INSTITUTIONAL RESEARCH, INNOVATION, AND SERVICES FOR EXTENSION (IRISE) MANUAL

2025 Edition

FOREWORD



It is with great pride that I present the Institutional Research, Innovation, and Services for Extension Manual to our esteemed faculty, dedicated staff, and aspiring researchers. As an institution committed to academic excellence and innovation, we recognize that strong research practices are essential to meaningful discovery, informed decision-making, and sustained growth.

This manual serves as both a comprehensive guide to our research culture and an invitation to pursue scholarly inquiry with integrity and rigor. Inside, you will find clear guidelines, ethical frameworks, and practical tools to support your research-whether you are starting a new project or advancing ongoing work.

Our institution's legacy is built on inquisitive minds and collaborative spirit. I encourage you to use this manual as a resource and roadmap to maintain the highest standards of quality and impact. Together, let us foster an environment where curiosity thrives and innovation flourishes.

I also extend my deepest gratitude and congratulations to Dr. Marilyn D. Cardoso, Senior Vice-President for Programs Development and Quality Assurance, for her visionary leadership in advancing our academic programs and quality standards. Likewise, I commend Victor M. Plasabas Jr., OIC-Director of Institutional Research, Innovation, and Services for Extension, for his dedicated stewardship in developing and implementing this manual.

Their collaboration exemplifies our institution's core values and inspires us to reach greater heights in research and community engagement.

Thank you all for your commitment to our institution's vision. I am confident your work will enrich our academic community and contribute meaningfully to society.

With best wishes for your continued success,

RHETT CAESAR L. PICZON
School President/Chairman, Board of Directors

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CHAPTER 1:
THE SAMAR COLLEGES, INC.

1.1. History of Samar Colleges, Inc.

A vignette on the color of the glorious past of Samar Colleges, Inc. can well be summed up in the efforts and achievements of men and women who, at one time or another were at its helm and who have walked through the halls. They were the real trophies that every true-blooded Samar Collegian would hold high in esteem and be truly proud of.

1.1.1 The Humble Beginnings of Samar Colleges, Inc.

Samar College opened its doors on July 1, 1949 styling itself under the name of its famous predecessor, Samar Junior College. Its main building was located in the very heart of Catbalogan at the corner of San Roque Street and Allen Avenue, while the Normal Training School was situated at the intersection of San Roque Street and Mabini Avenue. The initial tertiary program offering then were the Elementary Teacher Certificate (ETC) for the still young College of Education (CoED) and the Associate in Arts (A.A.) with specializations in Preparatory Law, General Liberal Arts, and Education for the College of Liberal Arts (CoLA), thus, making the CoED and CoLA as the first colleges ever to be established by the founders of Samar Junior College. The incorporators were to embark on a journey to fill the long-cherished dream of every progress loving Samareño to have a college that would not only supplement the work of the local public schools but, at the same time, offer educational opportunities above high school level.

The circle of men and women, trailblazing forty-niners including prominent personalities of the provinces of Samar and Leyte, pushed for the realization of their dreams through the establishment of an educational institution. The pioneering Board of Directors (BoD) was chaired by Mrs. Felicidad G. Fernandez with Mrs. Presentacion D. Reynaldo, Mr. Esteban S. Piczon, Mr. Marciano Lim, Dr. Antonio Merida, Atty. Francisco Astilla, and Atty. Emilio Astorga as members of the Board. The Instructional Support Staff included Mr. Sixto Q. Salazar as Director, Mr. Marciano Lim as the Training Department Supervisor, Mr. Fidel Lim as the Registrar and Treasurer, Atty. Jose C. Santos as Librarian, Mr. Esteban S. Piczon as Auditor, Mr. Alfredo CH. Perez as Accountant, and Mr. Carlos Valera as Cashier.

These were the indefatigable members of the Elite Group who had to contend with the “birth pains” usually attendant to the newly-formed educational institution. That they were successful in their blood venture and were able to deliver when it mattered most is reflected in

the thousands of men and women – Samar College Alumni – who have carved niches for themselves in various fields of endeavors, not only in the country but also in foreign shores.

The 1950s saw Samar College's emergence not only as a hub of academic excellence but as sports and cultural center as well. In the first-ever held Eastern Visayas Regional Athletic Association (EVRAA) Meet in Cebu City, last February 19-25, 1953, the school represented Samar Province in the Basketball competition. The Catbalogan Fiesta and other local events were never completed without Samar College being invited to display its artistic and floral-inspired floats in the civic and military parade.

The local folks awaited with bated breath the appearance of the beautiful and radiant muses who rode the gaily-decorated floats. The Samar College beauties always drew thousands of applauses and admiration from the receptive crowd. This was the decade when Samar College shone brightly in the Sports and Cultural arenas.

It was also in this period (1950s) that the growing and expanding College of Education broadened its wings like maturing eagle fervently eager to soar heights, when it opened up the complete four-year teacher education programs, namely: Bachelor of Science in Elementary Education (BSEED) and the Bachelor of Science in Education-Inverted Course, where graduates of the degree could teach in either elementary or secondary level.

In the 1960s, the School Administration Building transferred location to its present site, marking May 4, 1966 a red-letter day for its inauguration. The Board of Directors (BoD) continued to be under the reins of able stewardship of the dynamic Mrs. Felicidad G. Fernandez, while the then Gov. Esteban S. Piczon was installed as the Vice-Chairman of the policy-making body, which was beefed-up by the entry of educators in the mold of Mr. Castor Pacoli, Sr., Mr. Sixto Q. Salazar, Mrs. Pia A. Astilla, Mr. Jesus Japzon, and Mr. Delfin Reynaldo.

The period came to be described as one of the most memorable decades where every graduation exercise saw the publication of the Coral to chronicle the school's momentous events and to highlight other co-curricular activities. On the other hand, the school organ – the Samar Collegian, provided a forum for the intelligent discussion of issues and concerns and was handled them until not by a select group of literati, men and women of letters, whose members knew the importance of synergistic relationship with the administration.

1.1.2 Samar College During the Martial Law Years

The 70s mirrored for the Samar College the upheavals going on outside the school's confines. Its students rode on waves of general discontent and dissent pervading those years. The protests were aimed not at whether the school was deficient neither in its management nor at

how its officials were dealing with the welfare of the students. On the contrary, the students were vocal against the imposition of Martial Law Rule during the Marcos Administration which affected greatly their economic and academic lives. They wanted to prove that greatness came from participating in the struggles of history and oppressed people.

In the mid-70s, Mrs. Felicidad G. Fernandez bowed out from the service of the school to give way to other directors who were equally full of zest and fervor in maintaining the quality of education pursued and upheld at that time. In 1976, Mrs. Pia A. Astilla was voted as the new Chairperson of the Board of Directors; she applied her brand of leadership in infusing timely adjustment to cope up with the dynamism of our educational system. She was an old hand in the game who practiced to the hilt what she gained from experience as a first-rate educator. Samar College was grateful beneficiary of Mrs. Astilla's forward looking attitude toward education.

The dawning of the 70s similarly laid down for the ensuing grace and fortune for the new one. The school gave the necessary morale boost to the clamor of law inclined academe to open up such one in a lifetime opportunity to students dreaming to become one of the province's finest lawyers and officers of the court. The College of Law, as a consequence of such desire, started to build a niche of its own in the ever-widening academic space of the school. Although the program at that time was gearing itself up to bag in nod and approval from the community. However, in later years, the course proved to be Herculean task to maintain; hence, it was discarded from the roster of priority curricular program of the school.

1.1.3 Samar College During the Post-Martial Law Years

The 1980s saw the changing of command of the school, Mr. Fidelindo G. Fernandez accepted his nomination as Chairman of the Board of Directors on that fitting day of February 21, 1984, ushering in an era of vigorous and innovative educational reforms. Mr. Fernandez proved to be a hands-on executive to pragmatic application in the world of academe. He is a man who listens and takes immediate and decisive action, not one inclined to procrastinate. He acts with dispatch especially when sound judgment of a decision is called for on a controversial matter.

The 1980s was such a period of great abundance and of modernity that brought so many blessings to the institution as a whole. It was in this period that Samar College laid its red carpet once more to another most sought-after degree of the time, growing juxtaposed with the programs offered by the College of Education. The time was perfectly right for the College of Commerce and Secretarial (CBAS) to spread its roots down and wide in Samar College soil. At this time, the school

started to offer the four-year degree program Bachelor of Science in Commerce (BSC).

The 90s saw Samar College's years in a shower of bounty. The administration building got an enviable face-lifting, a new building called "Annex Building" was turned over to their happy occupants that included personnel of ROTC, PMT, and Medical Clinic. In the same period, two (2) precious awards for excellence were received from the Department of Education, Culture and Sports (DECS), Regional Office No. VIII last December 5, 1995 – attesting to the school's commitment to quality education. Furthermore, student teachers' performance in the Professional Board Examinations for Teachers (PBET) was an anticipated annual event for jubilation. The decade was very much still with them and is best left for another chronicle five years from now – one who will have much more to write about. One thing is clear though, that Samar College refuses to stagnate. It always attunes itself to the demands of the times.

Truly indeed, in 1996, the Commission on Higher Education (CHED) gave Samar College the Certificate of Recognition for the graduate course in Education leading to the degree of Master of Arts in Education (MAEd). This was the products of the efforts of Dr. Letecia R. Guerra, the first Dean of Samar College's Graduate School. From that time on, when the number of enrollee's flock to take this newest addition to the institution, the School Administration recognized the existence of its graduate program by establishing another department higher in stature to those of the undergraduate colleges that have already been existing in the school. It was called by name "Samar College Graduate School (SC-GS)," until it was renamed as the College of Graduate Studies (CGS). Its initial offering included such fields of specialization as Educational Management (EM), Elementary Education (EE), and Filipino (FIL). In later years, succeeding academic succeeding academic heads, especially during the time of Dr. Teresita Ty-Neypes, revised and added new fields of specialization to the program such as Reading and Communicative Language Learning (CLL).

In the late 90s, total make over was done to the prefabricated building of the High School and Elementary Building, turning it into a three-storey concrete edifice. This became one of the living testaments to the excellent financial management and great sense of vision of the school's longest-serving Chairman of the Board of Directors and School President, Mr. Fidelindo G. Fernandez, together with the strong backing extended by his supportive and longest-serving School Treasurer, Mrs. Fidencia Piczon-Oral. The decade was highlighted by another significant occasion which took place in February of 1999, the celebration of the 50th Year of the institution's foundation, showcasing grandiosity and great spectacle. Metallic gold and green colors dominated the campus

as the historical event was commemorated. The institutional mantra echoed in the four corners of the Samar College – “50 Years of Caring for Your Education.”

Highlighting the event was the increased emphasis on socio-cultural activities where Samar College always stands out from the rest. Styling itself as the “Cultural Mecca” of the Province of Samar, Samar College perfected a cultural dance troupe called the “Rayhak Dance Troupe,” which became so famous and a source of envy for other schools in the Island of Samar. With outstanding performances in both modern and folk dances, the Rayhak Dance Troupe became the official dance company of the school commonly sought after by organizers of big and fabulous events in the provincial and national levels. The annual “Manaragat Festival” of the City of Catbalogan, the “Mutya ng Samar Beauty Pageant” in the Province of Samar, and the “Festival of Festivals” of the Department of Tourism (DoT) in Manila were just some of the various events where the dance troupe of the school showcased its cultural and artistic prowess aside from school-related activities. This dance troupe is the brainchild of Mr. Mario Vicente R. Piczon, the Dean of the Office of Student Affairs and Services (OSAS).

1.1.4 Samar College Faces Challenges of the 21st Century

The start of the new millennium paved way to further development in the institution’s curricular offerings. When information and Communications Technology (ICT) became evident, Samar College followed the global trend, hence, the need for the inception of still another college devoted to servicing and developing students in such lucrative field was conceptualized. The information Technology Education (ITE) program started initially as a department under the motherly-care of Dr. Natalia Barayoga-Uy of the College of Commerce and Secretarial (CBAS), who has served as the college’s academic head for 22 long years. Later, it found strength academically to formally settle as an independent unit of the school to become the College of Information Technology Education (CoITE). Its first program offering was the Bachelor of Science in Information Management (BSIM). The college further diversified by offering the Bachelor of Science in Information Technology (BSIT).

True to the claim as an institution that provides relevant education to Samareños, the institution added another feather on its cap when the CHED through a Permit No. 13, Series of 2006, allowed the opening of Bachelor of Science in Criminology (BSCrim) course under a separate college, the College of Criminal Justice Education (CoCJE) with 142 students as pioneering batch for Academic Year 2006-2007. The program could have been shelved too early if not for the sincerest efforts of Dr. Banello P. Gabon, the then Dean of the

College of Liberal Arts (CoLA) and Mrs. Gresilda P. Navaja, the School Registrar.

The extraordinary efforts of these two loyal and concerned employees of Samar College proved to be highly-demanded, worth-sharing, and in a sense, prophetic in as much as it pushed Samar College back to its glorious days again where the institution became of melting pot of a diverse type of students from different municipalities in the Province of Samar and even beyond, ever-willing to fully entrust their future to the people managing the school. Hence, the early part of 21st Century could be considered as the institution's self-styled Renaissance Era–"rebirth in faith and trust" to the academic opportunities offered by the school to its clientele. The new degree offered at that time, the BSCrim, propelled Samar College to attaining a counter-balance in the share of students from the downgrading trends in population of the other colleges. The creation of the CoCJE, which later became the second biggest college in the institution with 1,158 students, provided the institution an even wider avenue for further growth and development necessary to address the growing and multi-faceted demands of the 21st Century.

Concomitantly, the onset of the 21st Century proved to be challenging especially in the curricular offerings in the College of Education (CoEd) where the college had to adapt to the demands and challenges laid before it by ensuing time.The Teacher Education Curricula offered by the college, namely: Bachelor of Elementary Education (BEEd) and Bachelor of Secondary Education (BSEd), had to undergo a series of revisions such as the inclusion of the said curricula of the more-enhanced "Experiential Learning Courses (ELCs)."

If these changes were not addressed upon by the school, the college would have been lagging behind other Teacher Education Institutions (TEIs) not only in the region but also in the entire Philippines. In fact, these revisions were very much a necessity so that graduates from the curricula would surely pass in the Licensure Examination for Teachers (LET), which actually did happen.

In 2006 and onwards especially during the stewardship of the newly installed College Dean of the College of Education (CoED), Dr. Banello P. Gabon, the needed reforms in the college were implemented; hence, brought back the ones lost respect for the college and the institution as a whole from the community. The CoEd remains to be the biggest college with a population of 1,334 teacher education students, the highest so far in the entire institution since the foundation, as well as the "source of pride" of the school. It is from this college where a continuous increase in the number of honor high school students enroll in, the greatest number of Latin honorees

during Commencement Exercises come from an equitable and continuous supply of qualified professional teachers who are passers of the LET sprout out, and with an increasing annual passing percentage in the LET compared to those of the national passing percentages.

In truth, the reforms instituted in the CoEd proved to be working inasmuch as even the so-called “unit earners” who graduated from different courses flock to the college to earn in its newest program, the Certified in Teaching (CINTEACH). To date, their population reached 175-strong students which in itself is a recordbreaking phenomenon. The program requires that students have to earn a total of 93 to 94 academic units in the General Education Curriculum (GEC), Professional Education, and Field of Specialization before they can take the LET and land a job as professional teachers.

By the time, the CoEd already offered the Bachelor of Elementary Education (BEEd) with such fields of specialization as Generalist Curriculum, Pre-School Education and Special Education (SPED), and the Bachelor of Secondary Education (BSEd) with majors in Biological Science, Physical Science, English, Mathematics, Social Studies, Filipino, and Music, Arts, Physical Education and Health (MAPEH). The Two-Year Certificate in Teaching Elementary Education and Certificate in Teaching Secondary Education programs grew side by side with the four-year degree courses with similar fields of specializations or majors as those of the BEEd and the BSEd.

1.1.5 Samar College Embraces Further Modernization

In February 2011, Mr. Fidelindo G. Fernandez, the Chairman of the BoD and the School President, entrusted his sensitive positions to a new and younger brand of manager who could continue the progress he painstakingly tried to attain and sustain to the last twenty-seven (27) years. The former school head also supported the election of the new members of the BoD of Samar College while retaining some of the veterans in its old. Thus, the year 2011 became the benchmark year for the newly-elected Chairman of the BoD and School President, Mr. Rhett Caesar L. Piczon, who possessed an innovative and pragmatic style of management. The al other members of the Board of Directors (BoD) already included Miss Manuelilda Rosario A. Torrevillas, serving concurrently as member and secretary of the Board and as School Administrator; Mr. Francisco A. Astilla IV; Mr. Fidelindo G. Fernandez; Dr. Vitus T. Hobayan; Atty. Castor R. Pacoli, Jr.; and Mr. Manuel Van A. Torrevillas III.

With the new Chairman and School President at the reins of power, the institution passed through a comprehensive and series of facelifts in all of its aspects. Mr. Rhett Caesar L. Piczon started with

the restructuring of the school organization by creating new offices to assist him in effectively managing the institution. By virtue of the power vested in him by the stockholders and the Board of Directors of the school he instituted the Office of the Vice-President for Academic Affairs (OVPAA) through a memorandum to strictly monitor and supervise the Higher Education level, covering the graduate and undergraduate colleges of Samar College, including the offices of the School Registrar (OSR) and Student Affairs and Services (OSAS). The Office of the Vice-President for Administration (OVPA) was likewise established via the same memorandum to specifically manage the Basic Education level, covering the Pre-School, Elementary, and High School departments, the Human Resource Management Office (HRMO); the Office of the Property Custodian (OPC); and the Office of the Student Discipline and Security Management (OSDSM).

Aside from the offices mentioned, the memorandum also created the Office of the Vice-President for Finance (OVPF). It was mandated to administer and supervise the Accounting Office and School Treasurer for more than three decades was asked to reconsider her retirement plan and fill in the position of VicePresident for Finance, while concurrently holding the position of the School Treasurer. Finally, with a better understanding of the demands on the Higher Education sector, the School Administration also established the Office of the VicePresident for Research and Development Programs (OVPRDP) mandated to manage the Research and Extension services, as well as the Program Development services of the institution. With this decision, the school is assured that the four educational thrusts of the Higher Education Institutions (HEIs) like Samar College would be achieved, to wit: instruction, research, extension, and production.

The new School Administration also recognized the various colleges and departments existing in Samar College. Some of the colleges were merged and downgraded their category into departments of a much bigger college in order to attain the new and enhanced direction of the school. Through this action, the school has formally institutionalized the following colleges in the Higher Education Level: the College of Graduate Studies (CGS), designed to offer graduate programs, especially in teacher education; the College of Education (CoED), tasked to offer Teacher Education programs; the College of Criminal Justice Education (CoCJE), mandated to offer Criminology and other related program; the College of Arts and Sciences (CAS), specifically established to offer the Liberal Arts, Information Technology, and Sciences programs; and the College of Business Management (CBM), whose purpose of

existence is to promote and offer courses in business and management.

Atop all these innovations in the organizational structure of the school, the School Administration likewise revisited the more than half-a century-old fundamental component of the school as the initial and primary object of reform – the restatement of reorientation of Samar College's Vision Statement, Mission Statement, Objectives, and Core Values. The changes don on the most important component of the school became the beacon and anchorage of further educational reforms, actions, and decisions in the institution. This was accomplished with the assistance of the members of the Executive Committee (ExeCom) and with the participation of the members of the BoD in a seminar-workshop organized for the purpose.

With just over three (3) years in the office from the day of his acceptance as the Chairman and School President, Mr. Rhett Caesar L. Piczon proved to be a school head gifted with first-rate managerial skills. Though a true-blooded and a very successful businessman, he has the gift of educational foresight. He basically knew from the beginning of his stewardship of the institution that to attain quality of education with a steadily growing population annually is to invest heavily on the infrastructure requirements of the school.

Thus, with a strong mandate and backing from the stockholders through the BoD, the school embarked on a massive and ambitious infrastructure project which cost more than forty million pesos. These were the school's initial development projects ever constructed in two successive years under the new administration.

Firstly, the four-storey Founders Building (FB) was constructed on top of the old Samar College canteen containing five (5) modern-styled classrooms and a canteen at the ground level, while on top of it housed the technologically-advanced Crime Laboratory and Dark Room for the CoCJE students. It was inaugurated in the 22nd day of August 2012 with no less than the Governor Sharee Ann Tan-De Los Santos of the Province of Samar as the Guest of Honor and Speaker. Secondly, the first-ever five-storey administration building was designed and built. It was conceptualized to be a very technologically-advanced building none could be found in all of the Province of Samar and even in all State Universities and Colleges (SUCs), and private Higher Education Institutions (Private HEIs) in Region VIII. It is equipped with an elevator from the ground floor up to the fifth floor which houses a beautiful designed 250-seater Audio Visual Room (AVR).

Based on its design, this five-storey Administration Building would surely hold ten (10) modern-inspired classrooms; some offices

of the top-level management; a state-of-the-art Faculty Room for the Higher Education Level faculty members; and some hotel rooms in preparation for the offering of the Grades 11 and 12 or Senior High School in the K to 12 Curriculum of the Department of Education (DepEd). These new classrooms would accommodate classes of the College of Graduate Studies (CGS) during Saturdays and Sundays. The building's inauguration would surely become the most-anticipated event of the year; the crowning glory of the new School Administration. With still more years to come and count on, it would not be a surprise if the School Administration would again venture and indulge on additional infrastructures needed to make Samar College truly the "School of First Choice" within the Province of Samar and beyond.

Aside from improving the physical plant of the school, the new administration also invested in the welfare and personal growth of its clientele. For this purpose, the administration hired additional personnel to effectively serve its students in all the educational levels of the institution through its Guidance and Counseling office; the Graduate, College, and Extension Libraries; and other personnel under Administration Department of the School. In the same manner, the school also invited artists from Manila to perform before Samar College students for them to experience some degree of enjoyment free from the shackles of their academic requirements in school, The famous band "Calla Lily" and solo performer, Bryan Termulo made their debut performances in Samar College on two separate occasions-the first performing only a year ahead of the second artist.

Moreover, to highlight how Samar College entertains its audience as a gracious host, the standup comedienne and true-blooded Samareña, Kay Brozas, was invited to render a heart-warming rendition of some pieces of rehashed Original Pilipino Music (OPM) before teachers and employees Association (CPPSTEA). This occurred during the school's hosting of the said well-known gathering of the teaching and non-teaching personnel from the different institutions within the City of Catbalogan last October 5, 2013.

1.1.6 Samar Colleges, Inc. Responds to the K to 12 Curriculum Challenges

In 2013, during the early implementation of the K to 12 Curriculum of the DepEd, the school came up with solutions to gradually brace the impact of this program of the Philippine Government. Foremost of which was the reorganization of the High School Department (SHS) departments to be manned by two secondary school principals. Thus, the Basic Education level of the school now catered to the three departments, with the Pre-School

and Elementary Department being the third under one (1) School Administrator.

Secondly, the school founded highly-specialized sections to cater to the kind of Basic Education suited to the select and mentally-gifted pupils and students in both the Elementary and High School Departments of the school. These sections called “star classes,” were meant to upgrade the educational standing of the Basic Education level in the minds of its clientele and immediate community by offering highly-advanced elective subjects atop the regular ones offered by the school and the DepEd, as well as hiring and bringing in ore educationally-qualified and competent faculty members.

The Technical Working Group (TWG) that spearheaded this program included experienced and young educational managers and experts, namely: Dr. Pedrito G. Padilla, the Vice-President for Research and Development Programs; Miss Manuelilda Rosario A. Torrevillas, the Vice-President for Administration and School Administrator of the Basic Education level; Mrs. Imelda Mabansag-Uy, the former Principal of the Elementary Department who assumed the deanship of the CoEd in June of 2014; and Mrs. Ma. Rosario Toston-Nacar, the newly-appointed Principal of the Junior High School Department.

Having been interested in offering the Senior High School or Grades 11 and 12 in the K to 12 Curriculum of the DepEd, the school had been on the drawing board to design varied, in-demand and related career pathways to the program offerings in the Higher Education level of the school. It was in the interest of the school to make sure that the possible graduates of the Senior High School Department would have prospective career opportunities in the Higher Education Level. Hence, it was conceptualized that there was a need for the Basic Education level, through its Senior High School department, to work more closely and synergistically with the Higher Education level of the school. For this purpose, the administration appointed Dr. Nimfa Tolipas -Torremoro as the first principal of the Senior High School Department – a loyal and well-experienced educational manager who has served as the Principal of the Junior High School Department for 15 long years, while concurrently serving as the Dean of College of the
Graduate School (GS).

1.2. Vision

We are the leading center of learning in the island of Samar. We take pride in being the school of first choice by the students where they can fully attain academic and personal achievement through affordable education, excellent instruction, and state-of-the-art facilities in a value-driven education.

1.3. Mission

Samar College is a community-based, privately-owned learning institution that provides quality basic, tertiary and graduate education to students of Samar Island and its neighboring communities.

We commit to help our students improve their quality of life by delivering affordable, values-driven, industry-relevant curricular programs that produce globally competitive, innovative, service-oriented, and God-fearing citizens who contribute to the progress of society.

1.4. Objectives

Samar College intends to:

1. adhere to the highest standards of work and personal ethics;
2. provide avenues for advancement and give due recognition and reward for individual and collective contributions;
3. work for the greater good of all who belong to the community we operate in by going beyond the call of duty; and
4. help find meaning in life through education.

