.3.3 Conducting competency assessment;			
Indicators	IR	SOIM	PM
I.3.4 Conducting supervisory visit of classes and providing assistance, if necessary;			
I.3.5 Holding of regular faculty meetings;			
I.3.6 Requiring consultations between students and faculty;			
I.3.7 Conducting studies on academic performance of students; and			

I.3.8 Providing opportunities for the participation of the faculty in in-service training activities.			
I.4. Periodic faculty performance evaluation on teaching and in other function is done by at least three of the following:			
I.4.1 the dean/the academic head/ department chairperson;			

I.4.2 the students			
I.4.3 the faculty member himself/herself			
I.4.4 peers			
I.4.5 others (please specify) _____.			
I.5. The results of performance evaluation are used to improve the performance/competencies of the faculty.			
I.6. Students are given recognition for exemplary academic and no-academic performances.			
I.7. Outstanding achievement of students is recognizes and encouraged through the following:			
I.7.1 Inclusion in the honor roll, Dean's list, etc.;			
I.7.2 Grant of tuition scholarships;			
I.7.3 Award of honor medals and merit certificates;			
I.7.4 Membership in honor societies/honor class/ sections, etc.;			
I.7.5 Grant of special p[privileges such as opportunities in leadership and Others (excluding exemption from major exams on all professional business subjects); and			
I.7.6 Grant of awards and recognition for their outstanding academic accomplishments e.g., Best Thesis, Student Researcher of the Year, etc.			
I.8. Indicators on performance graduates are studied such as:			
I.8.1 Analysis of performance of graduates in Electronics Engineering Licensure Examination;			
I.8.2 Employability of graduates; and			
I.8.3 Feedback from employment regarding performance of graduates.			
OUTCOME/S			

O.1. The faculty and students have commendable performance as a result of administrative support.			
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 STUDIES		
B	INSTRUCTIONAL PROCESSES, METHODOLOGIES AND LEARNING ENHANCEMENT OPPORTUNITIES		
C	ASSESSMENT OF ACADEMIC PERFORMANCE		
D	MANAGEMENT OF LEARNING		
E	GRADUATION REQUIREMENTS		
F	ADMINISTRATIVE SUPPORT OF EFFECTIVE INSTRUCTION		

Total: _____

Mean: _____

LEAD ACCREDITOR/S:
