# The Sorsogon State College on Becoming a University

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**Abstract -** *Based on the standard requirements for a university, the Sorsogon State College has to produce graduates who manifest the training experts who will be involved in the professional practice and discovery of new knowledge. CHED Memorandum 46, series 2012 defines quality as the alignment and consistency of the learning environment with the institution's vision, mission, and goals demonstrated by exceptional learning and service outcomes and the development of a culture of quality. This descriptive method of study utilized documentary analysis, unstructured interview, and focus group discussions (FGD) which determined the status of the curricular program offerings of the College and assessed its readiness in terms of faculty complement, physical plant and facilities, and learning resources. SSC offers various curricular programs in its four campuses with their own concentration (Sorsogon City Campus concentration is in education, technology and engineering courses, Bulan campus in Business and IT courses, Magallanes campus in fisheries, and Castilla Campus in agriculture courses). Majority of the faculty members of the College are master's degree holder with permanent status, few are holder of doctoral degree not enough to comply CHED typology standards. The learning resources of the College are enough to meet the needs of the students. The Sorsogon City Campus has the most density of population having the smallest land area among the four campuses. Other programs in the main campus have insufficient classrooms and some laboratory facilities are shared by the three departments including the graduate school program. In other campuses, their facilities have to be modernized and updated. The proposed strategic plan may be further reviewed and considered in the development plan of the College on becoming a university.*

**Keywords:** *university, typology, quality assurance, standards, curricular offerings, faculty complement, physical plant and facilities, learning resources, documentary analysis, Sorsogon*

## INTRODUCTION

In consonance with the global quest for quality and excellence in the education sector primarily aimed at developing and producing quality graduates who will be the pillars of their country, society and community, the Philippines through the CHED has to take actions to become abreast with this demand. The process is basically anchored on the provisions of the 1987 Philippine constitution [1] , which asserts that the state "shall protect and promote the right of all citizens to quality education at all levels (Article XIV, section 1); establish, maintain and support a complete, adequate and integrated system of education relevant to the needs of the people and the society" (Article XIV, section 2); and exercise reasonable supervision and regulation of all educational institutions". This has been reiterated in Batas Pambansa Blg.232 [2] and R.A. 7722 otherwise known as the Higher Education

Act of 1994[3] which state that" the state shall protect, foster and promote the right of the citizens to affordable quality education at all levels covering both public and private Higher Education Institutions. The law also provides that the Commission shall set minimum standards for programs and institutions of higher learning (section 8d).

Pursuant to this, CHED Memorandum 46, series 2012 otherwise known as "policy- standard to enhance quality assurance (QA) in Philippine higher education through an outcomes-based and typology-based QA" [4] defines quality as the alignment and consistency of the learning environment with the institution's vision, mission and goals demonstrated by exceptional learning and service outcomes and the development of a culture of quality. The CHED has clearly emphasized and reiterated its mandate of contributing

to building a quality nation capable of transcending the social, political, economic, cultural and ethical issues that constrain the country's human development, productivity and global competitiveness.

CMO No. 46 [4] clearly explains that Quality Assurance for CHED does not mean merely specifying the standards of specifications against which to measure or control quality, rather, QA is about ensuring that there are mechanisms, procedures and processes in place to ensure that the desired quality, however defined and measured is delivered. This internal QA systems begins with the HEI's identity and enters a quality cycle of planning, implementation, review and enforcement. The plan to do-check-act cycle or the Deming cycle, is applied to the HEI's capacity to translate vision, mission and goals into desired learning outcomes which will course the plan for setting up the proper learning environment, which include the human and learning resources and support structures for the program. The implementation of systems and processes for the programs will establish the teaching-learning systems, processes and procedures which can now be reviewed against performance indicators and standards desired in the assessment system. The result of the review should yield enhancement of programs and systems that give quality outcomes. The cycle continues as the HEI develops into a mature institution.

CHED implies that the fulfillment of this mission entails a critical mass of diverse HEI's offering quality programs that meet national and international standards for disciplines and professions which such widely accepted standards. With the law's imposition is highlighted by the urgent need to more significant populations out of poverty and to address local, regional, and national development concerns by educating leaders, thinkers, planners, researchers, technological innovators, entrepreneurs, and the much needed work force to launch the national economy. One focus of Quality Assurance is the commitment of the Philippine government to the evolving efforts to recognize and develop a system of comparable qualifications, degrees, and diplomas across the ASIA Pacific region under the auspices of the UNESCO and other multilateral regions and the acceptance of internationally agreed –upon framework mechanisms for the global practice of professions as part of ASEAN community by 2015.