1.5. Core Values

- We ensure that our education system is at the forefront of innovation and technology providing our faculty and students all opportunities to develop to their fullest potential.
- We provide solid foundation in education and values that serve as the springboard to gainful employment and entrepreneurship for better quality of life for our people.
- We value people as our greatest resource ensuring that their dignity and well-being are respected at all times.
- We create leaders who are willing to put the greater good of others above their personal interest. We uphold our principles and values even when others choose not to do so.
- We foster excellence in the arts to refine the expression of thoughts and feelings.
- We strive to lead and not be led, to influence rather than be influenced. By our examples we shall be judge.
- We treat one another with respect and genuine concern. We go beyond the call of duty to make sure that no one is left behind.

1.6. SC Mantra – FOCUS and RISE in Samar College

The mantra FOCUS and RISE in Samar Colleges Inc is designed to emphasize commitment, accountability, and the drive to excel. It underscores focus and rising to ensure that Samar Colleges will attain its preferred future: "Samar College as Champion for Empowering Leaders and Changemakers"

FOCUS and RISE framework represents the 10 working principles to be adopted and integrated in the operation of the College that will surely position it to a level that will be highly competitive as an educational institution not only in the region but in the country. By 2030, Samar Colleges Inc. shall start to earn recognitions for its cutting edge projects and innovations implemented to empower its human resources, students and alumni. Samar College shall focus on holistic development and social responsibility. Thus,

F – Follow through to completion
O – Organize tasks by breaking down big ideas into doable parts
C – Connect new ideas with old ones
(Associate new ideas with the old)
U – Uphold doing things right from the start
(Do the right things right the first time)
S – Substantial focus on the vital few, not the trivial many

and

R – Results-driven (Begin with the end in mind)
I – Integrity in doing the right things, not the easier wrong
S – Self-accountability (If it is to be, it is up to me)
E – Exceed expectations by facing challenges with determination
(No challenge too great, no task too menial)

Principles Mapped to the Acronym:

1. **Begin with the end in mind**
   → Results-driven (R)
2. **Associate new ideas with the old**
   → Connect new ideas with old ones (C)
   Do not reinvent the wheel
   → Connect new ideas with old ones (C)
3. **Break down big ideas into doable parts**
   → Organize tasks (O)
4. **Follow through to completion**
   → Follow through (F)
5. **Do the right things right the first time**
   → Uphold doing things right (U)
6. **Focus on the substantial few and not the trivial many**
   → Substantial focus (S)
7. **Do the right things and not the easier wrong**
   → Integrity in decisions (I)
8. **No challenge too great, no task too menial**
   → Exceed expectations (E)
9. **If it is to be, it is up to me**
   → Self-accountability (S)

10. **Temper your decision in moderation**
    → Rise with Resilience (R), incorporating the essence of moderation and balance thriving within limits, where decisions are tempered to adapt effectively.

1.7. Organizational Chart



CHAPTER 2:
RESEARCH DEVELOPMENT GUIDELINES

2.1. Functions

2.1.1 Duties and Responsibilities of the IRISE Director

The position holder shall be responsible for the performance of the following duties and responsibilities:

1. Lead the implementation of institutional frameworks to support Samar Collges, Inc. Vision, Mission, Goals, and Objectives (VMGO);
2. Conduct institutional research programs, projects, and activities (PPAs) to:
   a. Align programs and processes with institution's VMGO; and
   b. Ensure compliance with accreditation standards and regulatory requirements.
3. Oversee the operation and conduct of activities across the following units: Research, Innovation, and Extension;
4. Manage data collection, analysis, and reporting to support planning and decision making;
5. Develop research policies, tools, and systems to improve performance tracking;
6. Promote research-based innovations that contribute to institutional growth;
7. Lead the planning, coordination, and implementation of extension services in alignment with the institution's mission to foster community engagement and social responsibilities;
8. Develop and update manuals related to innovation, research, and extension;
9. Support faculty and staff in conducting innovation, research, and community engagement;
10. Build partnerships with external organizations for innovation, research, and extension projects;
11. Ensure proper documentation and reporting of innovation, research, and extension outcomes;
12. Submit regular reports and updates to the Senior Vice President (SVP) for Programs Development and Quality Assurance; and
13. Perform other related duties assigned by the Senior Vice President for PDQA.

2.1.2 Coordination Functions

The Institutional Research, Innovation, and Service for Extension (IRISE) Office shall coordinate closely with various

institutional units to ensure alignment of efforts in research, innovation, and extension. Key coordination functions include:

1. Collaborate with the Office of Student Affairs and Services (OSAS) to integrate student-related data and feedback into institutional research initiatives and program improvements.
2. Facilitate interdepartmental communication and cooperation to support the planning and implementation of research, innovation, and extension projects.
3. Coordinate institutional events, trainings, and activities related to research development and community engagement in partnership with academic and administrative units.
4. Serve as a liaison between the institution and external agencies in matters involving research compliance, resource sharing, and project partnerships.
5. Promote a collaborative environment to enhance information sharing, resource utilization, and capacity building across departments.

2.1.3 Support to Academic Units

The IRISE Office shall provide technical and advisory support to academic units to strengthen their research, innovation, and extension capabilities. Support functions include:

1. Assist academic units in the design, implementation, and evaluation of research studies aligned with institutional priorities and accreditation standards.
2. Provide training and capacity-building workshops to faculty and staff on research methodologies, innovation strategies, and community engagement practices.
3. Offer guidance on data collection, analysis, and reporting to enhance evidence-based decision making within academic programs.
4. Facilitate access to research tools, databases, and policy guidelines to help academic units improve the quality and impact of their scholarly work.
5. Collaborate with academic units to identify opportunities for interdisciplinary research and external funding.

2.2. Objectives of the Institutional Research, Innovation, and Services for Extension

The Office of Institutional Research, Innovation, and Services for Extension (IRISE) has the following objectives:

1. Research

1.1 To formulate a research development program to equip the faculty with the knowledge, skills, and competence to do research and publish their research outputs;
1.2 To improve research productivity of students and the quality of students' researches;
1.3 To encourage the faculty to engage in community-based participatory researches (CBPRs);
1.4 To encourage students to engage in community-engaged research (CEnR) activities; and
1.5 To produce through the research team refereed researches for publication in different research journals.

2. Publications
   2.1 To publish research-related articles in a quarterly newsletter; and
   2.2 To publish abstracts of theses and institutional researches in the research journal.
3. Curriculum
   3.1 To study areas for improvement to enhance the effectiveness, efficiency, and excellence of:
      a. on-ground teaching, and
      b. on-line education; and
   3.2 To study desirable courses to offer at Samar Colleges, Inc.;
4. Extension Services
   4.1 To identify needs of potential community to engage in; and
   4.2 To provide research services support to the various outreach activities of the different colleges and departments.

2.3. Institutional Research and Creative Works Agenda

2.3.1. Rationale

Research is a major function in higher education that sets higher education apart from basic education (CHED, 2009). As cited in the Bologna Ministerial Meeting (2007), the basic of research in higher education is its independence and search for truth which justifies higher education's continued exercise of academic freedom. Furthermore, the UNESCO World Declaration on Higher Education for the Twenty-first Century accents the important role of research in higher education, viz: "State policies must promote and develop research, which is a necessary feature of all higher education systems, in all disciplines, including the human and social sciences and arts, given their relevance for development" (NHERA 2). Moreover, research in higher education across all disciplines ensures the continued growth and development of the entire higher education sector.

Adhering to the commitment of Samar Colleges, Inc. as a catalyst and synergetic force in the development of the potentials of its clientele and subsequently, to nation building, it adopts the research agenda that

is set by the Commission on Higher Education based on the National Higher Education Research Agenda-2 (NHERA-2, 2009-2018).

2.3.2. General Principles on Higher Education Research

Samar Colleges, Inc. research shall be guided by the following general principles (NHERA-2):

1. Research is the ultimate expression of an individual's innovative and creative powers. The Samar Colleges, Inc. shall ensure that its academic environment nurtures and supports research talents.
2. Research thrives in an environment characterized by free flow of information, honest, and analytical exchange of ideas, and supportive policy and administrative structures. Samar Colleges, Inc.'s policies shall enhance the institution and the individual's capacity to conduct independent, collaborative, and productive research.
3. Research is one of the main functions of Samar Colleges, Inc.

2.3.3. Objectives and Goals

The following objectives shall be pursued (NHERA-2):

1. Improve research capability of Samar Colleges, Inc. whose main business is to generate knowledge toward international competitiveness;
2. Enhance research productivity of Samar Colleges, Inc. in distinctive areas of competences;
3. Generate knowledge/technologies needed for:
    a. international, national, and regional higher education development,
    b. policy/plan formulation, particularly for higher education,
    c. developing innovative programs in information and communications technology, and
    d. advancing the frontiers of knowledge in the disciplines.
4. Promotion and facilitation, dissemination, and utilization of research outputs.

2.3.4. Research Agenda

I. Improving research capability of Samar Colleges, Inc. toward international competitiveness.
    Strategies:
    1. Research capability building program.
    2. Strengthening graduate education.

II. Increasing research productivity to faculty ratio.
    Strategies:
    1. Provide funding for the conduct of research.
    2. Institutionalization of a system or rewards and incentives for research undertakings and outputs of faculty and researchers.

III. Generating innovative programs for the advancement of higher education as well as for national development;

Strategies:

1. Alignment of research with the R & D thrusts of the National
2. Economic Development Authority (NEDA), Department of Science and Technology (DOST), Department of Health (DOH), Bureau of Agricultural Research-Department of Agriculture (BAR-DA), and other research agencies.
3. Alliance with other HEIs and research expertise in identified disciplines to pool and share resources for capability building and research undertaking.
4. Promotion of Visiting Fellowship Program to establish and develop the culture of research.

IV. Information dissemination and utilization of research outputs

Strategies:

1. Conduct of research fora, seminars and conferences.
2. Support research initiatives.

2.3.5. Research Priorities

The following are the research priorities:

1. Basic research (community-engaged and community-based participatory researches) to generate new knowledge and advance the borders in various disciplines;
2. Research in aid of policy/plan formulation and implementation particularly in education;
3. Research aimed at producing/adopting education technologies developing education programs in ICT; and
4. R & D in aid of national/regional development.

2.3.6. Priority Research Areas in Education and Management (NHERA)

1. Program/curricular studies on higher education – including assessment of present programs/curricula for purposes of determining how these could be improved/reengineered as well as international benchmarking of best practices towards the development of new programs/curricula in leading edge disciplines
2. Policy oriented studies – research on the various dimensions of policy formulation, implementation, monitoring and evaluation focusing on but not limited to the following:
    a. financing of higher education; cost sharing in higher education
    b. economics of higher education,
    c. governance and management of higher education,

d. accreditation and other quality assurance mechanisms,
e. rationalization of higher education,
f. internationalization of higher education
g. access and equity measures
h. student financing models

3. Research on quality and standards in the context of:
    a. international rankings and global benchmarking
    b. quality assurance systems
    c. equivalency
    d. redefining classifications of HEIs
4. Technology and education
5. Model building studies
6. Institutional development studies
7. Manpower demand and supply studies
8. Graduate tracer studies
9. Other research topics considered by the Commission in response to emerging needs of the country

2.3.7. Research and Creative Works Guidelines

Research in creative fields is not merely a collection of creative works produced. Works submitted for inclusion in the Creative Works as Research Collection must meet the definition of research. In the context of creative works, research is defined as the creation of new knowledge or the use of existing knowledge in new and creative ways so as to generate new concepts, methodologies, inventions, and understandings. This could include synthesis and analysis of previous research to the extent that it is new and creative. Key factors are:

a. Creation of new knowledge; and
b. Impact of the work on the discipline.

The SC Creative Works as Research Collection comprises research outputs in any form of publicly available, accessible materials, typically including works that have been produced through writing, making, composing, designing, recording, performing or curating.

Creative Works a Research are key elements of SC's standing as a research institution active in the creative arts. These creative works demonstrate that staff and students at SC are leaders in creative practice, and dynamically shaping new ground within their fields of practice.

The Creative Works as Research Collection retains information about creative works of research significance across

SC. It directly recognizes, and enables the rewarding of, creative practitioners at SC engaged in research. The Creative Works as Research Collection provides an opportunity to identify emerging research areas and opportunities for further development.

Academic staff members are invited to submit details and supporting evidence of their activity produced in the previous calendar year. Each individual submission requires:

a. Completion of an appropriate Application Form;
b. A Research Statement explaining the basis for the submission in plain language. This Research Statement contains up to 250 words. It makes a succinct case for the work's contribution and its quality (in terms of both importance and esteem).
c. Evidence to support output such as copies of documentation to verify publication through an acceptable outlet, and to verify any claims for quality (international importance and/or esteem, as relevant).

2.3.8. Research Contribution

a. To be eligible for inclusion, an item must contribute to research in one or more of the following ways:
    i. An advancement or extension of knowledge;
    ii. An initiation of major scholarly or artistic debate, dialogue or discourse;
    iii. A set of new discoveries, innovative ideas, techniques, technologies;
    iv. A solution to problems;
    v. A conceptual advance;
    vi. A refinement/reinterpretation of methods, techniques, existing knowledge;
    vii. Constructive critiques and synthesis;
    viii. New means of dissemination, new or innovative products, concepts or prototypes of importance exhibited for the first time in recognized exhibition arenas; or
    ix. New work or demonstrably new or innovative interpretation or production of existing work.

2.3.9. Research Quality

a. In recognition of the importance placed on the quality of research outputs, the following factors will be applied to individual submissions, where there is clear evidence that the criteria have been met:
    i. Work of international importance.

Where there is evidence that a particular submission has had impact at an international level, such as being published by a recognized international publisher. Typically, internationally important creative work implies a creation published or released in a forum of international prominence. To claim this status, the author(s) must submit clear evidence that their work has been published in such an outlet. For some creative fields (e.g. on topics of national concern) a publishing outlet with primarily national reach may be the most internationally important vehicle for a given creative work. In such cases, the author(s) should submit independent evidence to verify that the publishing outlet is of international importance for works in that field.

ii. Work of high esteem.
Where there is evidence that a particular submission has been the subject of rigorous peer review before being selected for publication, or afterwards (in a recognized competitive award process). Rigorous peer review normally implies that fellow-practitioners independently accredited the creative work as of high quality through a formal (documented) process, either in the process of approving it for publication. Usually, meeting this criterion requires either (documented) evidence of independent peer review.

SC will undertake a collection of Creative Research Works in accordance with the College's Research and Creative Works Guidelines. The collection process will be administered by the Office for Research and will commence with an invitation to academic staff.

All academic staff will be provided with a minimum of 6 weeks period from the time of the invitation to complete the required documentation, supply the necessary supporting evidence and submit to the Office for Research. The collection will usually occur in February.

Submissions of creative research works must be complete and include all of the information required on the application form, the accompanying research statement, and copies of documentation to verify the creative research works as specified

in the guidelines. Incomplete applications will not be considered and will be referred back to the applicant.

Creative Works research applications will be assembled by the Office for Research and presented to the College's Creative Research Works Evaluation Committee. The Committee will be responsible for determining whether the works satisfy requirements as set out in the Guidelines.

The Committee will be chaired by the Senior Vice President for Academic Program with members coming from the different major departments of the school. Deans of Colleges will be invited to sit on the Committee in order that they can provide feedback to applicants if required.

The Evaluation Committee may:

a. seek additional, expert input to assist with the evaluation of individual works if required. This input may be sought from internal or external sources.
b. on the basis of the application, accept, modify or reject the application. Where a modification is made the applicant will be informed. The decisions of the Evaluation Committee will be final.

Following approval of the application, the works will be recorded in the relevant institutional database and documentary evidence forwarded to the library for inclusion in the Institutional Repository.

2.3.10. Research and Review Committee (RERC)

Academes are required to have a research ethics framework with which all researchers must comply, and ethical approval is needed for all research undertaken by faculty, staff, and students wherever research and related activities involve human participants or raise ethical issues. Ethical issues should be considered early on in the planning process and approval must be obtained before any primary data collection for the project begins.

A. Importance of Research Ethics and Review Committee

The ethics committee reviews research proposals involving human participants and their data to ensure that they agree with local and international ethical guidelines. They also monitor studies once they begin and—if necessary— may take part in follow-up actions after the end of the research. Their main responsibility is to protect the subjects involved in the study and also consider the possible risks to the community and the environment. The ethics committee has the authority to

approve, reject, modify, or stop studies that do not conform to the accepted standards.

B. Role of Research Ethics and Review Committee

Most journals do not publish any results unless they have been approved by an ethics committee and it may withdraw published articles that exhibit any ethical problems.

A RERC should review the research proposal and make a proportionate judgment concerning whether there is an appropriate balance of risks and benefits of the research.

RERCs should give due regard to the consequences of the research for those directly involved in and affected by it, and to the interests of those who do not take part in the research but who might benefit or suffer from its outcomes in the future.

RERCs also need to balance the safety of researchers, especially where they are working in covert situations or conducting lone fieldwork, and the benefits of the research.

RERCs should review research proposals in terms of their ethical probity which will include consideration of the design, outputs, and proposed conduct of the research. These should be considered in terms of the ethics issues raised (for example, whether the method of RERC recruitment proposed puts undue pressure on individuals to participate) and the way in which they are addressed.

The scholarly or scientific standards or merits of the research are not the primary responsibility of the RERC – these should be evaluated by appropriate peer review. Where the RERC needs a greater understanding of the scientific or scholarly merit of a proposal in order to make a judgment about ethics issues, it should seek the advice of an independent researcher with experience and expertise in the research methods and paradigm described in the proposal.

The knowledge and expectations that members of RERCs bring to the ethics review of research proposals are fundamental to the way they are reviewed.

This is particularly clear in some forms of qualitative research where it may be impossible or undesirable to obtain signed consent from each respondent at the outset of the research.

Where more than one perspective or ethics principle applies to a specific case, clear ethical

reasoning will be required and debate should be encouraged.

Good ethics review requires sensitivity to the context in which a research study will be conducted, and good ethical reasoning requires careful thought and consideration.

Working collaboratively with researchers will best engage them in achieving the highest ethical standards in their work. Ethics review should be seen as a valuable part of research design, execution, and dissemination rather than a troublesome hurdle to jump.

C. Principles of Good Ethical Research

Research involving human participants and data should be:

- Voluntary, and informed, participation – free from coercion or undue influence
- Worthwhile, and providing value that outweighs any risk or harm
- Respect for the rights and dignity of participants, including confidentiality and anonymity
- Conducted with integrity and transparency
- Independent (and any conflicts of interest or partiality made explicit)
- Clear definition of lines of responsibility and accountability

2.3.11. Composition

The membership composition of an RERC is fundamental to ensuring that it has the range of expertise and the breadth of experience necessary to provide a competent and rigorous ethics review of the submitted research proposals and to do so from a position that is independent of both the researchers and the RO in which it is located.

Its composition and independence are important in establishing the legitimacy of the opinions expressed and the decisions made, in the eyes of the community and wider society as well as the researchers and funders of research.

2.4. Management and Administration for Research

Two management and administration components are created to oversee all research initiatives of Samar Colleges, Inc., namely: the College Research Council (CRC) and the Research Ethics Review Committee (RERC).

2.4.1. College Research Council

The following is the composition of the College Research Council:

Chair:	Senior Vice-President for Programs Development and Quality Assurance
Vice- Chair:	Senior Vice-President for Academic Programs
Secretariat:	OIC Director for Institutional Research, Innovation, and Services for Extension
Members:	Senior Vice-President for Cultural and External Affairs
	Senior Vice-President for Basic Education
	Concerned Dean
Honorary Members:	Senior Vice-President for Administration
	Senior Vice-President for Finance

2.4.2. Research Ethics Review Committee (RERC)

Chair:	Senior Vice-President for Programs Development and Quality Assurance
Vice- Chair:	Senior Vice-President for Academic Programs
Secretariat:	OIC Director for Institutional Research, Innovation, and Services for Extension
Members:	Senior Vice-President for Academic Affairs
	Senior Vice-President for Basic Education
	Concerned Dean

The school adopts the following mechanism as an incentive to all qualified researchers.

2.5. Financial and Logistical Support

2.5.1. De-loading

Operationally, de-loading refers to the reduction of teaching load of the faculty whose research proposal is duly approved for implementation.

The College Dean/Department Head recommends to the Senior Vice-president for Programs Development and Quality Assurance and Senior Vice-President for Academic Programs in turn will endorse it to the Chairman and President for final approval. All of the school's colleges/departments should come up with a common set of criteria/guidelines as a basis for the granting of load reduction privileges to the researcher.

2.5.2. Compensatory Time-Off

Compensatory time-off (CTO) refers to the reduction of the number of hours the non-teaching staff, whose research proposal is duly approved for implementation, is required to report to his office regularly.

The Dean/Department Head recommends to the Senior Vice-President for Administration/School Administrator to be availed of by the non-teaching staff. The SVP for Administration/School Administrator will in turn endorse it to the Chairman and College President for final approval.

The Office of the SVP for Administration/School Administrator adopts its own criteria and guidelines in the determination of the appropriate CTO for the researchers to avail.

2.5.3. Honorarium

Honorarium refers to the monetary incentive granted to a researcher whose proposal is approved for implementation.

This incentive may be availed of:

- If de-loading or compensatory time-off is not possible due to personnel shortage, in either case, the rate per load or per month, for faculty and non-teaching staff, respectively is the basis for the computation of the honorarium (prorated);
- If the researcher possesses superior knowledge, expertise or scholarly standing in his/her field of specialization whose research output contributes significantly on the areas of technological and scientific research and development.

The scheme of honoraria of the Department of Science and Technology and/or the Department of Budget and Management may serve as a reference for the granting of honorarium. However, the school as a private institution, can adopt its own scheme of honoraria approved by the school's Board of Directors.

Honorarium/incentive pay must be provided in an approved line-item budget except in special assignments. In cases where specific provisions of rates of honorarium are

stipulated in the MOA/MOU for project with foreign funding, the terms of the contract shall be followed.

Payments of honorarium/incentive for project staff and other personnel concerned shall be made only after the targeted milestones are attained or after six months of project completion for activities of projects whose duration is less than six months. Payment for committee work may be based on actual performance of work.

Under DOST/DA-BAR, the rates are as follows:

- Program Leader - Php 12,500.00
- Project Leader - Php 8,800.00
- Study Leader - Php 7,200.00

Limitations/Exemptions:

- No Individual may be entitled to receive honorarium/incentive pay in more than one project/study/activity within the program or project. In case where the individual is assigned/designated in more than one project/study/activity within each project/program, he/she shall receive only the highest honorarium/incentive pay.

The Chairman and President shall create an ad hoc committee to draft a scheme for the granting of honoraria which will endorse it to the Board of Directors through the Executive Committee for approval.

The school through the Office of the Senior Vice-President for Programs Development and Quality Assurance endeavors to establish linkages for the sourcing of external funds which could be used to fund the implementation of approved researches. These researches must meet the minimum requirements prescribed by the funding agencies.

2.5.4. Term Insurance

The researcher shall be entitled to a term insurance if the nature of the research requires frequent travels and the researcher is exposed to potential risks.

The Senior Vice-President for Programs Development and Quality Assurance and Senior Vice-President for Academic Programs (for the college faculty) or the Senior Vice-President for Administration (for the non-teaching staff and basic education faculty) will recommend who could be qualified to avail of this incentive to the Board of Directors, through the Executive Committee for approval.

The researcher must submit his application for this incentive to the office of the concerned Dean/Department Head who shall in turn endorse it to the Office of the Senior Vice-Presidents concerned.

The Office of the Senior Vice-President for Finance is mandated to formulate the set of guidelines to be used in screening those who are qualified to avail of the incentive and the corresponding minimum amount of the term insurance.

2.5.5. Award/Recognition

The following school-based scheme is proposed to be adopted in giving due recognition to researchers whose outputs have been recognized locally (campus level), nationally and internationally.

It must be emphasized that this scheme is in addition to those received by the researchers awarded by the agencies which organized/sponsored the competition.

- Paper presented in a convention/forum sponsored by a reputable research organization:
  - International Php 10,000.00
  - National Php 4,000.00
- Research Published in a refereed journal
  - International Php 10,000.00
  - National Php 4,000.00
- Recommended by the College Research Council as Best Research:
  - Pure and Applied Sciences Php 10,000.00
  - Social Sciences and Humanities Php 4,000.00

In addition to cash incentives, plaques of recognition and appearance will also be awarded.

It is recommended that the awarding ceremony will be a significant part of the founding anniversary of Samar Colleges, Inc. or during the Research Congress organized by the college through the Office of the Institutional Research, innovation, and Services for Extension.

If the ceremony is done during the school's foundation day celebration, a testimonial dinner will be held in honor of the awardees.

2.5.6. Criteria for Best Research Paper

The best research papers in each sector during the annual agency in- house review can be selected as a motivation and incentive to researchers in recognition of their outstanding and notable accomplishments. A modest monetary incentive and a plaque of recognition should go with the award. The criteria for the selection of best paper are as follows:

A. **Relevance/Significance of the Project** 45%

(Potential contribution to the countryside development whether social, economic, ecological, etc.)	
B. **Organization of Paper** (Comprehensiveness Validity of Approach and Reliability/Dependability of Results)	30%
C. **Presentation and Confidence** • Knowledge of the Content of the Paper (10%) • Clarity of Presentation (5%) • Composure and Clarity of Mind (5%) • Effective use of Visual and Other Medium of Presentation (5%)	25%
Total Points	**100%**

2.5.7 Patent Copyright and Ownership

The school will extend its utmost support to the researcher/s in having the latter's output presented/copyrighted.

