



**ACCREDITING AGENCY OF CHARTERED COLLEGES
AND UNIVERSITIES IN THE PHILIPPINES (AACUP), INC.**
4A-B Future Point Plaza 3, 111 Panay Avenue, South Triangle 1103, Quezon City, Philippines
Phones: (632)961-3317; (632)961-1271 * Telefax: (632)961-3316 *E-mail: mail@aacupqa.org.ph



SUMMARY OF FINDINGS AND RECOMMENDATIONS

SUC	UNIVERSITY OF SOUTHERN MINDANAO
ADDRESS	Kabacan, North Cotabato
CAMPUS	Kabacan Campus
PROGRAM	Bachelor of Science in Electronics Engineering
TYPE OF SURVEY	2 nd Survey
DATE OF SURVEY	November 29 – December 3, 2021

AREA OF ACCREDITATION	STRENGTHS	AREAS NEEDING IMPROVEMENT	RECOMMENDATIONS
<p align="center">AREA I: VISION, MISSION, GOALS, AND OBJECTIVES</p>	<ol style="list-style-type: none"> 1. The University of Southern Mindanao has a well-crafted development plan and the processes and procedures pertaining to the formulation of the VMGO is well-documented. 2. The Vision and Mission of the university clearly capture the mandate of the university, its future directions and its role not only in the community to which it belongs, but also how it benefits its primary clientele and stakeholders. 3. The processes and procedures pertaining to the formulation of the goals of the college offering the degree program, as well as the objectives of the course, are well-documented. 4. There is sufficient evidence to indicate that efforts had been exerted to disseminate the VMGO in many different ways, through printed and broadcast media, and through different platforms. 	<ol style="list-style-type: none"> 1. There is little evidence of the dissemination of the VMGO in the vernacular language, or if the said VMGO had undergone the standard procedures of translation into the national and regional/local languages. 2. Although the VMGO had been disseminated widely in the academe, there is little evidence to indicate that said VMGO had been disseminated outside the university, such as in research and extension sites, and in public places in the community. 3. The Objectives of the program is in consonance with the general requirements of the degree program, but fails to define the uniqueness of the USM graduates, that would really set them apart from graduates of the same program from other universities. 	<ol style="list-style-type: none"> 1. It is suggested that processes and procedures involved in the translation of the VMGO into the local language and the national language may be included in the description of how the university crafted its VMGO. Furthermore, the translated VMGO may be properly displayed alongside the English version at all times. 2. The university may consider including the VMGO in all advertisements, banners, flyers, posters and other tangible forms outside the campus, and cover more areas in the community. 3. The Objectives of the program may be reviewed and revised from time to time, for it to be updated as the CMO for the program is revised, and that the specific objectives of the program may also include one that clearly delineates what will set the USM graduate of the program apart from graduates of the same program from other institutions.

AREA OF ACCREDITATION	STRENGTHS	AREAS NEEDING IMPROVEMENT	RECOMMENDATIONS
<p>AREA II: FACULTY</p>	<ol style="list-style-type: none"> 1. The faculty in the College of Electronics Engineering are qualified and registered engineers with appropriate fields of specialization. 2. The administration supports the professional growth and development of the faculty in the college relevant to their expertise. 3. The institutional Human Resource Development Program provides a system of faculty recruitment, selection, and orientation. 4. The faculty members possess the needed skills and competencies as manifested during the online class observation. 5. The faculty members utilize online technologies, computer programs, and other instructional materials in the discussion of their lessons to facilitate learning among their students. 	<ol style="list-style-type: none"> 1. The preparation and formulation of the Five-Year Development Plan for the Professional Growth of the Faculty was not properly documented, as to the processes and procedures and the guidelines pertaining to its implementation. 2. There is limited provision for recognition of outstanding faculty accomplishments. 3. In-service training for instructional materials development, book writing, and production of mock-ups and trainers' training is wanting. 4. Proofs presented to show that the different activities undertaken by faculty are regularly evaluated for their effectiveness and clientele satisfaction are inadequate. 5. Some benchmark statements in the AACUP instrument are not fully documented especially along with implementation and outcomes. 6. There are limited faculty members engaged in the development and production of research-based instructional 	<ol style="list-style-type: none"> 1. A sustainable and specific "Five-year Faculty Development Program/Plan" for the professional growth of faculty members that may include the specific projects/activities and the corresponding beneficiaries/scholars/participants, the period covered, funding, funding source, and sponsoring agencies, etc., may be prepared and formulated, and that all the procedures, processes and policies pertaining to it may be properly documented. 2. Faculty members in the college may be inspired by recognizing their outstanding accomplishments and this may be spearheaded by the College, Faculty Association, or by the administration. 3. In-service training for instructional materials development, book writing, and mock-ups, and trainers' training designed and produced specifically for the major fields of specialization to enhance the skills development of the students may be conducted from time to time. Likewise, this can be a potential