With regards to the typology of HEI's, CHED recognizes that particular types of HEI will respond fittingly to particular global and national challenge, and for its purposes classifies HEI's into horizontal and vertical typologies [5]. The horizontal typology includes the professional institutions, College and University and they are differentiated by features in the following areas; desired competency of graduates; kinds of academic and co-curricular programs; qualification of faculty; learning resources and support structures; and nature of linkages and outreach activities. The vertical typology is applied within each type, and the HEI's are differentiated by categories as: autonomous by evaluation, deregulated and regulated [4].

Vertical articulation is an integral part of the HEIs typology standards. Articulation involves the continuity of learning, the linkage and coherence of curriculum (goals, content, instruction and assessment) within and across educational levels and the integration of second languages and other academic contents. It also focuses on the progress of the individual learner within an educational development framework. Obviously, the more the issue is studied, the more complex it seems to become. The most important key word related to this issue is linkage, because it represents the tasks of teachers, curriculum developers, testing and assessment specialists – namely, linking what has been learned to what is to be learned, within and across educational contexts.

Vertical articulation is the linkage of the curriculum from level to level within and across institutions e.g. from the first of high school and from the fourth year of high school to the appropriate semester of college. Inter- or multi-disciplinary articulation carries the linkage to other areas of the curriculum, as in Brook's [6]. According to him, articulation is the interrelation and continuity of contents, curriculum, instruction and evaluation, with the focus of all aspects on the progress of the learner toward comprehending and communicating (Lange," Resolvable Problem"). Byrnes [7] provides a broader context for articulation ("Priority"). Not only should the curriculum be carefully designed, sequenced and coordinated, it should be based on the educational development of learners.

The Sorsogon State College moving towards University status is also aiming for vertical articulation of curricular program offerings. Its four

campuses with its own program concentrations, such as Fisheries in Magallanes Campus, Agriculture in Castilla, Business and Information Technology (IT) in Bulan and Education, Technology & Engineering in the main Campus, should prepare for this educational idea encompassing the requirements for a vertically articulated university. The mission statements of the College to provide quality education that would produce experts along the concentrations of its four campuses is in response to the need of the Sorsogon Community considering available resources of the province for its sustainable development.

The College is on its way to the level III re-accreditation of Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP) through its BSED and BEED program offerings in the main campus. The AACCUP handouts [8] explicitly state that the possession of at least level III programs is required in the conversion of state colleges into universities. CHED memorandum Order 1, series of 2005 [9] defines level III re-accredited status as being for programs which have been reaccredited through its reasonably high standards of instruction and highly visible community extension program with additional criteria/guidelines set by the federation for this level. With this scenario, regular assessment of all program offerings of the College will be done to ensure its compliance with the requirements of different accrediting agencies.

The starting point of QA is the articulation of the desired quality outcomes, set within the context of the HEIs Vision, mission, and Goals (VMG) which is stated in operational terms as the HEIs outcomes that would serve as the foundation for the development of a proper learning environment that would enhance attributes of the graduates. One of the mandates of Philippine Higher Education is to contribute to building a quality nation capable of transcending the social, political, economic, cultural and ethical issues that constrain the country's development, productivity and global competitiveness [4].

Moreover, the introduction of the challenges of ASEAN Integration 2015, the Philippine educational system takes effort to address the demands of an international community by implementing educational reforms for the past few years. Higher education institutions (HEIs) is recognized as different from each other with its own defined set of typology and alignment of their vision, mission, and goals (VMGs) across program curricular offerings and curriculum

has been shifted from inputs-based to an outcomes-based education (OBE). This may be achieved through a collaborative effort of different educational institutions at different levels with common goal, ideals and standards to follow. Without general agreement on appropriate goals and outcomes, articulation cannot take place.

**OBJECTIVES OF THE STUDY**

This study determined the status of the Sorsogon State College on becoming a university. The following are the specific objectives: 1.) identify the current curricular program offerings of the College 2.) determine the status of the College in terms of faculty complement, physical plant and facilities, and learning resources 3.) determine the readiness of the College to cope with the requirements of CHED typology and Quality Assurance(QA) standards and 4.) propose a strategic plan to enhance the status of the College on becoming a university.

**METHODOLOGY**

This study utilized the descriptive method of research through documentary analysis. Data were gathered through the available documents from the office of the registrar, human resource and management office, physical plant and facilities office and Library during the third quarter of the year 2015. Data were categorized and analyzed based from the purpose and specific problem of the study using simple statistics. Qualitative discussions of the readiness of the College to cope CHED typology and QA standards were done based on the available data gathered. Focus Group Discussions (FGD) was employed in the formulation of the Strategic Plan to enhance the status of the College on becoming a university.

**RESULTS AND DISCUSSIONS**
**Curricular Program Offerings of the Sorsogon State College**

Table 1 presents the curricular program offerings of the College by campus as of AY 2015 to 2016. It also shows the number of undergraduate curricular offerings with Board of Trustees Resolution, curricular offerings with CHED Memorandum Order, with certificate of compliance, and with graduate program. The AACCUP accreditation level of each curricular program offering is also presented in the table.

**Table 1. Curricular Program Offerings of the College by Campus**

| Curricular Program | Freq | Major | With BOT Res. | With CMO | With COPC | With Graduate Program** | AACCUP Accreditation |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| Sorsogon City Campus | 9 | (24) | (22) | (8) | (8) | (4) | |
| BSED | | 6 | 6 | 1 | 1 | 3 | Qualified for Level III |
| BEED | | 1 | 1 | 1 | 1 | 1 | Qualified for Level III |
| BTTE | | 3 | 3 | 1 | 1 | 3 | Candidate |
| BS Accountancy | | 1 | 0 | 1 | 1 | 0 | - |
| BT | | 9 | 8 | 0 | 1 | 0 | Level II |
| BS Architecture | | 1 | 1 | 1 | 0 | 0 | Level I |
| BSCE | | 1 | 1 | 1 | 1 | 0 | Level II |
| BSEE | | 1 | 1 | 1 | 1 | 0 | Level II |
| BSME | | 1 | 1 | 1 | 1 | 0 | Level II |
| Bulan Campus | 10 | (13) | (13) | (8) | (4) | (6) | |
| BSIT | | 1 | 1 | 1 | 1 | 0 | Candidate |
| BSCS | | 1 | 1 | 1 | 1 | 0 | Level II |
| BS Info System | | 1 | 1 | 1 | 0 | 0 | Candidate |
| BS Audio Visual Tech & Comm | | 1 | 1 | 0 | 0 | 0 | - |
| BS Accountancy | | 1 | 1 | 1 | 0 | 0 | Candidate |
| BS Accounting Technology | | 1 | 1 | 0 | 0 | 0 | Candidate |
| BS Entrepreneurship | | 1 | 1 | 1 | 1 | 0 | Candidate |
| BS Public Admin | | 1 | 1 | 1 | 0 | 1 | Level II |
| BTTE | | 3 | 3 | 1 | 1 | 3 | - |
| BSED | | 2 | 2 | 1 | 0 | 2 | - |
| Magallanes Campus | 4 | (3) | (3) | (3) | (1) | (1) | |
| BS Fisheries | | 1 | 1 | 1 | 1 | 0 | Level II |
| BSED – Fish Bio | | 1 | 1 | 1 | 0 | 0 | - |
| BEED | | 1 | 0 | 1 | 0 | 1 | - |
| 2 yr Micro Computer Servicing | | - | 1 | - | - | - | - |
| Castilla Campus | 5 | (6) | (6) | (2) | (2) | 0 | |
| BS Agriculture | | 2 | 2 | 1 | 1 | 0 | Candidate |
| B in Agri Tech | | 1 | 1 | 1 | 1 | 0 | Level I |
| BS AgriDevt | | 2 | 1 | 0 | 0 | 0 | Level I |
| BS Veterinary Tech | | 1 | 1 | 0 | 0 | 0 | Level I |
| Diploma in Agri Tech | | - | 1 | - | - | - | - |
| **Total** | **28** | **46** | **44** | **21** | **15** | **14** | |

*(The table header spans "Curricular Offerings (Undergraduate)" over the With BOT Res., With CMO, With COPC, and With Graduate Program** columns.)*

*\*\*program with BOT Res, CMO, COPC and at have leastLevel I AACCUP accreditation*

