

# Radiance 2025

Journal of  
Social Orientation and Community Involvement  
of



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# INTRODUCTION

Mapúa University continuously responds to community needs through its specialized programs, striving to solve relevant social concerns while adhering to its mission and vision. These initiatives are led by the Office for Social Orientation and Community Involvement Programs (SOCIP), which promotes partnerships with NGOs, governmental organizations, local government entities, and private businesses. These collaborations seek to develop meaningful and useful projects that improve community members' quality of life.

In order to ensure that its programs are in line with global priorities for sustainable development, Mapúa University bases its initiatives on the Sustainable Development Goals (SDGs) of the United Nations. The university makes a significant contribution to the accomplishment of these objectives through concentrated efforts on important programs. Furthermore, the Extension Service Initiatives are essential to overseeing the university's community and social engagement initiatives, bolstering its dedication to having a positive influence.



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# TABLE OF CONTENTS

|                                                                    |       |
|--------------------------------------------------------------------|-------|
| School of Chemical, Biological, Materials Engineering and Sciences | 7-13  |
| School of Civil, Environmental and Geological Engineering          | 14-17 |
| School of Electrical, Electronics and Computer Engineering         | 18-21 |
| School of Information Technology                                   | 22-31 |
| ETYSB (E.T. Yuchengco School of Business)                          | 32-35 |
| School of Mechanical, Manufacturing and Energy Engineering         | 36-42 |
| School of Health and Sciences                                      | 43-46 |
| School of Nursing                                                  | 48-51 |
| School of Medicine                                                 | 52-55 |



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COMMUNITY INVOLVEMENT PROGRAMS**

# TABLE OF CONTENTS

|                                                                               |        |
|-------------------------------------------------------------------------------|--------|
| School of Foundational Studies and Education – Department of PE and Athletics | 56-62  |
| Senior High School Department                                                 | 63-69  |
| Institutional Activities                                                      | 70-142 |



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# SOCIAL ORIENTATION AND COMMUNITY INVOLVEMENT INITIATIVES



## **Research-Based Extension Service**

Guided by the Commission on Higher Education's triad on rendering quality education, the integration of research, instruction and extension will give relevance in addressing the needs of the community. The learning provided through instruction will brought about the use of research that brings output in terms of extension service.



## **Health and Environment**

Global issues on health and environment has become alarming. Such issues and concerns shall be addressed through the technical capabilities and human resources of the University. Modes of prevention, assessments and solutions shall be done to create a healthy community and clean environment.



## **Livelihood and Cooperative Building**

Livelihood programs shall be introduced to the community. Building a cooperative shall serve as venue to market and sustain the products of the community as a result of the livelihood programs introduced. It shall ensure that products of the community beat par with the market in terms of quality but at lower cost. The cooperative shall be an access to basic commodities to address basic needs.



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### **Education**

The University shall develop programs in education. The program for education shall empower the community to make intelligent decisions. It shall in its capacity, address the needs of out-of-school youth and adults. It shall foster teaching and learning by conducting trainings/seminar/workshops that are current in content especially for public school teachers and students.



### **Values Formation, Sports, Recreation, Culture and the Arts**

Program Programs on values formation, sports, recreation, culture and the arts shall help the community spend their time in more relevant activities.



### **Consultancy Program**

Consultancy shall be used to address community needs either on regional or national level. The University's technical expertise shall be utilized on-site and off-site to assess and find recommendations and solutions for the community.



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### **Outsourcing**

Aside from the provisional budget allocated by the University for extension services, the school shall find ways to outsource fund and resources to achieve its extension service initiatives. Outsourcing includes funding, manpower, materials, skills and knowledge and technology transfer.



### **Aid and Infrastructure**

The University's extension services shall be made available to quickly respond to calamity stricken areas and address real time community requests and needs. It shall in its capacity, mobilize and prepare its people and resources to respond and administer any aid that maybe delivered to the community. The University shall help improve the conditions of the community through visible infrastructure related projects. Provisions for assessing structure's electrical wiring, structure rigidity and overall safety shall be done. Design of infrastructure for public use can be addressed by the faculty at the comforts of the four walls of a room. Direct contact with the community need not be observed for design and concept making shall be done using the University's facilities.



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# School of Chemical, Biological, Materials Engineering, and Sciences



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## Senior High School Community-Based Immersion Program Mentoring (SDG1-1: Perfume 101: Oil Extraction And Business Plan)

As part of the Community-Based Immersion (CBI) Program under **SDG 1-1 (No Poverty)**, Senior High School students engaged on a **Perfume Making** project designed to foster livelihood opportunities through practical and income-generating skills. This initiative was designed to integrate scientific principles with entrepreneurial applications, equipping students with essential tools to potentially establish small-scale businesses.