		<p>materials like books, workbooks, modules, and manuals.</p> <p>7. Only a few faculty members have published research papers in refereed local/national/international journals.</p> <p>8. Not all outstanding accomplishments of faculty are recognized by the university as stipulated in the PRAISE.</p> <p>9. A Faculty Performance Evaluation Sheet (FPES) for online modality is not yet in place.</p>	<p>output for the research capability of the faculty.</p> <p>4. Provide adequate pieces of evidence to show that the different activities undertaken by faculty are regularly evaluated for their effectiveness and clientele satisfaction.</p> <p>5. The local task force may present adequate, complete, and updated documents in all benchmark statements in the AACCUP instrument especially along with implementation and outcomes. All documents presented may be duly signed by the authorities concerned. To make a clearer presentation, a summary table/matrix/pie chart may be constructed for this purpose.</p> <p>6. All faculty of the program under survey may engage in the development and production of research-based instructional materials like books, workbooks, modules, and manuals. These instructional materials may be subjected to evaluation by a committee and submitted for ISSN.</p> <p>7. The college and administration may encourage the faculty members to publish research papers in prestigious refereed local/national/international</p>
--	--	--	--

			<p>journals related to their specialization</p> <p>8. In order to inspire and motivate faculty and students to perform with utmost commitment and dedication, all their outstanding accomplishments be recognized by the College as stipulated in the PRAISE.</p> <p>9. Mechanize a Faculty Performance Evaluation Sheet (FPES) for online modality in order for students, peers and supervisors to access them easily since classes are online.</p>
--	--	--	--

AREA OF ACCREDITATION	STRENGTHS	AREAS NEEDING IMPROVEMENT	RECOMMENDATIONS
<p align="center">AREA III: CURRICULUM AND INSTRUCTION</p>	<ol style="list-style-type: none"> 1. The BS in Electronics Engineering curriculum surpasses the minimum requirements of CMO 101 series of 2017. They integrated bridging subjects to facilitate learning especially for non-STEM enrollees. 2. Course syllabi reflect the graduates' Program expected outcome and course intended outcomes, stipulating teaching learning activities that will develop students' knowledge and skills as an avenue for the attainment of the vision of the institution. 3. Syllabi are compiled in the document controller for the College of Information Technology and are readily available for future references. 4. Faculty of the program under survey was able to develop an online review app, which is accessible thru cellphones, and this would help facilitate review and enhanced learning for the students and graduates alike. 5. Monitoring and evaluation in various forms, like summary of 	<ol style="list-style-type: none"> 1. Retention and graduation rate of Bachelor of Science in Electronics Engineering students is low. 2. Some of the course intended learning outcomes, especially in the core subjects are not designed to develop higher order thinking skills. 3. Licensure examination passing rate, in most terms, are lower than the national passing rate. 4. Employability study of graduates for the program under survey is not conducted. 5. Though the curriculum of BSEcE surpasses the CHED requirements, there seems to be an inconsistency of its tallying. 6. Instructional Materials especially for the core subjects are not copyrighted. 7. Assessment task for some of the courses is not unpacked/based on the Course outcomes. 8. Documents presented for evaluation are not properly packaged and some are outdated. 	<ol style="list-style-type: none"> 1. Recommendation # 4 from the previous survey visit is reiterated, stated as: "The institution may endeavor to develop/strengthen policies and interventions to increase the retention and graduation rate of students." 2. The faculty handling BSEcE courses especially the core courses, may consider designing higher order thinking skills as course intended learning outcomes. 3. The College, specifically the program under survey may consider devising mechanisms in order to facilitate the increase of licensure examination passing rate. 4. Faculty may consider conducting a formal graduate tracer study of the graduates of the program. 5. The curriculum review committee may conduct a thorough review of the curricula, ensuring the correctness of its offerings. 6. It is highly recommended that the Instructional Materials available especially for the core courses, are to be copyrighted. 7. Faculty may consider assessment tasks that would directly develop an outcome desired for the course and

	<p>faculty workload, faculty time and location are evident.</p> <p>6. Undergraduate Thesis or capstone project policy is individual ensuring students' skills are developed.</p> <p>7. Faculty of Bachelor of Science in Electronics Engineering program are able to adapt to the new normal modality of instruction using their Virtual Learning portal and Google meet.</p>		<p>enable the learners to progress on its full capability.</p> <p>8. The task force assigned may consider properly packaging the documents and consequently submitting relevant, adequate and updated materials for evaluation that certainly answer each benchmark statement asked from the survey instrument.</p>
--	---	--	---