As a matter of school policy, the institution is the owner of the research output but the researcher reserves the right to authorship. This means that the ownership of the patent/copyright shall be in the researcher's or inventor's name. The following scheme is proposed for the sharing of royalties in case the research is published and/or the invention is manufactured and sold:

- 60 percent for the researcher or inventor
- 40 percent for the school

2.5.8 Funding

Funding for the conduct of researches by the school personnel is allocated by the school and/or from sponsoring agencies/organizations which may be local, national or international. Funding may be in the form of grants and/or scholarships.

The budget is prepared annually. The allotment depends upon the fees for Institutional Research and Journal collected from the students per term (Summer, First Semester, and Second Semester), The budget proposal prepared by the OIC Director for Institutional Research, Innovation, and Services for Extension is then deliberated upon by the Senior Vice-President for Programs Development and Quality Assurance and Senior Vice-President for Administration to come up with a consensus budget proposal which will be presented to the Chairman/President for the final action.

2.5.9 Monitoring and Evaluation

Monitoring and evaluation of on-going and completed research projects are important tools in seeing to it that resources invested to such projects are used efficiently and effectively. Evaluation activities should be included at various phases of the design and implementation, and completion of a project whether it is funded from external or local sources. Evaluation activities are usually organized at various phases in a project, namely:

- **Ex-Ante or Before Implementation**. To identify and define a potential project and appraise its likely results. This requires identification of a problem that the project will aim to alleviate and an assessment of the environment within which the project will be implemented.
- **During Implementation**. To monitor project activities as they are being implemented or at least to make periodic checks that implementation is covering planned activities. Monitoring includes field evaluation, agency in-house review, and integrated reviews.
- **Ex-Post or After Completion**. To demonstrate that the objectives of the project have been achieved as planned or to verify whether the project led to the expected impact on the people who were to benefit from it.

Monitoring and ex-post evaluation suppose that there is a clearly identifiable activity or set of activities with specified expected results, a time frame and measurable standard of accomplishment. Monitoring of ongoing projects confirms that activities are being implemented as planned. Bottlenecks and problems are identified as they emerge and are corrected before causing too much damage. It keeps the project leader aware of what is being achieved and facilitates management's task of noticing unexpected effects and problems so that implementation plans can be revised. It is possible that changes have to be made during the implementation stage or after completion, such as addition of an experiment and addition of a pilot area or survey site.

Evaluating a completed project confirms whether the activities did or did not lead to the expected results. It also seeks to explain what in the way the activity was designed and implemented, facilitated or hampered in reaching the desired results. It is therefore necessary, as with monitoring, that the activity be clearly identifiable, with well-defined expected results against which actual results can be measured.

The evaluation of a completed research activity can go one step further to demonstrate the impact of the results on the people who are expected to benefit from it, in this case, the evaluation goes beyond the activity as originally planned to see if the reasoning underlying the activity was correct and to estimate the contribution of research to development.

Monitoring is generally aimed at:

1. Determining the status of projects to ensure that progress and output are in accordance with plans;
2. Assessing project resources to determine if these are being used efficiently and effectively and are available at the right time in the required amount;
3. Promoting coordination among participating agencies by disseminating information on the scope, schedules and problems of on-going projects;
4. Providing necessary feedback in project control so that prompt corrective measures can be instituted when required; and
5. Providing feedback necessary in planning and evaluation of projects; and
6. Ensuring proper use of funds.

2.5.10 Monitoring and Evaluation Methods and Tools

Regular Meetings. Offices should conduct weekly or monthly meetings so that problems can be given immediate solutions.

Field Evaluation. Field evaluation consists of regular visits to experimental sites at specific dates. An evaluation team conducts these visits to discuss with the researchers the progress of project implementation. Field evaluation schedules can be synchronized with the quarterly meeting. It has the following objectives:

- to observe the actual conduct of the experiment, particularly in terms of methodology;
- to verify information contained in technical and financial reports;
- to recommend
- alternative courses of action to improve project performance; and
- to consult with researchers on the possibility of undertaking other priority projects.

Accomplishment Report. Each of the offices should submit their accomplishment report featuring the significant research activities/events implemented during the period in review. Annual accomplishment reports are usually of two types depending on the coverage of the project.

2.4 Technical Assistance for Research

The Office of Institutional Research, Innovation, and Services for Extension (IRISE) shall take a capacity-building approach to technical assistance. Based upon prior experiences, it will provide exposure to different research approaches and methods, strategies, and tools that teaching and non-teaching members of the institution may need, but does not have the time to find.

Specifically, IRISE will provide the following technical assistance:

1. implementation of the approved research project;
2. monitoring and fidelity of the ongoing research project;
3. quality improvement based on formative or ongoing evaluation;
4. adaptation to address unexpected challenges and changes; and
5. sustainability to maintain successful research project.

2.5. Publication of Research

All research becomes the property of Samar Colleges, Inc. and their publication depends on the school's discretion in collaboration with the IRISE. The IRISE shall publish such in the Research Journal and shall recommend research for publication in other national and international Journals.

Documentation of activities will be done by the IRISE.

Research for publication will use the IMRAD format vis-à-vis the requirement of the publication channel. IMRaD is an acronym for **Introduction – Method – Results – and – Discussion**. The IMRaD format is a way of structuring a scientific article. Theses structured using the IMRaD format are usually short and concise. The language will be as plain and as unambiguous as possible. There is no place in this type of writing for personal views and fanciful language.

Introduction. Use the introduction to show knowledgeability about the field of study and existing research. The introduction should contain:

- The thesis statement, hypothesis or research question
- Theory (if relevant)
- An introduction to the field, the current situation or to prevailing practice.

The introduction should explain what the researcher knows, and what he is uncertain about. It should explain and summarize, but it should also ask questions, clarify, compare etc. Everything the researcher writes here must relate to his research question.

Method. Use the method section to show that he arrived at the results by applying valid and reliable methods. Explain what was done;

the research, treatment or professional intervention, and how did it was done.

- Account for …
- Document …
- … for what was done and did not do

The method section shows how the researcher arrived at his results.

Results. A relatively large part of the paper/thesis should be devoted to the results (findings, data, empirical evidence). In this section, the following should be presented:

- Present the findings - Organize, classify, analyze and (if relevant) categorize
- Explain and interpret (e.g., differences between various studies)
- Assess and evaluate.

The results = the essence of the paper. The Introduction and Methods sections should build up to the Results by showing how the researcher arrived at the results (Methods) and their significance (Introduction).

Discussion. In this section, discuss the results of the study/project.

- Is it possible to generalize?
- Make comparisons with other studies
- Are there alternative explanations?
- What are the strong and weak aspects of your paper?
- What are the practical implications?
- Is more research needed?
- Make recommendations (to be applied in practice).

For the **conclusion**: What answer(s) have the researcher found to his research question? If he has a hypothesis, has it been strengthened, weakened or falsified? Do not introduce issues here that have not been mentioned earlier. If the results of the study do not allow to draw any conclusions, the researcher can end with a summing up.

2.6. Programs

Samar Colleges, Inc. commits itself to adopt and/or complement the different research areas in the social sciences (CMO No. 41, s. 2010, dated December 6, 2010) and in the natural sciences (CMO No. 42, s. 2010, dated December 6, 2010) identified by the Commission on Higher Education (CHED).

Said priority areas are anchored on the following major issues:

- Families and Community Transition;
- Education;
- Disaster;
- ICT and Social Change;
- Environmental Change;
- Energy Conservation and Sustainability; and
- Health and Nutrition.

Since the school is niched and immersed in a unique environment, its personnel, therefore, came up with their specific research areas as follows:

2.6.1 Graduate School

1. Content-Based Researches
    1.1 MAEd – Educational Management (EM);
    1.2 MAEd – Elementary Education (EE);
    1.3 MAEd – Filipino;
    1.4 MAEd – Reading; and
    1.5 MAEd – Communicative Language Learning (CLL).
2. Curriculum, Policy, Program, and Project Assessment Researches:
    2.1 Assessment of the MAEd Curriculum; and
    2.2 Assessment of the DepEd, CHED, and School-Based Policies, Programs, and Projects.
3. Teaching and Learning-Oriented Researches:
    3.1 Teaching Competencies;
    3.2 Approaches, Strategies, Techniques, and Styles Applied in Classroom
    Teaching in Various Fields;
    3.3 Learners' Academic Performances in Various Subject Areas via
    Standardized Tests;
    3.4 Learning Styles, Study Habits, and Self-Efficacy;
    3.5 Learners' Achievement and Mastery on the Four Macro-Skills (Reading,
    Listening, Writing, and Speaking Skills);
    3.6 Learners' Reading Readiness;
    3.7 Learners' Attitude or Perception Toward Specific Subject Areas or
    Issues (Political, Historical, Social, Cultural, etc.); and
    3.8 Other Issues and Concerns Related to Teaching and Learning.
4. Educational Technology-Based Researches as Inputs to Teacher
    Education:
    4.1 Evaluation of Existing Instructional Materials;
    4.2 Evaluation of Developed Teaching Aids; and
    4.3 Development of Innovative Educational Technologies.

2.6.2 College of Liberal Arts and Sciences

1. Liberal Arts Department
   - 1.1 Social Issues and Problems:
     - 1.1.1 Societal Disorder; and
     - 1.1.2 Societal Trends.
   - 1.2 Familial Issues and Problems:
     - 1.2.1 Parental Conflicts; and
     - 1.2.2 Familial Structure and Practices.
   - 1.3 Psychological Issues and Problems:
     - 1.3.1 Alcohol and Substance Abuse; and
     - 1.3.2 Behavior.
2. Information Technology and Education Department
   - 2.1 Software Development:
     - 2.1.1 Software Customization;
     - 2.1.2 Expert Systems and Decision Support Systems;
     - 2.1.3 System Software;
     - 2.1.4 IS Development;
     - 2.1.5 Web Application Development;
     - 2.1.6 Mobile Computing Systems; and
     - 2.1.7 Computer Vision.
   - 2.2 Multimedia Systems
     - 2.2.1 Game Development;
     - 2.2.2 E-Learning Systems;
     - 2.2.3 Interactive Systems; and
     - 2.2.4 Information Kiosks.
   - 2.3 Network Design and Implementation:
     - 2.3.1 IT Management;
     - 2.3.2 IT Strategic Plan; and
     - 2.3.3 IT Security Analysis, Planning, and Implementation.
3. Sciences Department
   - 3.1 Biological Sciences;
   - 3.2 Physical Sciences; and
   - 3.3 Health.

2.6.3 College of Business and Management

1. Policy-Oriented Researches:
   - 1.1 Improvement of Philippine Business; and
   - 1.2 Improvement of Philippine Economic Sectors.
2. Multidisciplinary Researches:
   - 2.1 Philippine Economics;
   - 2.2 Industry and Business;
   - 2.3 Feasibility Study;
   - 2.4 Corporate Strategy; and
   - 2.5 Case Study.

2.6.4 College of Criminal Justice Education

1. Law Enforcement:

1.1 Implementation of Traffic Laws, Rules, and Regulations;
1.2 Perception on the Extent of a Specific Crime;
1.3 Police Officers' Level of Performance;
1.4 PNP Management Practices;
1.5 Security and Preventions of Crime;
1.6 Policy Redirection;
1.7 Fire Safety Measures and Risk Perceptions;
1.8 Factors to Establish Police Omnipresence; and
1.9 Usage of Spatio-Temporal Crime Statistics.

2. Community Relations:
   2.1 Perception on Women and Childhood-Related Crimes; and
   2.2 Influential Factors and Outward Effects;
      1.2.1 Substance Abuse;
      1.2.2 Borderline Acts; and
      1.2.3 Juvenile Delinquency;
      1.2.4 Social Effects.
3. Corrections:
   3.1 Assessment on Prison Management;
   3.2 Perception on Prison Systems; and
   3.3 Correctional Recreation Programs.

2.6.5 College of Education

1. Content-Based Researches:
   1.1 Natural Science (Biological and Physical Sciences);
   1.2 Language and Literature (English and Filipino);
   1.3 Mathematics;
   1.4 Social Studies; and
   1.5 Music, Arts, Physical Education, and Health (MAPEH).
2. Curriculum, Policy, Program, and Project Assessment Researches:
   2.1 Assessment of the BEED and BSED Curricula; and
   2.2 Assessment of the DepEd, CHED, and School-Based Policies, Programs, and Projects.
3. Teaching and Learning-Oriented Researches:
   3.1 Teaching Competencies;
   3.2 Approaches, Strategies, Techniques, and Styles Applied in Classroom Teaching in Various Fields;
   3.3 Learners' Academic Performances in Various Subject Areas via Standardized Tests;
   3.4 Learning Styles, Study Habits, and Self-Efficacy;
   3.5 Learners' Achievement and Mastery on the Four Macro-Skills (Reading, Listening, Writing, and Speaking Skills);
   3.6 Learners' Reading Readiness;
   3.7 Learners' Attitude or Perception Toward Specific Subject Areas or Issues (Political, Historical, Social, Cultural, etc.); and
   3.8 Other Issues and Concerns Related to Teaching and Learning.