It is reflected in the table that out of the 28 curricular program offerings of the College, 9 are offered in Sorsogon City Campus, 10 in Bulan Campus, 4 in Magallanes, and 5 offered in Castilla Campus. There are 2 non-degree course offered by the College, one in Castilla Campus and another in Magallanes Campus. The table discloses that almost all of the curricular offerings by major (22 out of 24) in Sorsogon City Campus has board resolution and only 7 approved graduate program with CHED Memorandum of Agreement(CMO) and Certificate of Program Compliance(COPC). Eight out of 9 curricular program offerings has CMO and COPC. It can be noted that BS Architecture has no COPC although it has CMO while the Bachelor of Technology (BT) has COPC but no CMO. The offering of Accountancy in the Sorsogon City Campus has no approval from the Board, adopting the CMO and COPC at Bulan. Towards vertical articulation the College should offer graduate program of the six curricular offerings aside from the BSED, BEED, and BTTE.

The table also shows that all of the major courses per curricular program in Bulan Campus (13 out of

13) are approved by the board, 8 has CMO, and only 4 has COPC. It is only in Bulan campus which offered BS Public Administration with corresponding graduate program which is Master of Arts in Management major in Public Administration. There is a total of 6 major courses with graduate program in the campus.

The Magallanes campus offered a total of three major courses concentrating in fisheries with one non-degree course. Two out of three major courses has BOT approval, all have CMO and only one which is BS Fisheries has COPC. On the other hand, Castilla campus has 6 major courses offered concentrating in agriculture. Only one of the degree courses which is BS in Agricultural Development has no BOT approval. Two of the curricular program offerings with CMO has COPC. It is revealed in the table that there are no yet graduate program offerings with CMO and COPC intended for Fisheries and Agriculture courses offered in the College. It is noted from the data that there are programs which do not have CMO's or COPC.

It is reflected in the table that there are courses offered by the College common to two or more campuses such as BSED, BEED, BTTE, and BS Accountancy. These courses especially the education program with its concentrations are offered in the four campuses of the College. As a rule, offering of courses can be extended in the different campuses when it carries the status as a Center of Development or Center of Excellence. Only Sorsogon City Campus offered Engineering courses and Bachelor of Technology courses. Bulan Campus offered Business courses, Magallanes fisheries courses, and Castilla campus offered Agriculture courses. Therefore, each of the four campuses should pursue and prepare requirements for vertical articulation in their own campus mandated course program.

Along with the AACCUP accreditation level, the BSED and BEED programs of the main campus have already passed the Phase I evaluation for level III, making these programs qualified for Level III Re-Accredited status, being the highest accreditation level obtained by the College. The College should provide opportunity to comply with all the recommendations during the last survey visit in response to the areas needing improvements to sustain and comply with the requirements being level III re-accredited.

All engineering program offerings of the College are in the level II status same with the BSIT and BS Public Administration level of Bulan campus and BS Fisheries of Magallanes campus. BS Architecture of the main campus has already awarded level I accreditation similar to the agriculture courses offered by the Castilla campus except the BS Agriculture which at the candidate status for accreditation. Only one curricular program offering in the main campus and five program offerings in Bulan campus are in the candidate status for accreditation. There are five degree program offerings in the College which are not yet considered for accreditation. These should be considered as subject of the focus of the College to further improve its performance in terms of AACCUP compliance along with the national and international standards.

As stated in CMO 46, s. 2012 (5.1.37), all HEI's are expected to develop programs at are relevant to their respective local, regional or national communities/publics. However, the relative weight of these programs in the horizontal classification of HEIs will depend on their core mission. These programs will likewise figure in the vertical typology. More so, universities may have the same level of enrolment in the various professional areas or the same number of professional programs as professional institutes. However, for the purposes of horizontal classification, indicators of graduate education and the production of new knowledge – generally referred to as research is the distinguishing feature of universities.

## Status of the College in terms of Faculty Complement, Physical Plant and Facilities, and Learning Resources

Table 2 provides the current status of the College towards vertical articulation in terms of faculty complement. Shown in the table there is a total of 278 faculty members composed of171 permanent, 81 contractual/contract of service (COS), and 26 part-time faculty members divided among the unit/program from the four campuses of the College. Most of the regular faculty members are from the Sorsogon City Campus which composed of technology program (58 out of 171), and Education (32 out of 171), Engineering (23 out of 171). Only 10 regular faculty members are designated in the Graduate program. Moreover, there are a total of 81 contractual/ contract of service (COS) faculty members and 26 part timers. It could also be noted that there are more contractual/COS faculty members than permanent in the engineering program.