AREA OF ACCREDITATION	STRENGTHS	AREAS NEEDING IMPROVEMENT	RECOMMENDATIONS
<p align="center">AREA IV: SUPPORT TO STUDENTS</p>	<ol style="list-style-type: none"> 1. The Director of the Student Affairs has coordinated with the personnel tasked to deliver services to students which provide holistic student development. 2. The university has a strong support for Student Services programs and activities as evidenced by the provision of financial support for the unit. 3. Students are supported by the Administration for their holistic development such as cultural, sports, leadership and environmental activities. 	<ol style="list-style-type: none"> 1. There is inadequate evidence on the implementation of the guidance services such as intervention programs that enhance student welfare; administration of psychological tests; utilization of test results to address the needs of students; and records of career counseling for the students to choose an appropriate course to take. 2. The university is not clear on the policies on giving office space and other forms of support to officers of accredited organizations and the evidence on the coordination of the Office of the Student Development and Welfare (OSDW) concerning the coordination of the school administration regarding drugs and other related problems is inadequate. 3. The institution is not clear on the policies of the marginalized sector of the community. 4. There is no clear-cut policy of the school on the wellness and healthy lifestyle of the students and the school employees. 	<ol style="list-style-type: none"> 1. The team suggests full implementation and the proper documentation of the guidance services such as programs and interventions that promote and enhance students' potentials, the administration and the interpretation of psychological tests, the utilization of the assessment results to address the difficulties of students including records of career counseling. 2. It is highly suggested that the university may consider crafting policies of providing office spaces and other means of support to students' accredited organizations, and the clear coordination of the school administration and the OSDW concerning drugs and other related problems. 3. It is suggested that the institution may consider providing policies on the accommodation of the marginalized people in the community that favors the promotion of their identity. 4. One of the concerns of the academic community is the health program designed to promote wellness and a healthy lifestyle to students and

		<p>5. Some of the documents uploaded in the USM VLE are not clearly presented and labeled properly, some are irrelevant and uploaded in different orientations.</p> <p>6. Periodic documentation of the College and students' activities is limited.</p> <p>7. Research studies on student affairs and services are conducted; however, the results and outputs were not properly disseminated and utilized.</p> <p>8. The alumni participation in college-related activities is limited;</p> <p>9. There is no proper documentation showing the transparency on disbursement, liquidation of funding allocation of students' organizations' activities, and financial accountability;</p> <p>10. The quality services to the students in terms of technology such as internet connectivity and computers are limited.</p> <p>11. Feedback/customer satisfaction form/survey sheet to the different offices of the College is not evident.</p> <p>12. Feedback/customer satisfaction form/survey sheet to the</p>	<p>employees. In this regard, a health program is encouraged to be adopted and subsequently implemented for the students and the academic community in promoting and enhancing the physical fitness activities of the institution.</p> <p>5. The program under review may consider mentoring the local counterpart/s in documenting, storing, copying, labeling, recording, compiling, and uploading documents in the USM VLE. In addition, consider profiling the personnel in matrix form and if possible, upload these documents in the same orientation.</p> <p>6. The college and students' activities may be stored, compiled as evidence, and other supporting documents needed in all evaluation and accreditation activities may be properly filed for future use.</p> <p>7. Research studies on student affairs and services may be presented in research fora and be published in reputable journals for proper dissemination. Research results may be considered as input to the decision-making process in re-designing student services programs.</p> <p>8. The college may create programs or activities that would encourage</p>
--	--	---	--

		different offices of the College is not evident.	<p>alumni to give back and be actively involved in school activities.</p> <p>9. Students' organization may submit their financial reports to the Office of the Student Affairs for audit purposes;</p> <p>10. The institution may subscribe to the higher bandwidth of internet connectivity; invest in equipment to keep up with the latest trends of technology to cope with the demands of the industry. The university may also partner with DICT and other Internet Service Providers to avail the Campus Free Wi-Fi.</p> <p>11. All offices may be provided with a feedback/customer satisfaction form/survey sheet to monitor the delivery of the services of the College to different stakeholders.</p>
--	--	--	---

AREA OF ACCREDITATION	STRENGTHS	AREAS NEEDING IMPROVEMENT	RECOMMENDATIONS
<p>AREA V: RESEARCH</p>	<ol style="list-style-type: none"> 1. The university has an approved and copyrighted research manual with identified research agenda, thrust and priorities, comprehensive provisions on compensations and benefits for researchers. 2. Faculty of the program under survey had actively involved in research, and presented or published their outputs. 3. The administration support to the Office of Research and Development programs is apparent thus, approved budget allocation is adequate. 4. Provisions of incentives and privileges for faculty researchers such as deloading, honoraria, service credits and financial incentives for winners in competitions and other research undertakings is commendable. 5. Intellectual property rights as stipulated in the manual are being observed. 	<ol style="list-style-type: none"> 1. Periodic research journal of the university is not evident. 2. Participation of stakeholders in research agenda formulation in identifying thrust and priorities is limited. 3. Implementation of research agenda has not totally been pursued. 4. National as well as international linkages are minimal and are not fully documented. 5. There is no clear/proper documentation for external funding for research conducted by the faculty. 6. Monitoring and evaluation of research outputs have not been clearly documented. 7. Development of Instructional Materials for program under survey is not evident. 8. Some documents presented for evaluation are outdated and not properly packaged to connect with every benchmark statement set by AACCUP. 	<ol style="list-style-type: none"> 1. The university may consider a copyrighted periodic and locally or internationally accredited research journal to provide an avenue for research publications not only of the faculty of said institution but also of the neighboring universities and colleges. 2. The Institution may consider the participation of parents, alumni, and students in the crafting of research agenda for identifying thrust and priorities. 3. Identification of detailed activities for the implementation of research agenda is reiterated as per recommendation # 1 in the last survey visit. 4. Recommendation # 3 in the last survey visit is reiterated which is stated as "National and international linkages need some detailed planning" and so as these may be well documented. 5. External funding for research is not seriously considered as recommended in # 4 in the last survey visit is reiterated. 6. Monitoring, evaluation and utilization of research outputs have no details is reiterated, as

