

# COLLEGE OF ENGINEERING AND TECHNOLOGY

Autonomous Status

PAASCU Accredited (Level 2)

Center of Development (BSChE&BSCpE) 2009-2012

1. BACHELOR OF SCIENCE IN CHEMICAL ENGINEERING
2. BACHELOR OF SCIENCE IN COMPUTER ENGINEERING
3. BACHELOR OF SCIENCE IN ELECTRICAL ENGINEERING
4. BACHELOR OF SCIENCE IN ELECTRONICS ENGINEERING
5. BACHELOR OF SCIENCE IN MATERIALS ENGINEERING

## Educational Objectives of the Programs

In consonance with the Mission Statement of the University, the Engineering and Technology Programs aim to give the students a solid foundation in basic engineering (for Engineering programs) sciences, physical sciences, mathematics and technology. They seek to prepare the student for service and leadership in the technological and industrial field. Within a five years of graduation, our graduates:

1. will have successful careers in engineering and technology and will have assumed professional roles in the society
2. will have advanced their knowledge and expertise through continuous participation in professional development opportunities or graduate studies
3. will be actively involved in professional organizations as well as community- based organizations

## Admission Policies

1. High School graduates and transferees seeking admission to the College of Engineering and Technology must meet the minimum accumulated score of 65 points based on the following: CSAT (40%), HS average (55%) and Interview (5pts).
2. Students seeking admission to any major program are required to:
  - submit an application form and printout of all courses taken;
  - have a general grade point average of at least 80; and
  - pass an interview with the Admitting Officer.
3. Students admitted on probation must comply with the terms and conditions set by the University.

## Retention Policies (In addition to the University's standard retention policy)

Students admitted to any major program are subject to the retention policies prescribed by their respective Departments.

Load Limit of Students with Failures, Subjects Dropped or Withdrawn

1. A student with one (1) subject failed, dropped or withdrawn will carry a maximum load of 21 units the following semester.
2. A students with 2 or 3 subjects failed, dropped or withdrawn will carry a maximum load of 18 units the following semester.

## OUTCOMES-BASED EDUCATION

The Outcomes-Based Education (OBE) is an educational theory that bases each part of an educational system around outcomes. By the end of the educational experience, each student should have attained the outcomes and are prepared for the "rest-of-life" context by applying what they have learned from their course or program.

The OBE framework guarantees that curriculum, teaching and learning strategies, and assessment tools are continuously enhanced through the evaluation process. This learning process follows the Deming Cycle or the PDCA Cycle consisting out of a logical sequence of four repetitive steps for continuous improvement and learning: Plan, Do, Check and Act. The PDCA cycle is adopted by the University through Plan-Implement-Assess-Improve periodic process.

### PLAN

In the process of Syllabus Writing and Review, Course Learning Outcomes are aligned with the university's Expected Lasallian Graduate Attributes (ELGA), Vision-Mission, Program Educational Objectives (PEO) and the Student Outcomes (SO).

### IMPLEMENT

The Course Delivery is an essential part of the teaching-learning process where plans and strategies are carried out to guarantee results in terms of the defined outcomes.

### ASSESS

This assessment process includes identification, collection, and preparation of data for evaluation of the attainment of SOs and PEOs. Effective assessment uses relevant direct, indirect, quantitative and qualitative measures as appropriate to the objective or outcome being measured. The process of evaluation uses one or more processes for interpreting the data and evidence accumulated through assessment processes. Evaluation determines the extent to which SOs and PEOs are being attained. Evaluation results in decisions and actions regarding program improvement.

### IMPROVE

Continuous Quality Improvement is a periodic feedback process for implementing improvements in any aspect of a program whereby formal results from assessment and evaluation and other informal observations are utilized in the formulation of the changes, with expected higher degrees of attainment of program educational objectives and higher degrees of attainment of student outcomes.