The faculty members of the **School of CBMES** played a crucial role as evaluators, assessing student outputs based on multiple criteria, including formulation accuracy, creativity in scent blending, packaging and branding, sustainability efforts, and overall presentation.

This initiative showcased the remarkable creativity and scientific application of students while underscoring the potential of low-cost, high-impact livelihood programs within the community.

School of Chemical, Biological, and Materials Engineering and Sciences



SCHOOL OF CHEMICAL, BIOLOGICAL, AND  
MATERIALS ENGINEERING AND SCIENCES

## Fragrance Notes

### FRAGRANCE NOTES

Notes in fragrances are descriptors of scents that can be sensed upon the application of a perfume.

info: 001-88-555-88



### Sample 1

Sampaguita/Jasminum Sambac

Fragrance Wheel Placement: Floral, White

Heart Note

### Sample 2

Narra/Pterocarpus indicus

Fragrance Wheel Placement: Woods, Forest

Base Note

## CBI Performance Evaluation SY2425

Hi, Louise Grace. When you submit this form, the owner will see your name and email address.

Required

1. Name of Trainee \*

Enter your answer

2. SDG \*

- ☐ 1-1
- ☐ 9-1
- ☐ 9-2
- ☐ 11-1
- ☐ 16-1

Next

# Table of Contents

. Each slide will be presented sequentially as shown in the order below, left to right, top to bottom.





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## Creation of Micro-Lecture Videos and Assessments for ALEAP Learning Strand 2: Scientific and Critical Thinking Skills and Learning Strand 3: Mathematical And Problem Solving Skills

As part of the Alternative Learning Equivalency and Accreditation Program (ALEAP), students and faculty from the School of Chemical, Biological, Materials Engineering and Sciences (CBMES) collaborated to create Micro Lecture Videos (MLVs) covering various academic topics. This initiative aimed to provide accessible learning materials, supporting alternative education pathways through innovative content delivery.

This collaborative effort between students and faculty not only strengthened their technical skills but also highlighted the potential of alternative learning models in promoting education that is both accessible and dynamic.





# Water Pollution

# A L E A P

Alternative Learning Equivalency and Accreditation Program

Micro-Lecture series adapted from the learning strands of the Alternative Learning System (ALS) of the Department of Education (DepEd)

This micro-lecture is about water pollution.



Office for Social Orientation and Community Involvement Programs

## Lesson 2: Control of Pesticide Use

# A L E A P

Alternative Learning Equivalency and Accreditation Program

Micro-Lecture series adapted from the learning strands of the Alternative Learning System (ALS) of the Department of Education (DepEd)



Office for Social Orientation and Community Involvement Programs



# How Muscles Work: A Closer Look at Muscle Tissue

## Smart Waste Management: A Guide to Effective Garbage Segregation

A L E A P

Alternative Learning Equivalency and Accreditation Program

Micro-Lecture series adapted from the learning strands of the Alternative Learning System (ALS) of the Department of Education (DepEd)



Office for Social Orientation and Community Involvement Programs

A L E A P

Alternative Learning Equivalency and Accreditation Program

Micro-Lecture series adapted from the learning strands of the Alternative Learning System (ALS) of the Department of Education (DepEd)

Smart Waste Management



Office for Social Orientation and Community Involvement Programs



# School of Civil, Environmental and Geological Engineering



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## Senior High School Community-Based Immersion Program (SDG11-1: Floor Plan-based Materials Cost Estimate)

The School of Civil, Environmental, and Geological Engineering participated in the Senior High School community-based immersion program that aimed to evaluate the outputs of the senior high school students under the Civil Engineering (CE) track. The activity was held from February 10-21, 2025.

Work output is a cost estimate of materials for wall construction of a one-storey residential structure.

The Community-Based Immersion (CBI) Program at Mapúa Senior High School allows students to engage in outreach activities aligned with their preferred college programs. This year, over 35 students participated in an exercise focused on material cost estimation for residential floor plans relevant to community use.