			<p>recommended in # 5 in the last survey visit. However, some research conducted by the faculty of the program under survey were utilized.</p> <p>7. Research-based Instructional Materials may be developed for instructional utilization for the program of BSEE.</p> <p>8. Task force assigned may consider properly packaging the documents and submitting relevant, adequate and updated materials for evaluations that certainly answer each benchmark statement asked by the survey instrument set by AACCUP.</p>
--	--	--	--

AREA OF ACCREDITATION	STRENGTHS	AREAS NEEDING IMPROVEMENT	RECOMMENDATIONS
<p align="center">AREA VI: EXTENSION AND COMMUNITY INVOLVEMENT</p>	<ol style="list-style-type: none"> 1. A copyrighted Extension Operation Manual which serves as the basis for the conduct of all extension programs and projects of the university is in place. 2. The program under survey has an approved extension project, which has sub components, under the college of engineering and information technology. 3. Collaboration of extension activities within the college is observed. 	<ol style="list-style-type: none"> 1. Extension programs and projects for augmentation of livelihood for beneficiaries was not conducted by the college. 2. Linkages for extension services in local, international and non-government agencies were not observed and/or not documented. 3. Perhaps due to this pandemic times, continuity and sustainability of extension services is not observed. 4. Involvement of the stakeholders in the planning and implementation, monitoring and evaluation is very limited. 5. Outsourcing of funds from different line agencies is not evident. 6. Incentives like deloading for faculty conducting internally conducted extension activities were not observed. 7. Impact assessment is not well documented and disseminated to be used as future reference. 	<ol style="list-style-type: none"> 1. Areas Needing Improvement # 5 in the last survey visit is reiterated, stated as "Conduct of extension programs or projects to augment the livelihood of beneficiaries or technologies to simplify their current job is not available". The recommendation to pursue the conduct of extension projects to augment the livelihood of beneficiaries is hereby reiterated: although technologies to simplify their current job were the ones conducted, these were only for limited beneficiaries. 2. The expansion of linkage for extension services, as recommended in #4 in the last survey visit, is reiterated. 3. Recommendation # 2 in the previous survey visit for the program is reiterated, which was stated as "the faculty of the program under survey is advised to diligently observe continuity of the extension services in order to sustain high impact projects." 4. Recommendation # 3 in the last survey visit is further reiterated, stated as "involvement of the students, faculty, administration, community, industry sector, non-government organizations and other

		<p>8. Some documents presented for evaluation are outdated and not properly packaged to connect with every benchmark statement set.</p>	<p>stakeholders may be intensified in the planning, implementation, monitoring and evaluation of extension services for a more collaborative and comprehensive extension program, with its component projects and activities. The team further recommends that the involvement of the faculty and community may be expanded and enhanced.</p> <p>5. Recommendation #8 in the last survey visit is reiterated and therefore outsourcing of funds may be given attention.</p> <p>6. The administration may consider granting deloading for each faculty conducting extension services, as recommended in the last survey visit.</p> <p>7. The concerned extensionists faculty may conduct an impact assessment that could be used as basis for the succeeding extension services to be conducted.</p> <p>8. Recommendation # 9 is reiterated, as stated: "adequate, relevant and complete support documents in the accreditation area may be provided, packaged and duly labeled."</p>
--	--	---	--