### Table 2. Faculty Complement, First Semester AY 2015-2016

| Unit/Program | Appointment | | | Highest Educl Attainment | | | Total |
|---|---|---|---|---|---|---|---|
| | Perm | Cont'l/ COS | Part-time | BS | MA/MS | Ph/EdD | |
| Graduate | 10 | - | 7 | - | 2 | 15 | 17 |
| Education | 32 | 19 | 5 | 23 | 27 | 6 | 56 |
| Engineering | 23 | 34 | 4 | 11 | 27 | 2 | 40 |
| Technology | 58 | 24 | 4 | 17 | 64 | 5 | 86 |
| BME/Accountancy | 11 | 3 | 5 | 7 | 8 | 4 | 19 |
| ICT/Education | 15 | 9 | 1 | 13 | 12 | 0 | 25 |
| Fisheries | 10 | 4 | 0 | 5 | 7 | 2 | 14 |
| Agriculture | 12 | 9 | 0 | 5 | 14 | 2 | 21 |
| **Total** | **171** | **81** | **26** | **81** | **161** | **36** | **278** |

Along educational attainment, most of the faculty members are master's degree holder (161 out of 278). Only 36 are holders of doctoral degree and 81 are undergoing schooling in the graduate program. There are 15 doctoral degree holders and 2 masters degree holders are assigned to teach in the graduate program with 7 major courses. Most of the faculty who are doctoral degree holders have a field of expertise in general education subjects, otherwise are not vertically aligned with their field of specialization.

Section 5.3.3 of the CMO dictates that a university should have a core of permanent faculty members, 30% are doctoral degree holders. All full time permanent faculty members and researchers have the relevant degrees as required by CHED or its equivalent in exceptional cases. All faculty should have the relevant degrees, professional licenses (for licensed programs), and/or relevant experience in the subject areas they handle. At least thirty (30) full time faculty members or 20% of all full time faculty whichever is higher are actively involved in research. Added to that, at least 5% of fulltime faculty members engaged in research have patents, articles in refereed journals, or books published by reputable presses in the last ten years.

### Table 3. Physical Plant and Facilities

| Campus | Enrolment | Land Area (ha) | Bldg. | Rms | Lab |
|---|---|---|---|---|---|
| Sorsogon City | 6,607 | 3.852 | 25 | 81 | 20 |
| Bulan | 1,089 | 7.211 | 15 | 29 | 5 |
| Castilla | 536 | 249.00 | 20 | 10 | 8 |
| Magallanes | 428 | 5.600 | 16 | 16 | 10 |
| **Total** | **8,660** | **265.663** | **76** | **136** | **43** |

Table 3 shows the data on the current physical plant and facilities of the College. It is shown in the table that Sorsogon City Campus has the most numbered enrolment of students (6,607 out of 8,660) in the three programs such as Education with 1,670 enrollees, Engineering & Architecture with 1,554 enrollees, and Technology with 2,947 enrollees. The School of Graduate Studies (SGS) has 436 enrollees. These numbers of enrollees in different programs occupy a land area of 3.852 ha. with 25 buildings including the administration and support staff offices, 81 rooms including the 9 rooms at Education department occupied by SGS during Saturdays, and 20 laboratories. Laboratories include the Audio Visual Hall for culminating activities and student classroom activities which require stage presentations. The three laboratories occupied by the SGS are also being utilized by the Education and Technology programs.

Bulan campus has a total of 1,089 enrollees occupying 7.211 ha. of land area with 15 buildings, 29 rooms and 5 laboratories. Castilla Campus has the biggest land area among the four campuses occupying 249 ha for the 536 agriculture students. It can be noted that it is only in Castilla campus which contains more buildings (20 buildings) than lecture rooms (10 rooms) and with 8 laboratory rooms. Magallanes Campus has the least enrollees (428 out of 8,660) out of the total enrolment of the College occupying 5.6 ha. of land area still bigger than Sorsogon City Campus. Magallanes has 16 buildings and rooms with 10 laboratories.

It could be inferred from the table that Sorsogon City Campus has the population density of 0.172 (population/m2), Bulan has 0.015, Castilla has 0.0002, and Magallanes has 0.0076 population density. This data is already enough to accommodate such number of enrollees per campus and to add some buildings for installation of laboratories and other learning resources for student development especially in other three campuses.