4. Educational Technology-Based Researches as Inputs to Teacher Education:
   4.1 Evaluation of Existing Instructional Materials;
   4.2 Evaluation of Developed Teaching Aids; and
   4.3 Development of Innovative Educational Technologies.

2.6.6 Senior High School

1. Science, Technology, Engineering, and Mathematics (STEM)
2. Humanities and Social Sciences (HUMSS)
3. Technical-Professional (TechPro)
4. Accountancy, Business and Management (ABM)

2.7. Research Types

Research can be classified in many different ways on the basis of the methodology of research, the knowledge it creates, the user group, the research problem it investigates and the manner it is conducted. Samar College's Institutional Research and Extension Department is committed in diversifying the types of research being produced by its members, teaching and non-teaching staff, and students.

The following are the five approaches to social research and research designs that can be employed:

1. Quantitative Research
   1.1 Experimental:
      1.1.1 True Experimental Design;
      1.1.2 Quasi-Experimental Design; and
      1.1.3 Pre-Experimental Design.
   1.2 Non-Experimental:
      1.2.1 Descriptive Design;
      1.2.2 Correlational Design;
      1.2.3 Developmental Research Design;
      1.2.4 Evaluative Research Design; and
      1.2.5 Epidemiological Design.
2. Qualitative Research
   2.1 Oral History;
   2.2 Phenomenological;
   2.3 Ethnography;
   2.4 Auto-Ethnography; and
   2.5 Case Study.
3. Mixed Methods Research (MMR);
4. Arts-Based Research (ABR); and
5. Community-Based Participatory Research (CBPR).

CHAPTER 3:
EXTENSION SERVICES GUIDELINES

3.1 Introduction

Higher education institutions are mandated to render extension service hand in hand with instruction, research and production. This is in recognition of the vital role colleges and universities play in the development of communities, especially the underserved and the depressed.

The Samar Colleges, Inc. (SC), as an institution of higher learning in the Province of Samar, is committed to carry out its extension service function with the creation of the Institutional Research and Extension Office (IREO), with the primary goal of achieving sustainable partnership with the government and private organizations in poverty alleviation. SC can now respond more adequately to the training needs of communities, industries, public and private agencies/ organizations and to the members of the academe.

It is envisioned that the people of the community, the main focus of SC's extension services program, can be uplifted from helplessness to self – reliance, from ignorance to increased awareness, from indifference to positive involvement, and from aimlessness to commitment.

3.2 Goals

SC's extension services program has the following goals:

1. to develop and implement a viable institutional Extension Service
   Program;
2. to enhance the delivery of extension services to target clientele; and
3. to improve the quality of life at the grassroots level.

3.3 Objectives

The following are the objectives if SC's extension services program:

1. to formulate and implement an effective mechanism for planning, policymaking, financing, management, monitoring and assessment of the institutional Extension Service;
2. to build and enhance the technological capabilities of the faculty for more effective extension service;
3. to produce functionally literate, useful, self-reliant, and innovative citizens imbued with the values necessary to become effective members of a democratic society;
4. to produce citizens who are equipped with vocational, livelihood, and technical skills that ensure productivity;

5. to maximize research-based technologies in the service areas; and
6. to create an environment that fosters dynamic involvement of SC in developing the depressed communities.

3.4 Thrusts and Priorities

SC shall pursue extension service programs, activities and projects that will enable institutions, industries and communities, particularly the depressed and underserved, to achieve sustainable development through:

1. Capability-Building Program:
   1.1 Livelihood/Technical-Vocational Skills Training;
   1.2 Basic Education and Literacy Training;
   1.3 Gender Sensitivity Training;
   1.4 Disaster-Preparedness Training; and 1.5 Environmental Conservation Training.
2. Community Outreach Program:
   2.1 Feeding Program;
   2.2 Clean and Green Community;
   2.3 Coastal Clean-Up;
   2.4 Tree Planting;
   2.5 Relief Goods Operation;
   2.6 Gift Giving Activity; and
   2.7 Fund Raising for Community Development.
3. Community-Based Development Program:
   3.1 Adopt-a-Barangay Program; and
   3.2 Adopt-a-School Program.

3.5 Strategies of Implementation

To effectively carry out the institutional extension program, SC adopts the following strategies:

1. develop a networking system among the colleges that will facilitate planning, implementation, monitoring and evaluation of the institutional extension program;
2. conduct needs assessment to target community beneficiaries of the community extension service;
3. assist communities in the Province of Samar by providing technical, vocational, and educational services;
4. assist target beneficiaries in putting up home industries and cooperatives;
5. utilize research-based technologies for sustainable development; and
6. establish and maintain strong linkages with public and private organizations/agencies and industrial establishments for fund generation and job placement.

3.6 Management and Organization

The Extension Service Council will be composed of the following:

Chairman: Senior Vice-President for Programs Development and Quality Assurance

Members: Senior Vice-President for Academic Programs
Senior Vice-President for Administration
Senior Vice-President for Finance
Senior Vice-President for Student Cultural & External Affairs
Senior Vice-President for Basic Education
Deans of Colleges
Heads of Departments
OIC Director for Institutional Research, Innovation, and Services for Extension

Function:

- Formulate policies, guidelines and mechanisms pertaining to the management of the extension service program.
- Formulate strategic plans for the institutional extension service program.
- Approve budget for extension services.
- Review and recommend any amendment to

  improve existing policies and guidelines in the extension service program.
- Improve existing policies and guidelines in the conduct of extension projects.

Meetings:

The Extension Service Council shall meet at least once a year to plan for the annual extension activities for the current year and take up other important matters pertaining to extension and to formulate a strategic plan for the Institution's Extension Service Program. Furthermore, special meetings can be called to address urgent concerns and issues on management of extension services.

3.7 Program and Implementation

The following will serve as the guidelines in the implementation of the program:

1. The Institutional Research, Innovation, and Services for Extension Director shall initiate the development of a strategic plan for the institutional Extension Service Program;
2. The plan of each college/unit is done on a school year basis for submission to the Institutional Research, Innovation, and Services for Extension Director;

3. All extension programs of each college/unit shall require the approval of the Chairman and College President through the joint recommendation of the Institutional Research, Innovation, and Services for Extension Director and the Senior Vice- President for Programs Development and Quality Assurance; and
4. The service of a resource person who is not part of SC shall be utilized only when there are no available personnel from the college who has expertise in conceptualizing, monitoring and facilitating a specific service, and when there is a pressing need for such service.

3.8 Funding

Extension programs to merit funding should be based on the institutional extension service thrusts and priorities of SC. All extension programs proposed for funding must be accompanied by an itemized budget that shall be the basis for approval by the Chairman/President for funding and other forms of support and incentives upon the joint recommendation of the Institutional Research, Innovation, and Services for Extension Director and the Senior Vice- President for Programs Development and Quality Assurance shall be approved by the Chairman and College President.

3.9 Incentives

SC adopts the following incentives to extension services workers:

A. Allowance or Compensatory Time-Off.

Faculty members who are involved in extension activities are entitled to allowance based on existing policies of SC and subject to availability of funds. In cases where the payment of allowance is not possible, the faculty members are entitled to compensatory time-off of one day for every eight hours of service. However, only services rendered after office hours or during days off and holidays shall be entitled to the aforementioned privileges.

Claims for allowance or compensatory time-off shall require the approval of the Chairman and College President through the endorsement of the Institutional Research, Innovation, and Services for Extension Director, and through the joint recommendation of the Senior Vice-President for Programs Development and Quality Assurance, and Senior Vice-President for Administration. Recommendation shall be made only upon the submission to the Institutional Research, Innovation, and Services for Extension Director the Daily Time Record duly accomplished and signed by proper authority.

B. Insurance

All extension personnel, in the performance of Extension Service project/s outside of the institution, are entitled to group insurance to be paid by SC.

C. Monetary Award

For faculty/personnel/extensionists whose extension work finds publication in an international or national refereed journal, SC shall award their achievement and recognize such through a monetary award of Php10,000.00 and Php5,000.00, respectively.

Furthermore, for faculty/personnel/extensionists whose extension work has been presented orally in an international forum held abroad, SC shall award their achievement and recognize such through a monetary award of Php15,000.00 while extension work presented orally in an international forum held locally, SC shall award and recognize such through a monetary award of Php10,000.00.

Moreover, for faculty/personnel/extensionists whose extension work has been presented orally in a national forum, SC shall award their achievement and recognize such through a monetary award of Php5,000.00 and for extension work presented orally in a regional forum, SC shall award and recognize such through a monetary award of Php3,000.00.

APPENDICES

APPENDIX A

SAMAR COLLEGES, INC.
Mabini Avenue, Catbalogan City, Samar, Phils 6700
Tel: +6355-5438381
Website: samarcollege.edu.ph
Email: info@samarcollege.edu.ph

APPROVAL SHEET

In line with the institutionalization of the Research and Innovation Development and Extension Programs of Samar Colleges, Inc., the attached manual is respectfully submitted for approval.

Prepared by:

VICTOR M. PLASABAS JR., LPT
OIC Director, Institutional Research, Innovation, and Services for Extension

Recommending Approval:

MARILYN D. CARDOSO, PhD
SVP for Programs Development and Quality Assurance

PEDRITO G. PADILLA, PhD
SVP for Academic Programs

Approved:

RHETT CAESAR L. PICZON
School President/Chairman, Board of Directors

APPENDIX B

IMPLEMENTING RULES AND REGULATIONS TO OPERATIONALIZE THE INSTITUTIONAL RESEARCH & EXTENSION OFFICE (IREO)

TITLE 1 PURPOSE, SCOPE, AND OBJECTIVES

RULE 1

Purpose

ARTICLE 1. These Implementing Rules and Regulations (IRR) are adopted to prescribe guidelines, procedures and standards for the operationalization of the Institutional Research & Extension Office (IREO).

RULE 2

Scope and Delimitation

ARTICLE 2. These Rules shall cover all the mandated functions and duties of the IREO and all the activities of the office and units to facilitate the achievement of its functions.

ARTICLE 3. The objectives of IREO are stipulated as follows:

a. Research
   - a.1 To formulate a research development program to equip the faculty with the knowledge, skills, and competence to do research and publish their research outputs;
   - a.2 To improve research productivity of students and the quality of students' researches;
   - a.3 To encourage the faculty to engage in community-based participatory researches (CBPRs);
   - a.4 To encourage students to engage in community-engaged research (CEnR) activities; and
   - a.5 To produce through the research team refereed researches for publication in different research journals.

b. Publications
   - b.1 To publish research-related articles in a quarterly newsletter; and
   - b.2 To publish abstracts of theses and institutional researches in the research journal.

c. Curriculum
   - c.1 To study areas for improvement to enhance the effectiveness, efficiency, and excellence of:

c.1.1 on-ground teaching; and
c.1.2 on-line education.

c.2 To study desirable courses to offer at Samar College

d. Extension Services
   d.1 To identify needs of potential community to engage in; and
   d.2 To provide research services support to the various outreach activities of the different colleges and departments.

RULE 3

Definition of Terms

ARTICLE 4. For purposes of these Rules, the following definition of terms are hereby adopted:

a) **Community-Based Research (CBR).** It refers to the participatory approach where research projects are driven by community priorities and the community is involved throughout the entire research process: from writing the project proposal to analyzing the results to taking action using the research outcomes.

b) **Community-Engaged Research (CenR).** It refers to a research project done in partnership with patients, health service systems, community-basedorganizations, and other stakeholder groups. The nature of the partnership is based on a number of factors, such as research objectives.

c) **Extension Program.** It refers to the inherent function of an institution of higher learning with the purpose of initiating, catalyzing, and sustaining the development of various communities, using their experiences and available resources. It is an educational program that facilitates the transfer of knowledge and technology from research and academic institutions to the end-users, taking into consideration their actual needs and problems.

d) **Research and Development.** It refers to the generation of new knowledge. it is an activity that is undertaken in order to develop new processes or strategies, or improve those that already exist.

e) **Research.** It refers to the major function in higher education that sets higher education apart from basic education (CHED, 2009).

TITLE 2
MANDATES AND FUNCTIONS OF IREO

RULE 4

Mandates

ARTICLE 5. The IREO shall primarily be responsible for the implementation of the research development and extension program services of the Samar Colleges,
Inc.

It shall plan, develop, prescribe, disseminate and enforce policies, rules and regulations and coordinate organizational programs governing the development of research and extension program services to the community.