AREA OF ACCREDITATION	STRENGTHS	AREAS NEEDING IMPROVEMENT	RECOMMENDATIONS
AREA VII: LIBRARY	<ol style="list-style-type: none"> 1. The Kundo E. Pahm Learning Resource Center (KEPLRC) provides diverse and relevant services that support the academic community's curricular, instructional, and information needs. 2. The learning resource center has a sufficient number of professionally competent, diverse, and empowered librarians to function excellently and successfully in an environment of continuous change. 3. The physical space features connectivity and up-to-date, adequate, well-maintained equipment and furnishings. It has pedagogical hubs to facilitate learning and for the creation of new knowledge. 4. Library resources are integrated into the institutional website and other information portals. 5. Library personnel keep current with library technology, applications, and infrastructure and participate in ongoing training. 	<ol style="list-style-type: none"> 1. The KEPLRC basic collection/holdings vis a vis population ratio of 1:2 is far below the minimum requirement of CMO 48, s. 1996, and CMO. No. 22, s. 2021, which is 1:5. 2. As reflected in the course syllabus, library resources like books and print and online journals are nominally used as references by faculty members. 3. The implemented policy for collection development approved per BOR No 098; S2016 lacks electronic/digital resources provisions. 4. Online library instruction is limited to the virtual orientation of policies and the introduction of onsite and online services. 5. The established virtual library has limited holdings, software/platform, and interface structure. 6. No empirical study using the appropriate sampling method has been conducted to assess the library performance or 	<ol style="list-style-type: none"> 1. It is strongly recommended that the library prioritize immediate purchase of professional books and other reference materials to conform with basic collection ratio requirements stipulated in CHED Circular Memorandum Order No 48., s. 1996 and CMO No. 22, s. 2021, Likewise, on the provision of five (5) relevant book titles for each major subject within the last five (5) years stipulated in the CMO 22 series of 2021. 2. Library personnel may collaborate with faculty regarding ways to incorporate library collections and services in the course and assignment development. 3. Policy on access, preservation, and maintenance of the electronic collection be devised, subjected to external review, and approval by the policymaking body. 4. Prime, appropriate, and timely instruction in various contexts employing multiple learning platforms and pedagogies for academic success, research, and lifelong learning is highly encouraged. 5. Upgrading the virtual library could be possible with the approval of the proposed E-Learning and E-Publication

	<p>6. The library contributes to external relations through communications, publications, events, and donor cultivation and stewardship.</p> <p>7. KEPLRC showcases its service quality and effectiveness by establishing best practices worthy of emulation by other academic libraries.</p>	<p>outcomes specific to services, resources, and facilities.</p> <p>7. The customer satisfaction survey for the last two years exhibited consistent feedback on low/limited internet speed.</p> <p>8. Equal distribution in the procurement of books in every department or college is not reflected in the annual financial plan.</p> <p>9. Some of the supporting documents in the outcomes benchmarks are similar to the system, input, processes, and implementation.</p>	<p>project. Likewise, the availability of multimedia equipment where one can record instructional video or audio content and databases containing training videos, podcasts, audio stories, and other media content be considered.</p> <p>6. A research study employing quantitative, qualitative, or both designs may be considered for the continuous improvement of library facilities, resources, and service delivery.</p> <p>7. The library may strengthen its internet connection by acquiring robust bandwidth or may use optical fiber for efficiency, reliability, and higher megabits per second (Mbps) for uploading and downloading speeds.</p> <p>8. Formula on the equal distribution on the procurement of books in every department or college may be analyzed, designed, and implemented.</p> <p>9. Develop a performance indicator that could remarkably articulate outcomes to showcase how the library contributes to student learning, collects evidence, documents successes, shares results, and makes improvements</p>
--	---	---	---

AREA OF ACCREDITATION	STRENGTHS	AREAS NEEDING IMPROVEMENT	RECOMMENDATIONS
<p align="center">AREA VIII: PHYSICAL PLANT AND FACILITIES</p>	<ol style="list-style-type: none"> 1. The Campus is conveniently located in an area that is suitable for educational activities together with its easy access to any kind of transportation at any point. 2. Offices are very accessible to clients and the Administrative building centralizes the majority of these, providing convenience to the clientele. 3. The classrooms are properly lighted and well-ventilated, and conducive to learning. Arrangements of furniture, equipment allow free flow of movement and enable students to work comfortably without any interference from others. 4. Smoking is strictly prohibited on the campus which proves that the institution is concerned with the health of the students, faculty, and staff. 	<ol style="list-style-type: none"> 1. The provision and practice of health protocols within the campus are insufficient. 2. Earthquake and fire drills and other disaster and risk reduction are not periodically conducted. 3. There is no periodic conduct of pest control and inspection activities to school facilities. 4. Signages and markings in some of the buildings were not evident. 5. Fire exit and proper placement of fire-fighting equipment in the building were not fully met. 6. Rules on the use of facilities like the covered court, multi-media center, and the open field are not conspicuously posted in the said facilities for students' and guests' information and safety. 7. Toilet fixtures for students with special needs and PWDs are not provided. 8. Medical and dental services are not regularly monitored and evaluated. 9. It is not evident whether there is a system of monitoring students' involvement in maintaining the cleanliness and orderliness of the classrooms. 	<ol style="list-style-type: none"> 1. It is strongly recommended that the implementation and practice of health protocols be strictly observed. Various offices may consider using acrylic barriers or shields to protect employees from the COVID 19. 2. Earthquake and fire drills and other disaster and risk reduction activities may be periodically conducted. This is to ensure the mindfulness of the general populace in cases of emergencies. 3. Conduct of pest control and inspection activities to all school facilities is recommended to minimize and/or avoid the untimely dilapidating of the university's properties. 4. It is strongly suggested that signage and markings in all the buildings be posted for proper information and guidance. 5. Provision of the fire exit and proper placement of fire-fighting equipment be strongly implemented and observed. 6. Rules on the use of facilities like the covered court, multi-media center, and the open field may be conspicuously posted in the said