Table 4. Learning Resources

| Campus | Enrolment | Current Library Holdings | | | |
|---|---|---|---|---|---|
| | | Titles | Volume | Magazine | Journal |
| Sorsogon City | 6,607 | 4,272 | 8,826 | 20 | 17 |
| Bulan | 1,089 | 3,457 | 7,981 | 12 | 7 |
| Castilla | 536 | 1,146 | 2,811 | 10 | 8 |
| Magallanes | 428 | 1,422 | 3,532 | 9 | 6 |
| **Total** | **8,660** | | | | |

Table 4 presents the status in terms of learning resources of the College showing the current library holdings in terms of number of titles, volume, magazines, and journals. Sorsogon City campus has the most number of library holdings with 8,826 volumes, 4272 titles, 20 magazines, and 17 type of journals. These learning resources are for 6,607 enrollees of the campus including the graduate school. This only shows that the campus averages 2 volumes per title.

Bulan campus has 7, 981 volumes of learning resources with 3,457 titles for its 1,089 enrollees. Castilla Campus has 2,811 volumes of learning resources with 1,146 titles for its 536 enrollees while Magallanes Campus has 3,532 volumes with 1,422 titles for its enrollees. This data is already enough to accommodate needs of the students in terms of library holdings provided that these numbers of titles should be in response to the requirements set by CHED ensuring each of the curricular programs have an intended number of library holdings.

**Readiness of the College to cope with the Requirements of CHED Typology and Quality Assurance Standards**

Based on the standard requirements, a *university should contribute to nation building by providing highly specialized educational experiences to train experts in the various technical and disciplinal areas and by emphasizing the development of new knowledge and skills through research and development. The focus on developing new knowledge is emphasized from baccalaureate programs through to doctoral programs; thus a research orientation is emphasized in the Bachelor, Master's and doctoral degree programs.* SSC has to produce graduates who manifest the training experts, who will be involved in professional practice and discovery of new knowledge.

As mandated, universities should meet the following requirements:

1. In terms of curricular offerings; there should be a comprehensive range of degree programs in all levels, from basic post-secondary to doctoral programs, there are at least 20 academic programs with enrollees at least six of which is at the graduate level. SSC has 21 distinct curricular programs and has only 4 distinct masteral programs with enrollees.

2. Another requirement for the curricular offerings is there should be at least one doctoral program in three different fields of study with enrollees. At present, SSC has no doctoral programs being offered, but five doctoral programs were proposed for CHED approval.

3. All graduate and at least 50% of baccalaureate programs require the submission of a thesis/projects/ or research papers. SSC offers 21baccalaureate degree programs in the whole college with enrollees and more than 50% of them (19 out of 21) require thesis/projects/or research papers.

4. In terms of faculty complement; Section 5.3.3 of the CMO dictates that a university should have a core of permanent faculty members, 30% are doctoral degree holders. Most of the faculty members of SSC are master's degree holder (161 out of 278). Only 36 or 13% are holders of doctoral degree and 81 faculty members are undergoing schooling in the graduate program. There are 15 doctoral degree holders and 2 masters degree holders are assigned to teach in the graduate program with 7 major courses. Most of the faculty members who are doctoral degree holders have a field of expertise in general education subjects, otherwise are not vertically aligned with their field of specialization. The current faculty complement of SSC is not meeting the required pool of faculty and majority is not vertically aligned to the specific field they are in. Moreover, in the graduate program, SSC has not

met the required number of full faculty of five by program.

5. At least thirty (30) full time faculty members or 20% of all full time faculty whichever is higher are actively involved in research for the last five years. Added to that, at least 5% of fulltime faculty members engaged in research have patents, articles in refereed journals, or books published by reputable presses in the last ten years. The Sorsogon State College has 114 out of 250 or 45.60 % full time faculty has researches conducted for the last five years. Moreover, 46 or 18.40% of full time faculty members have publications in refereed journal. This exceeds CHED requirements along research involvements of faculty members.

6. In terms of physical plant and facilities and learning resources which includes libraries, practicum laboratories, relevant educational resources and linkages with the relevant disciplinal and professional sectors, universities should allow the students to explore basic, advanced, and even cutting edge knowledge in a wide range if disciplines for professions. The institution must provide effective use of learning resources such as library resources, laboratories and information and communications technology to support student learning.