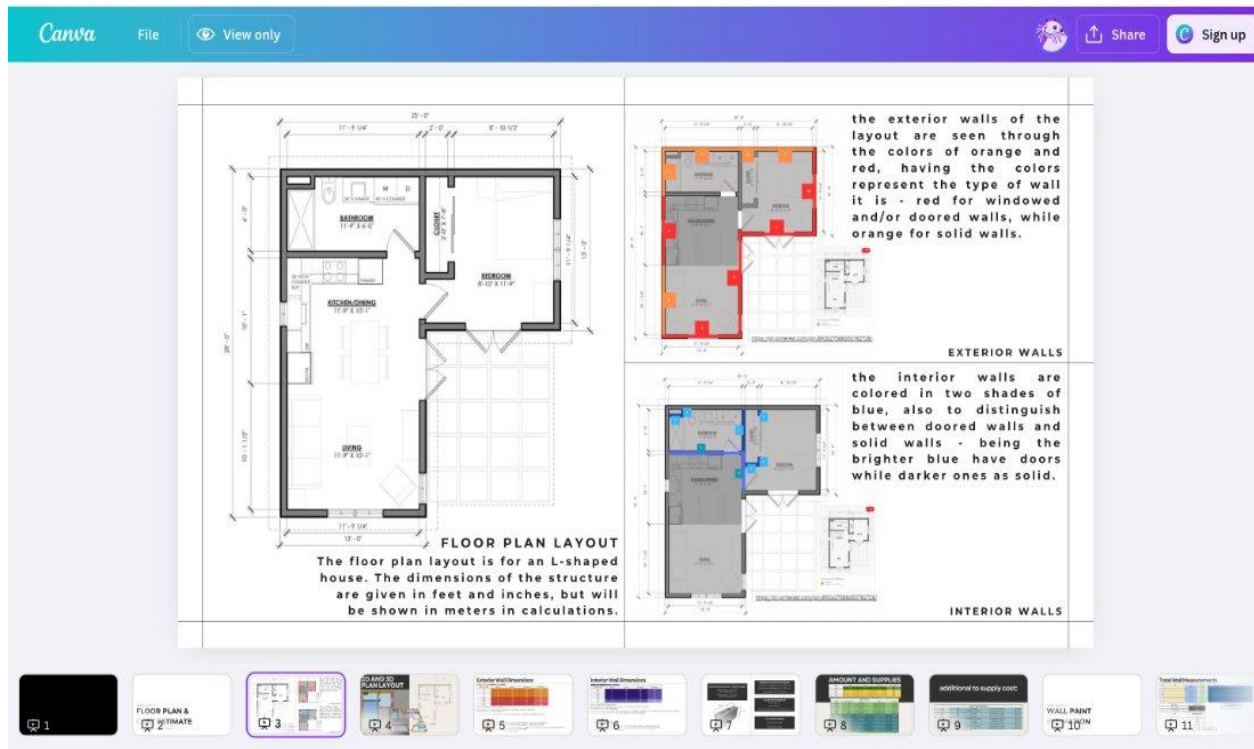
This initiative reinforced practical learning while equipping students with essential cost estimation and project evaluation skills applicable to real-world scenarios.

School of Civil, Environmental and Geological Engineering

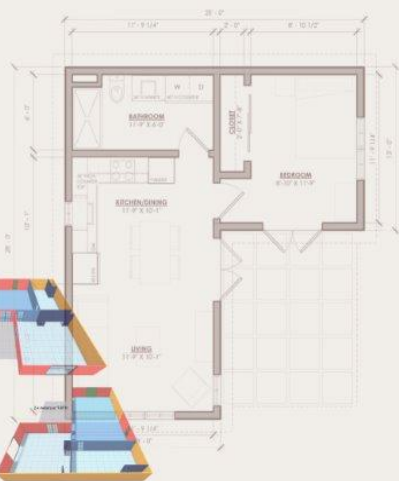
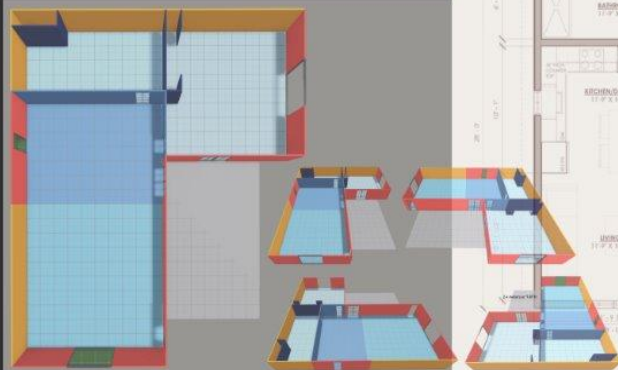


SCHOOL OF CIVIL,  
ENVIRONMENTAL AND  
GEOLOGICAL ENGINEERING





# 2D AND 3D PLAN LAYOUT



## Exterior Wall Dimensions

| EXTERIOR WALLS       | WINDOWS / DOORS |            |                                |                              |
|----------------------|-----------------|------------|--------------------------------|------------------------------|
| EWA (EXT. WALL AREA) | HEIGHT (m)      | LENGTH (m) | INITIAL AREA (m <sup>2</sup> ) | FINAL AREA (m <sup>2</sup> ) |
| EWA1                 | 2.4             | 2.68       | 6.432                          | 6.432                        |
| EWA2                 | 2.4             | 0.81       | 1.944                          | 1.944                        |
| EWA3                 | 2.4             | 3.58       | 8.592                          | 8.592                        |
| EWA4                 | 2.4             | 1.83       | 4.392                          | 4.392                        |
| EWA5                 | 2.4             | 3.91       | 5.784                          | 5.784                        |
| EWA6                 | 2.4             | 3.07       | 7.37                           | 6.358                        |
| EWA7                 | 2.4             | 3.58       | 8.59                           | 7.588                        |
| EWA8                 | 2.4             | 4.45       | 10.78                          | 9.782                        |
| EWA9                 | 2.4             | 3.53       | 8.47                           | 6.556                        |
| EWA10                | 2.4             | 3.41       | 8.18                           | 6.788                        |

### EWA ( EXTERIOR WALL AREA )

All heights are considered 2.4 meters, as followed from the National Building Code of the Philippines.