It shall coordinate with all research development endeavors of all departments and units of the college.

RULE 5

Functions

ARTICLE 6. The IREO shall:

a) Plan, develop, prescribe, and disseminate policies, rules, and regulations on research development and extension programs;

b) Coordinate research programs and endeavors of all departments and units of the college; and

c) Monitor and evaluate extension programs and services launched by the different departments and units of the college.

TITLE 3
ORGANIZATIONAL STRUCTURE AND STAFFING

RULE 6

The Institutional Research & Extension Committee

ARTICLE 7. The Institutional Research & Extension Committee shall be composed of the following:

Chairperson: Senior Vice-President for Programs Development and Quality Assurance

Members:

1. Senior Vice President for Academic Programs;
2. Senior Vice President for Administration;
3. Senior Vice President for Cultural and External Affairs;
4. Senior Vice President for Basic Education;
5. Dean, Graduate School;
6. Dean/Head of the Concerned College/Department;
7. Institutional Research and Extension Director;
8. Research Coordinators of the Concerned College/ Department;
9. Full-time Faculty (with appropriate specialization) of the Concerned College/Department;
10. Statistician; and
11. Grammarian.

ARTICLE 8. The Institutional Research & Extension Committee shall hold regular quarterly meetings and have as many special meetings as may be necessary on call of the Chairperson or upon request of any fifteen (15) members thereof.

RULE 7

Powers and Functions of the Institutional Research & Extension Committee

ARTICLE 9. The Institutional Research & Extension Committee shall have the following powers and functions:

c. As evaluation committee, it may seek additional, expert input to assist with the evaluation of individual works if required. This input may be sought from internal or external sources; and

d. On the basis of the application, accept, modify or reject the application. Where a modification is made the applicant will be informed.

RULE 8

Inter-Departmental/Unit Coordinators on Research Development & Extension

ARTICLE 10. The following inter-department/unit coordinators (IDUC) on research development & extension program services shall be appointed by the respective deans or department heads to coordinate and resolve concerns on research development and extension program services. The IDUC shall serve as a forum for discussion of the issues raised by concerned researchers and stakeholders of sectoral:

a) Research Coordinator of the Graduate School;
b) Research Coordinator of the College of Education;
c) Research Coordinators of the College of Liberal Arts and Sciences;
d) Research Coordinator of the College of Criminal Justice Education;
e) Research Coordinator of the College of Business & Management;
f) Research Coordinators of the College of Information Technology and Allied Sciences
g) Research Coordinators of the Basic Education; and
h) Research Coordinators of the Administrative Services Units.

RULE 9

The IRISE Office

ARTICLE 11. The IRISE shall consist of the following offices:

a) Director for Institutional Research, Innovation, and Services for Extension

It shall be responsible in coordinating and supporting planning and management activities in line with the research development and extension program strategic objectives.

b) Institutional Research Staff & Extension Staff

Support the different activities of the unit on research development and extension programs to ensure the attainment of the organizational objectives. They shall be appointed by the President and Chairman upon the recommendation of the Director for Institutional Research & Extension based on merit and fitness in terms of education and other qualifications.

RULE 10

The Research Development and Extension Manual

ARTICLE 14. The IRISE shall be guided by the Institutional Research, Innovation and Services for Extension Manual that contains the procedures and mechanics in the development of research and extension services.

RULE 11

Effectivity

ARTICLE 15. These IRR shall take effect immediately. Copies of the IRISE Manual will be distributed to the Commission on Higher Education (CHED), Members of the Executive Committee, Departmental Research Coordinators, and other stakeholders.

Approved: October 20, 2025

RHETT CAESAR L. PICZON
School President/Chairman, Board of Directors
Samar Colleges, Inc.

APPENDIX C


SAMAR COLLEGES, INC.
ORGANIZATIONAL STRUCTURE
INSTITUTIONAL RESEARCH, INNOVATION, AND SERVICES FOR EXTENSION
BOARD OF DIRECTORS
RHETT CAESAR L. PICZON
Chairman and President
MANUELILDA ROSARIO A. TORREVILLAS
SVP for Administration
School Administrator
FIDENCIA P. ORAL
SVP for Finance
PEDRITO G. PADILLA, Ph.D.
SVP for Academic Programs
MARILYN D. CARDOSO, Ph.D.
SVP for Programs Development and Quality Assurance
MELDRITO B. VALLES, Ph.D.
SVP for External and Cultural Affairs
LETECIA R. GURRA, Ph.D.
SVP for Basic Education
Director, Institutional Research Innovation & Services for Extension (IRISE)
Head, Research
Ethics Review Committee
Research Specialist
Research Coordinator
Research Staff
Head, Innovation
Intellectual Property Officer
Innovation Officer
Staff
Head, Extension
Extension Specialist
Extension Coordinator
Staff

APPENDIX D

MEMORANDUM OF AGREEMENT

KNOW ALL MEN BY THESE PRESENTS:

This agreement is made and entered into between: SAMAR COLLEGES, INC., represented by _____, in his capacity as Chairman and College President, herein referred to as SAMAR COLLEGE

and

_____, a full-time faculty member/member of the nonteaching staff/Student of Samar Colleges, Inc., herein referred to as RESEARCHER

WITNESSETH:

WHEREAS, SAMAR COLLEGE envisions itself as the hub of excellence in research capable of strategically leveraging its intellectual capital and ICT infrastructure to pro-actively respond to the everchanging landscape of the institutional, regional, national, and global environment;

WHEREAS, the College Research Council (CRC) serves as the start-up intellectual capital investment of the academic institution to initiate and sustain the momentum of the research engine in each college or department;

WHEREAS, the Research Scholarship Program (RSP) provides a venue for the effective expressions of productive, creative, and analytic potentials of research enthusiasts among the faculty, staff, and students of Samar College;

WHEREAS, RESEARCHER is interested to be a member of the Research Team representing his College/Department under the Research Discipleship Program;

NOW THEREFORE, for and in consideration of the above premises, the parties in this Memorandum hereby mutually agree to the following terms:

A. Coverage of Research Activity. RESEARCHER shall conduct research along the research agenda provided by SAMAR COLLEGE according to the priority thrusts, focus, and expected contribution as follows:

    1. Researches shall be done according to the following priority thrusts:

a. Basic research (community-engaged and community-based participatory researches) to generate new knowledge and advance the borders in various disciplines;
b. Research in aid of policy/plan formulation and implementation particularly in education;
c. Research aimed at producing/adopting education technologies developing education programs in ICT; and
d. R & D in aid of national/regional development.

2. The focus of the researches to be done shall include:

Effectiveness:	"Are we doing the right thing?"
Efficiency:	"Are we doing the thing right?"
Excellence:	"Are we doing the thing well?"
Recovery:	"What are we doing about the thing?"
Renewal:	"What needs to be done to develop the thing?"

B. Support for Research. SAMAR COLLEGE shall provide the following support:

1. Technical Support

   The IRISE shall provide technical assistance by way of capability building, management, monitoring and evaluation

2. Logistic Support

   The Samar College shall provide logistic support for reproduction of research tool, data treatment, encoding, and printing of the research report

3. Financial Incentives

   Faculty members will be granted six (6) paid units in the form of subject de-load, subject to conditions of the MOA

   Administrative staff will be granted one (1) paid research day per week subject to conditions of the MOA.

   Students will not be granted financial incentives

   Other than the foregoing, cash incentives for best researches will be given during the first semester of the next school year. This would include:

   Best Faculty Research Award
   Best Non-Teaching Research Award

Best Student Research
Presidential Award for Best Research

The amount to be given will be recommended by the research council for approval by administration. Evaluation of the researches would be done by an independent and impartial board of judges with proven track record in the field of research

4. Promotional Incentives

Research production and publication shall be given decisive weight equivalents in the evaluation of the faculty/employee over and above the general evaluation rating.

C. Operationalization.

1. RESEARCHER shall signify in writing his intention to avail of the Research Scholarship Program.
2. RESEARCHER shall attend all orientation meetings and capability building sessions conducted by the IREO
3. RESEARCHER shall present a research proposal in consonance with the institutional research agenda.
4. RESEARCHER shall present a timetable for the research specifying the outputs to be presented at specified times
5. The research proposal shall be defended before a panel of experts as a prerequisite to its implementation.
6. The equivalent de-load of the RESEARCHER shall retroactively take effect upon acceptance of the proposal and the timetable.
7. If the RESEARCHER fails to keep up with the timetable, the amount equivalent to the de-load shall be withheld in his next salary until which time he can present the required output according to his time table.
8. The RESEARCHER shall defend his study before a panel of experts and shall abide by the suggestions of the panel before setting down the output in its final form.
9. The RESEARCHER shall submit three (3) bound copies of the final output duly certified by the panel of examiners.
10. The RESEARCHER shall present the salient findings of the study in a public academic forum for the consumption of research stakeholders.

Any amendment to this Memorandum of Agreement shall be agreed upon in writing, signed by the parties involved, and which shall become part of this main document.

That this Agreement shall be governed and construed in accordance with the laws of the Philippines.

IN WITNESS WHEREOF, the parties have hereunto affixed their signature this ____ day of _____, 2022 at SAMAR COLLEGES, INC.

_____
Chairman and College President
FOR SAMAR COLLEGES, INC.

_____
Faculty, Samar Colleges, Inc.
FOR RESEARCHER

_____
SVP for Academic Programs
Samar Colleges, Inc.
WITNESS

_____
Institutional Research and Extension Director
Samar Colleges, Inc.

WITNESSED BY:

_____
Concerned Dean/Department Head
Samar Colleges, Inc.

APPENDIX E

Guidelines for the Review of the Research

A. Content

The Research Report will follow the IMRAD format.

IMRaD is an acronym for Introduction – Method – Results – and – Discussion.

The IMRaD format is a way of structuring a scientific article. It is often used in healthcare and the natural sciences. Unlike theses in the social sciences, the IMRaD format does not include a separate theory chapter.

Theses structured using the IMRaD format are usually short and concise. The language will be as plain and as unambiguous as possible. There is no place in this type of writing for personal views and fanciful language.

Introduction

Introduction – Make a case for your research.

Begin by describing the problem or situation that motivates the research. Move to discussing the current state of research in the field; then reveal a "gap" or problem in the field. Finally, explain how the present research is a solution to that problem or gap.

Use the introduction to show that you are knowledgeable about your field of study and existing research. Your introduction should contain:

- A summary of existing research on the subject
- Your research question, hypothesis or thesis statement
- Theory (if relevant)
- An introduction to the field, the current situation, or prevailing practice

The introduction should explain **what we know, and what we are uncertain about**. It should explain and summarize, but it should also ask questions, clarify, compare, and so on. **Everything you write here must relate to your research question.**

Method

Use your method chapter to show that you arrived at your results by applying valid and reliable methods. Explain what you did: your research, treatment, or professional intervention, and how you did it.

- Account for what you did and did *not* do
- Document what you did and did *not* do

Your method chapter shows how you arrived at your results

Result

A relatively large part of your paper/thesis should be devoted to your results (findings, data, empirical evidence). In this section, you should:

- Present the findings: Organize, classify, analyze, and (if relevant) categorize
- Explain and interpret (e.g. differences between various studies)
- Assess and evaluate
- **Your results = the essence of your paper.**
- The Introduction and Methods chapters should build up to your Results chapter by showing the significance of your results (in the Introduction chapter) and how you arrived at your results (in the Methods chapter).

Discussion

In this chapter, you discuss the results of your study/project.

- Is it possible to generalize?
- Make comparisons with other studies
- Are there alternative explanations?
- What are the strong and weak aspects of your study?
- What are the practical implications?
- Is more research needed?
- Make recommendations (to be applied in practice).

For your conclusion

What answer(s) have you found to your research question? If you have a hypothesis, has it been strengthened, weakened or falsified? Do not introduce issues here that have not been mentioned earlier. If the results of your study do not allow you to draw any conclusions, you can end by **summing up**.

Introduction Section in Scientific Research Reports (IMRaD)

- The goal of the introduction in an IMRaD* report is to give the reader an overview of the literature in the field, show the motivation for your study, and share what unique perspective your research adds. To introduce readers to your material and convince them of the research value, we have some suggestions (based on Swales, 1990) to help your introduction meet the expectations of the academic community.
- **IMRaD* refers to reports with the structure Introduction-Method-ResultsDiscussion used in empirical research in natural and social sciences.
  Please refer to the Writing Center quick guide “Writing an IMRaD Report” for more explanations.
- Generally, introductions are broken into three moves. However, depending on the discipline, journal, or purpose of the paper, they may be used in different ways. The table below details these three moves.