		<p>10. The following have not been Institutionalized:</p> <ol style="list-style-type: none"> Periodic potability testing of drinking water Regular pest control inspection Fire Protection Inspection Periodic checking of electrical lines Inspection and maintenance of equipment and facilities. <p>11. No potable drinking water for student are present during the real time virtual tour.</p> <p>12. Some of the benchmark statements were not properly provided with documents.</p> <p>13. Some of the uploaded online documents were not user-friendly.</p> <p>14. Road signs and traffic direction within the campus are not evident.</p> <p>15. Ramps and hand rails and other amenities for persons with disabilities are not available in all buildings of the University.</p>	<p>facilities for students' and guests' information and safety.</p> <p>7. The administration may consider the provisions of toilet fixtures for students with special needs and PWD's.</p> <p>8. Institutionalize and regularize the monitoring and evaluation of the medical and dental services. Findings will serve as bases for decision-making in formulating plans and strategies in achieving the goals of the unit.</p> <p>9. A system of monitoring students' involvement in maintaining the cleanliness and orderliness of the classroom may be developed.</p> <p>10. The administration may institutionalize the well-defined procedures and regular schedule of the following:</p> <ol style="list-style-type: none"> Periodic potability testing of drinking water Regular pest control inspection Fire Protection Inspection Periodic checking of electrical lines Inspection and maintenance of equipment and facilities. <p>11. It is highly suggested that a potable drinking station be provided by the university to its clientele to be hydrated considering the huge space of the main campus.</p>
--	--	---	--

			<p>12. It is strongly suggested that the benchmark statements be provided with appropriate documents to ensure the completion of needed files.</p> <p>13. It is strongly suggested that documents to be uploaded be properly checked particularly its orientation to be accreditor and user friendly.</p> <p>14. Installation of appropriate road signs and traffic flow/direction within the campus is highly suggested to avoid confusion and traffic congestion specially when there are visitors.</p> <p>15. Construction of ramps and hand rails and other amenities for persons with disabilities in all buildings of the university may be considered.</p>
--	--	--	---

AREA OF ACCREDITATION	STRENGTHS	AREAS NEEDING IMPROVEMENT	RECOMMENDATIONS
<p align="center">AREA IX: LABORATORY</p>	<ol style="list-style-type: none"> 1. There are provisions of laboratory rooms for both sciences and core courses. 2. Computer units are available and functional and are sufficient for the students enrolled for the program and other related courses that use such. 3. Laboratory supplies and equipment for general education science subjects were kept and maintained in a separate stock room. MSDS are available in chemistry laboratory. 	<ol style="list-style-type: none"> 1. Laboratory equipment for Electronics Engineering do not have a separate stock room to ensure safety and proper maintenance. 2. There is no laboratory room designated for analog electronics. 3. There is no proper and systematic inventory, listing and coding of equipment both in computer laboratory and electronics laboratory. 4. Though the university designated a laboratory in-charge, a laboratory technician is not allocated to take charge of the maintenance of all laboratory equipment. 5. Waste management in each laboratory room is not evident. 6. Firefighting equipment in each laboratory rooms were not observed. 7. Fire emergency exits in the building where laboratory rooms were located is not apparent. 8. Inadequacy in the number required in most laboratory equipment/apparatuses both in science laboratory and electronics laboratory as 	<ol style="list-style-type: none"> 1. The administration may consider allocating separate stock rooms for electronics equipment and apparatuses for safety and protection purposes. 2. The college or the concerned authority of the program under survey may devise a way to have a laboratory for analog and digital electronics laboratory. 3. Proper and systematic inventory, listing and coding of equipment in the computer laboratories are highly suggested as recommended in # 3 in the last survey visit is reiterated. Furthermore, it is also suggested to have the same in the electronics laboratories and sciences laboratories. 4. The administration may hire a laboratory technician to perform the tasks stipulated in the CMO for BSEcE program (CMO No. 101, s. 2017). 5. The concerned college or department may institute a waste management system especially in laboratory rooms and provide waste bins appropriate for the type of waste in such area.