In order to get the areas of each wall, the formula  $L \times H$  (length \* height) was used.

| WINDOW (AW) & DOOR (AD) SIZES | HEIGHT (m) | LENGTH (m) | AREA (m <sup>2</sup> ) |
|-------------------------------|------------|------------|------------------------|
| EWA6-AW                       | 1.29       | 0.81       | 1.045                  |
| EWA7-AW                       | 0.91       | 1.82       | 1.652                  |
| EWA8-AD                       | 2.07       | 1.57       | 3.249                  |
| EWA9-AW                       | 0.91       | 0.81       | 0.738                  |
| EWA10-AD                      | 1.82       | 1.82       | 3.315                  |
| EWA10-AW                      | 0.91       | 1.52       | 1.383                  |

$EWA\# - AW$  (EXTERIOR WALL AREA# - AREA OF WINDOW).  
 $EWA\# - AD$  (EXTERIOR WALL AREA# - AREA OF DOOR).

If the wall has a door and/or a window, the initial area would be subtracted by the area of fenestration/s, becoming:  
 $(L \times H) - (\text{fenestration area})$

# School of Electrical, Electronics and Computer Engineering



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## SENIOR HIGH SCHOOL COMMUNITY-BASED IMMERSION PROGRAM MENTORING (SDG16-1: CREATION OF COMMUNITY MANAGEMENT DATA APP AND SDG 11-1: FLOOR PLAN-BASED MATERIALS COSTING ESTIMATE)

The School of Electrical, Electronics and Computer Engineering conduct their community-based immersion program mentoring for the Senior High School students of Mapúa University. The EECE faculty catered to one hundred fifty-one (151) mentees. Seven (7) classes were assigned to Floor Plan-Based Materials Costing Estimate and two (2) classes were under the Creation of Community Management Application.

All assigned mentees were successfully able to submit the required deliverables. Each mentee's performance was also evaluated by the assigned mentors.

The program was done from 10 – 21 February 2025.



# CODING DEMO ONLINE MEETING

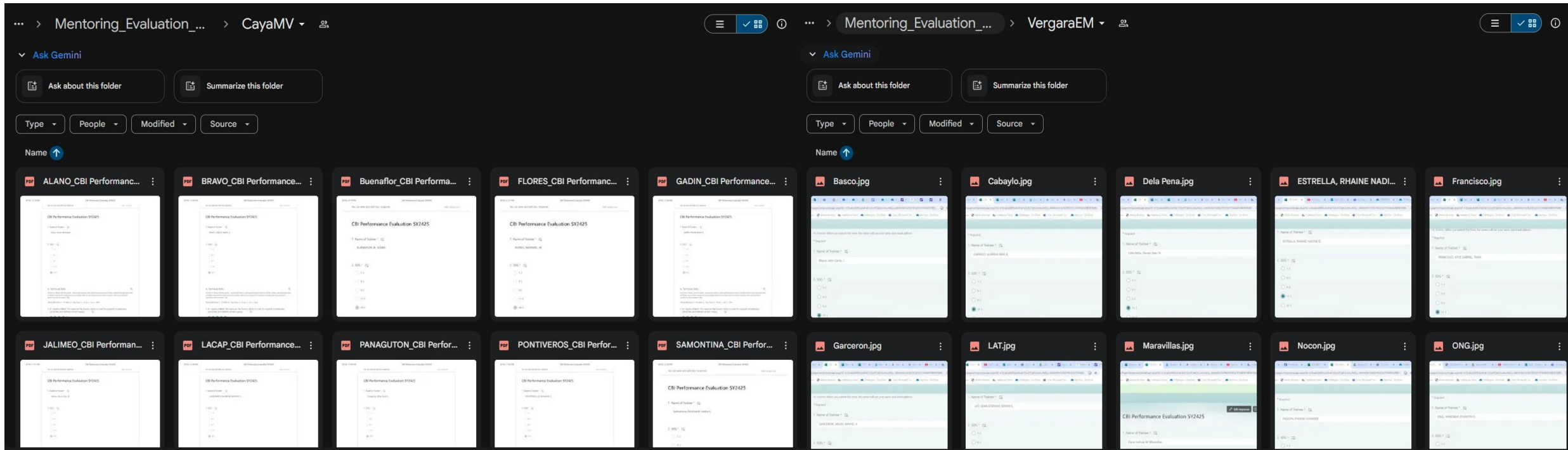
The screenshot displays a virtual meeting environment with three main components:

- Terminal Window (Left):** Shows the installation of Node.js and npm using the `fnm` version manager. The commands executed are:

```
1 # Download and install fnm:
2 curl -o- https://fnm.vercel.app/install | bash
3
4 # Download and install Node.js:
5 fnm install 22
6
7 # Verify the Node.js version:
8 node -v # Should print "v22.13.1"
9
10 # Verify npm version:
11 npm -v # Should print "10.9.2"
```
- Web Browser (Middle):** Displays the Node.js download page for Linux, showing the standalone binary download link.
- MongoDB Cloud Interface (Right):** Shows the 'Connect to Cluster0' dialog box, which provides instructions for connecting to the MongoDB cluster using MongoDB Compass. The connection string is displayed as:

```
mongodb+srv://<db_username>:<db_password>@cluster0.tsjrb.mongodb.net/
```

# EVALUATION SCREENSHOTS



# School of Information Technology



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## Senior High School Community-Based Immersion Program (SDG 9-1: User Interface Design for Sustainability)

The Senior High School Community-Based Immersion Program focusing on Sustainable Development Goal 9-1: User Interface Design for Sustainability was a life-changing event for everyone involved. Students participated in practical learning activities throughout the program with the goal of creating user interfaces that put sustainability first. Students were motivated to develop creative solutions after being introduced to a variety of case studies that demonstrated how user interface design affects sustainability.

The SDG 9-1-focused Senior High School Community-Based Immersion Program was a huge success. In addition to giving students useful UI design skills, it gave them a strong sense of accountability for building a more sustainable future. The students' inventiveness and commitment showed that creative design can, in fact, be a catalyst for constructive environmental change.

It was held on February 10-21, 2025



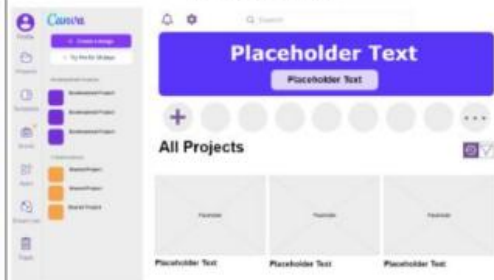
# STUDENT'S WORK IMMERSION PROGRAM DAILY REPORT OF ACTIVITIES

Name of Trainee: Alexis Gabriel D. Sabidong Date : 02/17/2025  
 Name of Company: Mapua University Office for Social Orientation and Community Involvement (SDG9-1) Time In: 8:00 am  
 Work Immersion Teacher: Fernando V. Alarcon Jr. Time Out: 5:00 pm

Activities Done: Created a version of Canva that removed several redundancies for optimal user experience.



Current Version of Canva



Reimagined Version of Canva

Dustin B. Anchinges

CBI SDG 9-1 Day 4

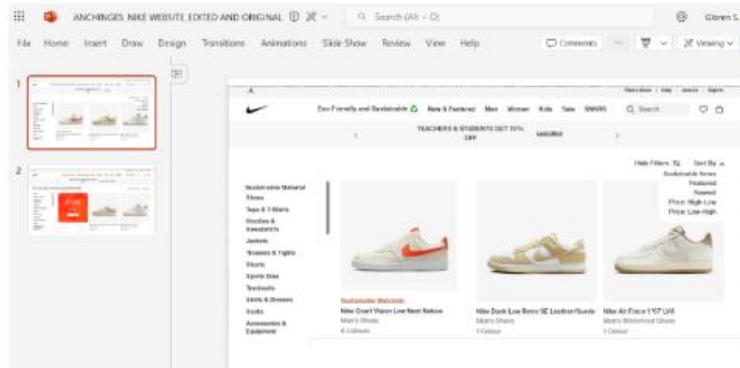
NBC News Home page UI Improvement on sustainability

Changes made:

1. Rearranged the layout of the home page, separating the Highlight news to be on the top of the page and for the other news to be inside of columns.
2. Added columns, which consisted of 2 news per.
3. Removed the ads for less clutter.
4. Added a manual page extender to view more news at the user's will.
5. Gave the website a gray background to improve battery life on OLED screens and for ease of use on the eyes.