At present, twenty (20) programs of SSC have been submitted for AACCUP accreditation of which 2 programs are qualified for level III re-accreditation, 7 are in level II, 4 are in level I and 7 are in candidate status. This is the college's pursuit for quality assurance. In addition, the institution should have a system for approving programs, which takes into consideration the HEIs VMG and resources, the desired competencies for its graduates, the development needs of the region/country and its ability to ensure that the programs enable the students to achieve the intended outcomes. The institution should have effective arrangements for monitoring and reviewing the effectiveness of its programs. And most importantly, the institution should take effective action to address weaknesses, build on strengths, and to enhance performance by disseminating good practice.

As a result of the last level III Phase I evaluation of the library and other learning resources the Sorsogon City Campus has met the requirements.

However, in the other campuses there is a need to improve the current learning resources. As required, there should be a distinct area assigned for each department in the campus. In Sorsogon City Campus, there is a common substandard library shared by all program. The college has to establish mechanisms on the effective and maximum use of information and communications technology and learning resources to support student learning to manage its affairs.

As far as the physical plant and facilities are concerned to include land area, number of buildings and classrooms, based on enrolment the Sorsogon City Campus has the most density having the smallest land area among the four campuses. Other programs in the campus have insufficient classrooms. Some laboratory facilities are shared by the three departments including the graduate school program. In other campuses, their faculties have to be modernized and updated. It is along these standards and requirements that SSC has to initiate actions through a strategic plan in order to cope with at least with the minimum requirements by 2017. It is along these facts and realities that SUC's including SSC has to initiate priority actions towards these mandates. SSC is now on its journey on becoming a university.

**Proposed Strategic Plan to Enhance the Status of the College on Becoming a University**

The status of the College in terms of faculty complement, physical plant and facilities, and learning resources is evident that there is a need to initiate actions though a strategic plan on becoming a university and in preparation for CHED Typology and Quality Assurance standards. This proposed SSC Strategic plan designed for a three- year period. The plan contains programs/projects, activities, resources, timeframe, and means of verification along the key result areas (KRAs). Key result area includes program offerings, faculty complement, physical plant and facilities, and learning resources.

The strategic plan is only a part and can serve as a rejoinder of succeeding studies to cover all the Key Result Areas (KRAs) to complete a Ten Year Development Program for SSC. This strategic plan can be tackled independently focusing on the identified KRA hoping to ensure the Sorsogon State College's readiness in the institutional typology and quality assurance and finally towards a university. This may improve the administrative and academic performance of the College by coping with the

national and international standards needed in the ASEAN integration.

## CONCLUSIONS AND RECOMMENDATIONS

The Sorsogon State College offered various curricular program offerings in its four campuses. The Sorsogon City Campus concentrated in education, technology and engineering courses, Bulan campus in Business courses, Magallanes campus in fisheries courses, and Castilla Campus in agriculture courses. In terms of curricular offerings, there is a need for the college to conduct curricular review. It should be ensured that that all programs must have BOT resolutions/CMOs/COPC to legalize the offerings. Curricular program offerings mandated in each campus must be observed. Vertical articulation of programs from the undergraduate to doctoral programs is needed and offered in the four campuses. Intensive monitoring and evaluation of the program's effectiveness are needed.

Majority of the faculty members of the College are master's degree holder with permanent status, few are doctorate degree holder not enough to comply with CHED requirements in terms of faculty complement to become a University. It is therefore recommended that the College should establish a comprehensive faculty development plan based on needs and priorities. A bigger percentage of faculty with doctoral and masteral degrees vertically aligned has to be attained. The hiring system may be reviewed and improved to ensure that qualified faculty members are added to the pool of core faculty who teach in the different programs. Faculty capability in research and extension activities should be considered.

The learning resources of the College are moderately enough to meet the needs of the students. However, there should be a distinct area assigned for each department in the Sorsogon City Campus where there is a common substandard library shared by all program. Modern laboratory apparatuses have to be added to its current holdings. As far as the physical plant and facilities are concerned, the Sorsogon City Campus has the most density having the smallest land area among the four campuses. Other programs in the campus have insufficient classrooms. Some laboratory facilities are shared by the three departments including the graduate school program. In other campuses, their facilities have to be modernized and updated. The proposed strategic plan may be further reviewed and considered by the College to be integrated in its development plan in the preparations for becoming a university.

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