		<p>required in CMO 101 series 2017 was noted.</p> <p>9. Conduct of periodic calibration of electronics laboratory equipment and apparatus to endure accuracy is not evident.</p> <p>10. Documents presented for evaluation are outdated, insufficient, some are not relevant and not properly packaged to connect with every benchmark statement set.</p>	<p>6. It is suggested that fire- fighting equipment be made available in each laboratory and be properly installed with instructions on how to use them.</p> <p>7. Fire emergency exits may be installed in buildings where laboratories are located.</p> <p>8. As recommended in #4 in the last survey visit, "The institution may consider laboratory supplies as soon as possible to maximize student learning. Similarly, laboratory apparatus required by CHED in the CMO 101, s. 2017 be purchased if needed". Hence it is a preparation for the college in case face to face be allowed in the coming semester of academic year.</p> <p>9. A periodic calibration for measuring instruments in electronics laboratories may be conducted to guarantee accuracy in their performance and functions.</p> <p>10. Adequate, relevant and complete support documents in the accreditation area need to be provided, packaged and duly labeled.</p>
--	--	---	--

AREA OF ACCREDITATION	STRENGTHS	AREAS NEEDING IMPROVEMENT	RECOMMENDATIONS
<p align="center">AREA X: ADMINISTRATION</p>	<ol style="list-style-type: none"> 1. There is a strong administration-student relationship. Administrative officials act promptly on students' concerns. 2. Evidence show that a harmonious relationship exists among the administrators for the improvement of the Campus and its programs. 3. The College maintains a financial management office managed by a responsible employee who implements a fair and objective system of budget allotment and expenditures. 4. A system of performance evaluation of both academic and administrative personnel is in place. 	<ol style="list-style-type: none"> 1. There is less evidence of the unit under review regarding collaborative activities in implementing cost-effective measures and in generating resources and income. 2. Evidence on prompt action of concerned officials on request, needs, and problems of the students including good relationships to the stakeholders is wanting. 3. Budget allocation for on-campus student government including guidance and counseling is not sufficient. 4. Policies on the prompt release of records are not adopted. 5. Best practices of the university are less evident. Documenting and uploading of documents need to be improved. 6. There is a provision of research incentives for faculty researchers. However, it was not properly implemented. 7. There is a designated data protection officer. However, there is no proper training conducted on data privacy. 	<ol style="list-style-type: none"> 1. The unit under survey may initiate programs that implement austerity measures with the faculty, staff, and students, including collaborative programs that generate resources in the college. 2. The unit concerned may document evidence that concerned officials, faculty, and personnel immediately take actions on students' and stakeholders' requests and needs for their satisfaction. The university may craft a customer satisfaction survey form and have it answered by those who transact service to the different offices. 3. Sufficient budget allocation may be provided to the campus student government for them to facilitate student activities and independent management of funds that are adherent to the university's program. Also, enough budget for the guidance counseling program may be allocated to fully provide services to the students. 4. The institution may adopt a system of prompt release of records observing the citizen's charter to facilitate any future transactions of stakeholder's administration may come up with best practices in the implementation of the processes and services that are unique to the university.

		<p>8. There is a provision of research incentives for faculty researchers. However, it was not properly implemented.</p> <p>9. There is a designated data protection officer. However, there is no proper training conducted on data privacy.</p> <p>10. Monitoring and evaluating of plans, programs, and other related activities are not in place</p> <p>11. The students are not provided opportunities to participate in the planning and implementation of activities concerning their welfare.</p> <p>12. The students are not represented during budget preparation and the procurement program of the Campus.</p> <p>13. There is very limited evidence on the participation of students during strategic planning.</p> <p>14. The documents presented are inadequate to show that the Supervisory Program of the dean/department chair is effectively implemented.</p>	<p>5. The institution may consider regular orientation through the internal accreditors of the members of the task force in the documentation, compilation, labeling and uploading of the documents in the portal of the university. In addition, full documentation of the conducted activities/programs may be kept such as a Memorandum or communication regarding the activity, the sample program of invitation, attendance sheet, pictures with the proper label, and evaluation form and results of the impact of the said activity.</p> <p>6. If budget warrants, faculty researchers may be granted incentives for their research works to motivate them to engage in research. Bigger incentives may be given for paper presentations in national and international conferences as well as publications in reputable journals.</p> <p>7. The administration through its designated data protection officer may conduct data privacy awareness training for the administration, faculty, staff, and students for them to be aware of the data privacy law and practice data privacy in the university.</p> <p>8. Implementation, monitoring, and evaluation of plans, programs, and activities may be considered for the future improvement and continuity of</p>
--	--	--	--