Preview of the students output: <https://pr.to/R75HUR/>

Official website of NBC News: <https://www.nbcnews.com>



Name of Trainee: Alexis Gabriel D. Sabidong Date : 02/18/2025

Name of Company: Mapua University Office for Social Orientation and Community Involvement (SDG9-1) Time In: 8:00 am

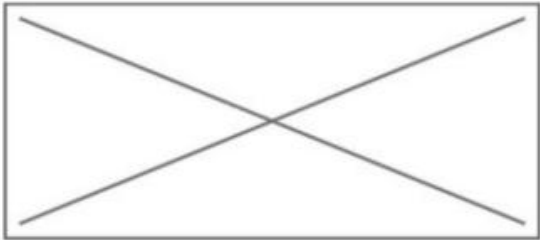
Work Immersion Teacher: Fernando V. Alarcon Jr. Time Out: 5:00 pm

Activities Done: Minor Changes to Previous Work.

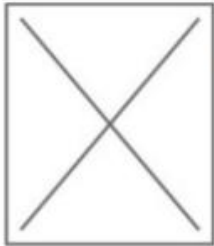




Screen 4



WELCOME TO CITY OF  
**MANDALUYONG**



Benjamin Santos  
Abalos Sr.

[Mayor](#)

Lorem ipsum odor amet,  
consectetur adipiscing elit. Nibh  
quisque diam sapien facilis nisi  
blandit neque. Soolasqu felis velit  
habitant oras suscipit adipiscing  
vel proin. Cras integer vestibulum  
conubia diam sed dula velit. Libero  
duli posuere leo porta elementum.



## Moods and Genres

### New to You

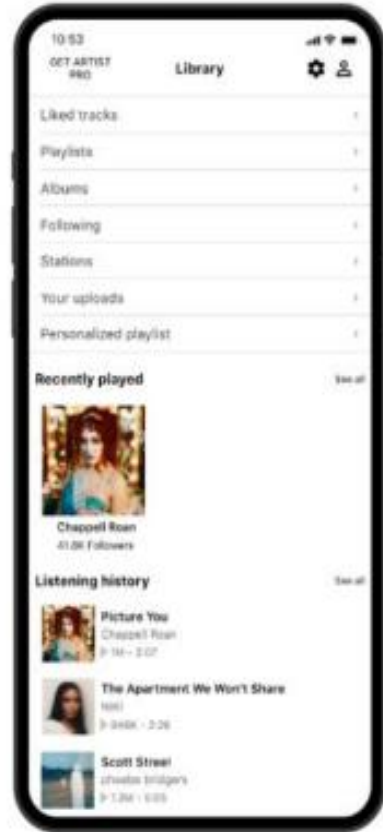


### Your Genres



## New Releases

### Music Videos







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## Senior High School Community-Based Immersion Program (SDG 9-2: User Acceptance Testing Activity)

The Senior High School Community-Based Immersion Program, in alignment with Sustainable Development Goal 9-2, focused on Software Testing through a User Acceptance Testing (UAT) Activity. It was held on February 10-21, 2025. The goal of this program was to familiarize students with real-world testing scenarios and improve their software quality assurance skills. The User Acceptance Testing Activity began with an introduction of the process, emphasizing the need to validate software functionality from an end-user perspective. Students were given specific software apps to test. Each student was given specific tasks.

The Senior High School Community-Based Immersion Program's User Acceptance Testing Activity was a great way for the students to learn. Technical and communication skills, which are essential for future professions in software development and quality assurance, were developed by participants in real-world testing scenarios.





# VERIFYING USER LOGIN FUNCTIONALITY

| #   | SUMMARY                                          | DEPENDENCY | PRE-CONDITION                                                                  | POST-CONDITION        | STEPS OF EXECUTION                                                                                          | EXPECTED OUTPUT                                                           |
|-----|--------------------------------------------------|------------|--------------------------------------------------------------------------------|-----------------------|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| TC1 | Verify that a valid user can log in successfully |            | User has to enter correct username and password (standard_user / secret_sauce) | User is logged in     | 1. Enter standard_user as username<br>2. Enter secret_sauce as password<br>3. Click on the 'Login' button   | User is redirected to the home page.                                      |
| TC2 | Verify that an invalid user cannot log in        |            | User enters the wrong credentials (wrong_user / wrong_pass)                    | User is not logged in | 1. Enter wrong_user as username<br>2. Enter wrong_pass as password<br>3. Click on the 'Login' button        | Epic sadface: Username and password do not match any user in this service |
| TC3 | Verify that a locked-out user cannot log in      |            | Following User enters locked-out credentials (locked_out_user / secret_sauce)  | User is not logged in | 1. Enter locked_out_user as username<br>2. Enter secret_sauce as password<br>3. Click on the 'Login' button | "Epic sadface: Sorry, this user has been locked out." message appears     |