Sample introduction

Move	Sub-Moves	Sample Language[1]
Move 1: Establishing a Research Territory **Describes the current state of knowledge and research on the topic.**	a) Show that the research area is important, problematic, or relevant in some way b) Introduce and review previous research in the field	a) Evidence suggests that X is among the most important factors for … Existing research recognizes the critical role played by … b) Data from several studies suggest that Extensive research has shown …
Move 2: Establishing a Niche **Establishes motivation for the study. Usually this move is short, and can be addressed in just one or several sentences.**	One or more of these are included: a) Claim something is wrong with the previous research b) Highlight a gap in the field c) Raise a question where research in field is unclear d) Contribute something additional to the field	a) Smith's analysis does not take into account … b) Previous studies on X have not dealt with … c) Research on the subject has been unable to specify whether … d) This study seeks to obtain data which will help to address these research gaps.

Move 3: Occupying the Niche **Shows how your research fills the niche and brings new perspectives to the field.**	One or more of these are included: a) Outline your purposes and state the nature of your research b) State your hypothesis or research question you seek to answer c) Share your findings d) Elaborate on the value of your research e) Outline the structure that the research paper will follow	a) The purpose of this investigation is to explore the relationship between… b) We investigate the following research question: … c) This study provides new insights into... d) The present research explores, for the first time, the effects of … e) This paper has been divided into four parts.

[1]Sample language above is taken directly from the University of Manchester's Academic Phrasebank: http://www.phrasebank.manchester.ac.uk/introducing-work/.

Below is an example of an introduction from a published research article. Notice how the three moves are utilized throughout the introduction.

Electronic cigarettes (also known as vapes, vaporizers, or vape pens) were introduced into the US market in 2007. They are generally battery-powered products that heat liquid into an aerosol that is inhaled by the user. These devices are designed to deliver nicotine and flavors; they also contain chemicals such as propylene glycol, glycerin, and many other constituents. Use of e-cigarettes has dramatically increased over the past 4 years, tripling among high school students from a rate of 4.5% in 2011 to 27.4% in 2014 (CDC, 2015, 2016). Further, 27.4% of adolescents in the U.S. have ever used e-cigarettes (CDC, 2015), with 30% of California youth reporting ever using an e-cigarette (California Department of Public Health, 2015)…

The literature on e-cigarette attitudes thus far has predominantly focused on harm perceptions and general acceptability of and attitudes towards ecigarettes and cigarettes. To our knowledge, there are few studies that have more comprehensively examined adolescents' specific attitudes towards and knowledge about e-cigarettes, and/or whether such attitudes differ between those who have and have not used e-cigarettes or other tobacco...

We thus examined a broad array of adolescents' knowledge and attitudes regarding e-cigarette ingredients, addictive properties, safety, cessation, perceived prevalence, accessibility, price, and regulation. We also examined whether these attitudes differ between adolescents who

have and have not used cigarettes and/or e-cigarettes. Based on the small body of literature on e-cigarette attitudes, the larger set of literature on adolescents' attitudes towards cigarettes, and the relationship between such attitudes and tobacco use (e.g., Halpern-Felsher et al., 2004; Krosnick et al., 2006; Song et al., 2009; Roditis et al., 2016), we hypothesized that: (1) adolescents will believe that a greater number of parents, siblings, and peers are using e-cigarettes compared to cigarettes; (2)...

{adapted from https://www.sciencedirect.com/science/article/pii/S0091743516303413)
***Italics* = Establishing the research territory**
Underlined = Establishing the niche
Bold = Occupying the niche

Activity to help you prepare for writing IMRaD introductions

Choose a journal in your discipline and read a few different articles, paying close attention to the Introduction sections. Identify the three moves and the ways they are expressed, and answer the following questions.

- How closely do these introductions mirror the structure laid out above? If they deviate, do you think this was a good decision on the authors' part? Why or why not?
- How are the citations laid out across the different introductions? In which moves are citations predominantly used? How can you explain this use?

Exercise adapted from Swales, J. M., & Feak, C. B. (2004). *Academic writing for graduate students: Essential tasks and skills*. Ann Arbor, Michigan: University of Michigan Press.

REFERENCES

Come up with a list of books, journals, and other literary references arranged in alphabetical order irrespective of their category.

APPENDIX

Append your questionnaire or research instrument

B. Evaluation

The research proposal is evaluated qualitatively by the College Research Council (CRC) on the merits of the following criteria:

Criteria	Remarks/Suggestions/Comments
1. The proposal corresponds with one or more of the listed research priorities.	

2. The research proposal is relevant to the problems and needs in the local/ national setting.	
3. The methodology of the study is justified and sound: Well-selected variables Clarity of the objectives/ problems Appropriateness of methodologies Comprehensiveness of the review of literature and empirical studies.	
4. The proposal's expected outputs, impacts, and derivations are clear and well-defined.	
5. The work plan includes a description of each activity in the study including date of completion.	
6. The financial plan and budgetary outlay are adequate and present an itemized breakdown of the total project costs and sources of funds.	

Do you approve the research proposal? _____

What additional requirements are needed for the approval of the research proposal?

_____
_____
_____
_____
_____

_____

Evaluator, College Research Council

_____

Chair, College Research Council

APPENDIX F

Higher Education Research in Support of R & D Initiatives of Other Agencies/Sectors

The higher education sector is part of the National Innovation System that generates and mobilizes knowledge for enhancing productivity and addressing the goals of national development. As such, CHED and the HEIs are expected not only to produce research and development manpower but also to actively participate in the implementation of the R & D plans for Science and Technology, Health, Energy, Agriculture and other sectors that are identified as priority in the National Development Plan.

Hence NHERA-2 supports and complements the following:

1. National Science and Technology Plan (NSTP) 2002-2020.
   The S & T area thrusts of the NSTP are:
   a. Agriculture, Forestry and Natural Resources
   b. Health and Medical Sciences
   c. Biotechnology
   d. Information and Communication Technology
   e. Microelectronics
   f. Earth and Marine Sciences
   g. Fisheries and Aquaculture
   h. Environment
   i. Natural Disaster Mitigation
   j. Energy
   k. Materials Science and Engineering
   l. Manufacturing and process engineering

2. National Integrated Basic Research Agenda. NIBRA specifies the areas of priority that will be the focus of basic research up to 2010. The priorities identified in NIBRA are consistent with the NSTP; in addition, these include areas/ topics devoted to policy, government, education and international affairs, social sciences and the humanities. The main benefits of basic research results are “the advancement of frontiers in the discipline itself.”

3. National Unified Health Research Agenda 2008-2010. NUHRA specifies the areas and topics that need to be addressed in line with the global and national initiatives influencing the health sector. Priority research topics are classified into major areas, namely, health financing, governance, health regulations, health service delivery, health technology development, health research ethics, and health information system.

4. Recommendations of the Congressional Commission on Science and Technology and Engineering. R & D priorities identified by COMSTE are in six key areas, namely, agriculture and food, electronics and semiconductors, energy and environment, health science, IT and IT-related industries, and science, mathematics and engineering education.

Priority themes for multidisciplinary/multisectoral research

In light of the realities that the country is now experiencing and will face in the future, research on the following themes shall be encouraged:

1. Food safety and security. Considering the country's prone-ness to natural hazards and disasters and with its booming population, it is important for the people to be assured of affordable and safe food on their table.

2. Enhancing indigenous renewable energy source in the domestic energy mix. Increasing the percentage of indigenous renewable energy source into the national energy mix will not only result in dollar saving, and protection of the environment but more importantly, ensuring energy security. The search, development and exploitation of renewable energy sources will involve a multidisciplinary approach.

3. Development of vaccines and diagnostic kits using indigenous materials. Emerging and reemerging diseases have always threatened the global and regional scenes. The country has to be prepared for these by having the appropriate medication, vaccines and diagnostic kits that are readily available and affordable

4. Disaster risk management. The shift from preparedness to prevention and mitigation mode in our disaster risk management framework would entail a lot of research work not only in policy formulation, community development, and public awareness but also in hard science (e. g. forecasting, structural engineering aspects).

5. Pollution control. Environmental issues that affect the land, air and water should be studied. A developing country like the Philippines must ensure that progress is not compromised by environmental degradation.

6. Climate change specifically on the issue of global warming. The four pillars of the Bali Action Plan dealing with a) mitigation, b) adaptation, c) technology transfer, and d) financial resources are rich sources of multi-disciplinary research work. Considering that climate change issues deal with future scenarios, a wholistic approach is necessary.

7. Future ASEAN. The ASEAN Charter has come into force and by AY 2015, we will be a single community. The ASEAN will also have its own legal personality. In the process, immediate studies on how to handle this pending reality must be done.

8. Peace process and conflict resolution. This is a rich source research work, the results of which can be applied to governance, policies and direction setting.

APPENDIX G

GUIDELINES FOR AVAILMENT OF CHED GRANTS AND AWARDS

Research Grants

In the implementation of the National Higher Education Research Agenda-2, CHED shall provide five types of funding assistance:

1. **Grants-in-Aid (GIA)** – grants for researches that fall within the national or zonal priorities/agenda identified by CHED. Priority is given to research proposals submitted by HEIs. Proposals for GIA are processed by Zonal Research Centers identified by the Commission, in cooperation with the OPPRI - Research Division.

2. **Commissioned research** – grants awarded to institutions/individuals with proven track record in research based on the topics/issues/problems identified by the Commission as important/vital to the pursuit of its mandates. Proposals for commissioned research are processed by the OPPRI-Research Division.

3. **Visiting Research Fellowships** – grants awarded to outstanding research professors in HEIs across various disciplines in recognition of their significant contributions and outputs in the academic and research community. Proposals for Visiting Research Fellowship are processed by the OPPRI-Research Division.

4. **Research Professorial Chairs**. Outstanding research professors in higher education institutions shall be given recognition through grants of Research Professorial Chairs. The title of Research Professor remains with the Professor for as long as he/she remains actively engaged in CHED-funded research. The results of his research will be published in JAS accredited journal. Search and selection shall be done at the OPPRI-RD.

5. **Thesis/Dissertation Grants** – grants awarded to deserving faculty to support and enable them to do their thesis/dissertation and earn their master/PhD degree from Centers of Development/Centers of Excellence.

The detailed procedures are described in CMO 32, s. 2008; CMO 38, s. 2008; CMO 13, s. 2009; and CMO 10, s. 2009. (see www.ched.gov.ph)

APPENDIX H

SAMAR COLLEGES, INC.
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Institutional Research, Innovation and Services for Extension

PROJECT PROPOSAL

I. Title of the Project
II. Location
III. Duration
IV. Type of Community Extension Service
V. Department Involved
VI. Project Leader and Coordinators
VII. Cooperating Agencies
VIII. Beneficiaries
IX. Total Cost of the Project
X. Rationale (Brief Description of the Situation)
XI. Objectives (General and Specific)
XII. Description of the Project / Strategies and Methods
XIII. Financial Plan / Sources of Funds
XIV. Operational Relationships with Collaborating Agencies
XV. Monitoring and Evaluation
XVI. Plans for Sustainability of the Project

Prepared by:

_____
Extension Coordinator

Noted by:

_____ _____
College Dean OIC Director, IRISE
Recommending Approval:

_____
SVP for Programs Development and Quality Assurance

_____
SVP for Academic Programs

_____
SVP for Administration

Approved:

_____
Chairman & College President

APPENDIX I

SAMAR COLLEGES, INC.
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Website: samarcollege.edu.ph
Email: info@samarcollege.edu.ph

MONITORING OF PROJECT

I. Title of the Project
II. Location
III. Duration
IV. Type of Community Extension Service
V. Department Involved
VI. Project Leader and Coordinators
VII. Cooperating Agencies
VIII. Beneficiaries
IX. Project Status
    1. As to purpose (how far has the purpose been attained)
    2. Availability of materials
    3. Schedule of activities
    4. Financial report
    5. Problems encountered
    6. Action taken
    7. Suggestions and recommendations

Prepared by:

_____
Extension Coordinator

Noted by:

_____
College Dean

_____
OIC Director, IRISE

_____
SVP for Programs Development and Quality Assurance

APPENDIX J

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Tel: +6355-5438381
Website: samarcollege.edu.ph
Email: info@samarcollege.edu.ph

PROJECT EVALUATION

I. Title of the Project
II. Location
III. Duration
IV. Type of Community Extension Service
V. Department Involved
VI. Project Leader and Coordinators
VII. Cooperating Agencies
VIII. Beneficiaries
IX. Program Evaluation (Detailed description of the project outcomes)
    - Contribution of the project to the regional/national development
    - Productivity of the technologies transferred
    - Livelihood projects generated
    - Employment generated
    - Increase in income of beneficiaries
    - Number of beneficiaries
    - Number of person/days trained
    - Number of LGUs assisted
    - Program specific outcomes
    - Physical or environmental features enhanced
    - Resources generated
    - Number of partners/linkages/networks supporting the program

Prepared by:

_____
Extension Coordinator

Noted by:

_____
College Dean

_____
OIC Director, IRISE

_____

SVP for Programs Development and Quality Assurance