		<p>15. There are no studies conducted to improve the quality of academic and non-academic services and operations of the College utilizing the data collected relative to the job performance of faculty and staff.</p> <p>16. There is a limited participation of the alumni and stakeholders in the activities geared towards the growth and development of the College.</p>	<p>the programs and to come up with new activities for the institution's welfare.</p> <p>9. Students may be given an opportunity to participate in the planning and implementation of activities concerning their welfare.</p> <p>10. A student representative may be considered to participate in the budget preparation and the procurement program of the College.</p> <p>11. Participation of students may be encouraged during strategic planning conducted by the College.</p> <p>12. The Dean may present adequate, relevant, and updated documents to show that the Supervisory Program of the dean/department chair is effectively implemented. The dean/department chair may also revisit the said supervisory program to include all the four functions namely instruction, research, extension, and production.</p> <p>13. Studies to improve the quality of academic and non-academic services and operations of the College utilizing the data collected relative to the job performance of faculty and staff may be conducted.</p> <p>14. A strong tie up with the alumni and stakeholders is highly suggested to source out inputs for curricular enrichment and financial support as well.</p>
--	--	--	---

AACCUP TECHNICAL REVIEW AND BOARD ACTION

S U C: University of Southern Mindanao

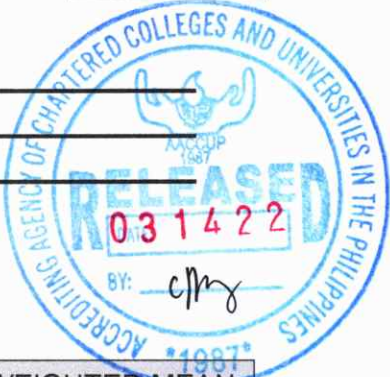
Address: Kabacan, North Cotabato Region: XII

College/Dept.: _____

Program: BS in Electronics Engineering Type of Visit: 2nd Survey

Components/Majors:

Date of Survey: Nov. 29-Dec. 3, 2021



SUMMARY OF RATINGS:

AREA	WEIGHT	MEAN	WEIGHTED MEAN
I. Vision, Mission, Goals and Objectives	---	3.80	---
II. Faculty	8	3.54	28.32
III. Curriculum and Instruction	8	3.58	28.64
IV. Support to Students	8	3.59	28.72
V. Research	5	3.56	17.80
VI. Extension and Community Involvement	4	3.49	13.96
VII. Library	5	3.95	19.75
VIII. Physical Plant and Facilities	3	3.60	10.80
IX. Laboratories	4	3.22	12.88
X. Administration	5	3.70	18.50
Overall Total	50		179.37
Grand Mean	3.59		
Descriptive Rating	Very Satisfactory		

CRITERIA TO PASS THIS LEVEL:

- | | |
|--|-------------|
| 1. <u>Minimum Grand Mean</u> required to qualify for this Level (status) | <u>3.50</u> |
| 2. <u>Minimum Area Mean</u> required to qualify for this Level (status) | <u>3.00</u> |

RECOMMENDED BOARD ACTION:

1. Award: Level II Re-accredited Effective: December 16, 2021 – December 15, 2025
May apply for the next survey starting: _____
2. Defer the award: _____ And, revisit: _____
3. Starting: _____ But not later than: _____
Meantime, the program may retain/enjoy: _____
Status, until: _____

ASSESSED BY (ACCREDITORS):

1. The Team Leader's/Area III – Curriculum *and* Instruction is evaluated by a Lead Yes
Accreditor whose field of specialization is the same as, or closely allied to, the
program under assessment.

Team Leader:	DR. AUREA M. MADELO
Specialization/s:	
Rank/Designation/SUC:	Surigao State College of Technology

2. The Team Member field of specialization is the same as, or closely allied to, the Yes
program under assessment.

Accreditor:	ENGR. JOSE EMMANUEL R. REY HIPOLITO, JR.
Specialization/s:	
Rank/Designation/SUC:	Occidental Mindoro State College

3. Area VII – Library is evaluated by a licensed librarian-accreditor. Yes

Accreditor:	PROF. RUVY M. TUBLE
Specialization/s:	
Rank/Designation/SUC:	Carlos Hilado Memorial State College

SUGGESTIONS: (Checked items only)

Regular Accreditation Survey Visits

- ☒ Carry out measures to
✓ improve the rating of all areas
✓ carry out the recommendations of the Survey Team that conducted the latest survey visit.
- ☒ Conduct a Self-Survey of the Program in the 3rd Quarter 2025 to determine its readiness for the next survey visit.
- ☒ Prepare an updated Program Performance Profile (PPP) using the AACCUP format.
- ☒ Apply for the conduct of the next survey visit in the 3rd Quarter 2025 (at least two (2) months before the desired date of survey visit, attaching a copy of the PPP.)
- ☐ Others _____

Revisits

- ☐ Adopt measures to
✓ improve the rating of the area/s to be revisited
✓ carry out the recommendations of the Survey Team that conducted the latest survey visit.
- ☐ Conduct a Self-Survey of the area/s affected in the _____ to determine its/their readiness for the revisit.
- ☐ Prepare an updated Program Performance Profile (PPP) of only the area/s affected using the AACCUP format.
- ☐ Apply for the conduct of the revisit in the _____ (at least two (2) months before the desired date of revisit.)
- ☐ Others _____

Consolidated *and* Reviewed By:

 _____  _____