| #   | Summary                                         | Pre-condition                            | Post-condition                       | Execution Steps                                                                                                                                                                                                               | Expected Outputs                                                       | Actual Results                        | Status |
|-----|-------------------------------------------------|------------------------------------------|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|---------------------------------------|--------|
| TC1 | Verify login with valid and invalid credentials | User is on the login page                | User is logged in                    | 1. Navigate to the login page<br>2. Enter valid username and password<br>3. Click 'Login' and verify successful login<br>4. Logout and repeat with incorrect credentials<br>5. Verify error message appears for invalid login | Successful login for valid credentials, error message for invalid ones | Login functionality works as expected | Passed |
| TC2 | Ensure user can log out successfully            | User is logged in                        | User is no longer logged in          | 1. Click 'Logout' button<br>2. Confirm redirection to login page                                                                                                                                                              | User is logged out and redirected                                      | Login functionality works as expected | Passed |
| TC3 | Validate dashboard loads properly after login   | User is logged in with valid credentials | User has access to the dashboard     | 1. Login with valid credentials<br>2. Check if the dashboard loads without errors<br>3. Verify that widgets (charts, announcements, etc.) display data                                                                        | Dashboard loads with relevant student data                             | Dashboard displays correct data       | Passed |
| TC4 | Test if announcements are displayed correctly   | User is logged in                        | User can view announcements          | 1. Navigate to the announcements section<br>2. Check if announcements load properly<br>3. Verify announcement links (e.g., submit assignment, report)                                                                         | Announcements are displayed correctly                                  | Announcements display correctly       | Passed |
| TC5 | Validate navigation between sections            | User is logged in                        | User can navigate through the system | 1. Click on the 'Modules' section<br>2. Click on the 'Courses' section<br>3. Click on the 'Calendar' section<br>4. Ensure each section loads correctly                                                                        | All sections load properly                                             | Navigation functions as expected      | Passed |

| #   | Summary                                                  | Pre-condition                              | Post-condition                                     | Execution Steps                                                                                                                                                                                                               | Expected Outputs                                                       | Actual Results                                      | Status |
|-----|----------------------------------------------------------|--------------------------------------------|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|-----------------------------------------------------|--------|
| TC1 | Verify login with valid and invalid credentials          | User is on the login page                  | User is logged in                                  | 1. Navigate to the login page<br>2. Enter valid username and password<br>3. Click 'Login' and verify successful login<br>4. Logout and repeat with incorrect credentials<br>5. Verify error message appears for invalid login | Successful login for valid credentials, error message for invalid ones | Login functionality works as expected               | Passed |
| TC2 | Verify that enrolled content loads correctly             | User has logged into the system            | User can interact with the multimedia content      | 1. Navigate to a course module<br>2. Click on the multimedia content<br>3. Click on the multimedia content                                                                                                                    | The multimedia content loads and plays without errors                  | The multimedia content loads correctly              | Passed |
| TC3 | Verify that graded learning activities function properly | User has selected a graded learning module | Score and achievements are recorded                | 1. Navigate to the graded learning activity<br>2. Interact with the activity (e.g., answer questions, submit response)                                                                                                        | The graded activity responds correctly to user input                   | Expected activity function correctly                | Passed |
| TC4 | Verify that the weekly calendar displays correct dates   | User is logged into the system             | User can view upcoming dates and schedules         | 1. Navigate to the weekly calendar button<br>2. Check displayed dates against the actual academic calendar                                                                                                                    | The weekly calendar shows the correct dates and events                 | Weekly calendar displays correctly                  | Passed |
| TC5 | Verify that strategic learning objectives are visible    | User has completed a learning module       | User's progress is updated                         | 1. Navigate to the strategic learning objectives section<br>2. Attempt a checkpoint quiz                                                                                                                                      | The checkpoint quiz loads and records responses                        | Strategic learning objectives are visible correctly | Passed |
| TC6 | Verify that graded or live assessments load time loads   | User starts a quiz or live assessment      | Assessment automatically submits when time expires | 1. Navigate to a graded assessment<br>2. Verify that a timer appears and counts down                                                                                                                                          | The assessment interface and timer work                                | Time limit is enforced correctly                    | Passed |

| Requirement # | Test Case # | Status |
|---------------|-------------|--------|
| R1            | TC1         | Passed |
| R2            | TC2         | Passed |
| R3            | TC3         | Passed |
| R4            | TC4         | Passed |
| R5            | TC5         | Passed |
| R6            | TC6         | Passed |
| R7            | TC7         | Passed |
| R8            | TC8         | Passed |
| R9            | TC9         | Passed |

| REQUIREMENTS TRACEABILITY MATRIX                                        |                                                       |                            |                                                                             |                    |               |
|-------------------------------------------------------------------------|-------------------------------------------------------|----------------------------|-----------------------------------------------------------------------------|--------------------|---------------|
| Project Name: Student User Acceptance Testing of Mapua Students         |                                                       |                            |                                                                             |                    |               |
| Requirement Document BRD                                                | Functional Requirements Document FSD                  |                            |                                                                             | Test Case Document |               |
| Business Requirement ID#                                                | Requirement/ Business Use case                        | Functional Requirement ID# | Function Requirement / Use Case                                             | Priority           | TEST Case ID# |
| BR_1                                                                    | User is registered for school account                 | FR_1                       | System must authenticate valid credentials.                                 |                    | TC#001        |
| BR_2                                                                    | Users should be informed of incorrect login attempts. | FR_2                       | System should display an error message for failed login.                    |                    | TC#003        |
| BR_3                                                                    | User should log out other connected devices           | FR_3                       | The "Login" dialog is shown "Wrong Password or Another device is connected" |                    | TC#004        |
| BR_4                                                                    | Users should be able to logged in into the system     | FR_4                       | System must allow password recovery when users request it.                  |                    | TC#005        |
|                                                                         |                                                       |                            |                                                                             |                    |               |
|                                                                         |                                                       |                            |                                                                             |                    |               |
|                                                                         |                                                       |                            |                                                                             |                    |               |
| REQUIREMENTS TRACEABILITY MATRIX                                        |                                                       |                            |                                                                             |                    |               |
| Client #1 ID: Vince Edward F. Eduardo (vfeleduardo@mymail.mapua.edu.ph) |                                                       |                            |                                                                             |                    |               |
| Project Name: Student User Acceptance Testing of Mapua Students         |                                                       |                            |                                                                             |                    |               |
| Requirement Document BRD                                                | Functional Requirements Document FSD                  |                            |                                                                             | Test Case Document |               |
| Business Requirement ID#                                                | Requirement/ Business Use case                        | Functional Requirement ID# | Function Requirement / Use Case                                             | Priority           | TEST Case ID# |
| BR_1                                                                    | User is registered for school account                 | FR_1                       | System must authenticate valid credentials.                                 | High               | TC#001        |
| BR_2                                                                    | Users should be informed of incorrect login attempts. | FR_2                       | System should display an error message for failed login.                    | High               | TC#003        |
| BR_3                                                                    | User should log out other connected devices           | FR_3                       | The "Login" dialog is shown "Wrong Password or Another device is connected" | High               | TC#004        |
| BR_4                                                                    | Users should be able to logged in into the system     | FR_4                       | System must allow password recovery when users request it.                  | High               | TC#005        |
|                                                                         |                                                       |                            |                                                                             |                    | Passed        |



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## COURSES INTEGRATED WITH SERVICE LEARNING (ITS122L: WEB SYSTEMS AND TECHNOLOGIES LABORATORY 2)

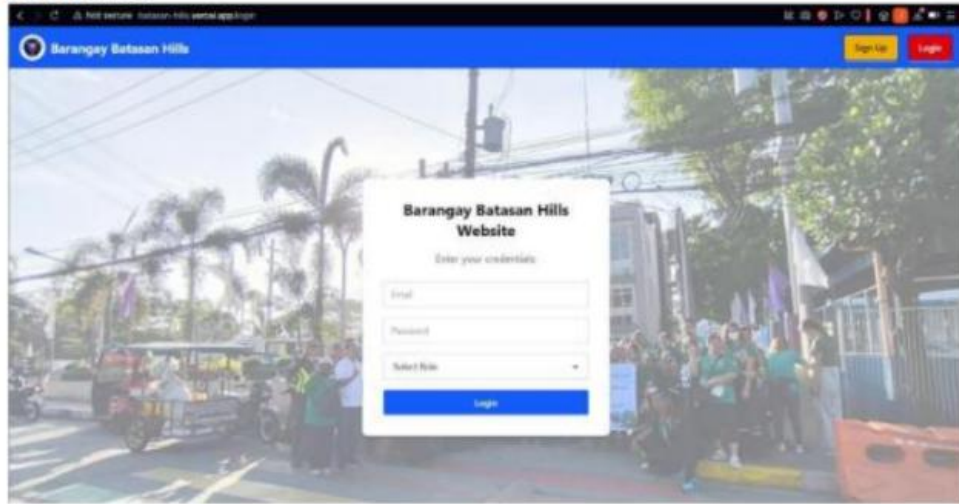
Students working on website design and development for government and non-governmental organizations are involved in a complex project that requires a combination of technical expertise and knowledge of the particular requirements of these industries. In order to match the functionality of the website with the particular goals and objectives of the company, the process starts with a comprehensive requirements collection.

The students learned a lot from the User Acceptance Testing Activity in the Senior High School Community-Based Immersion Program. Participants in real-world testing scenarios learned technical and communication skills that are critical for future careers in software development and quality assurance.

The program was done from February 03 – March 14, 2025.



## LOGIN PAGE



Barangay Batasan Hills Website

Enter your credentials

Email

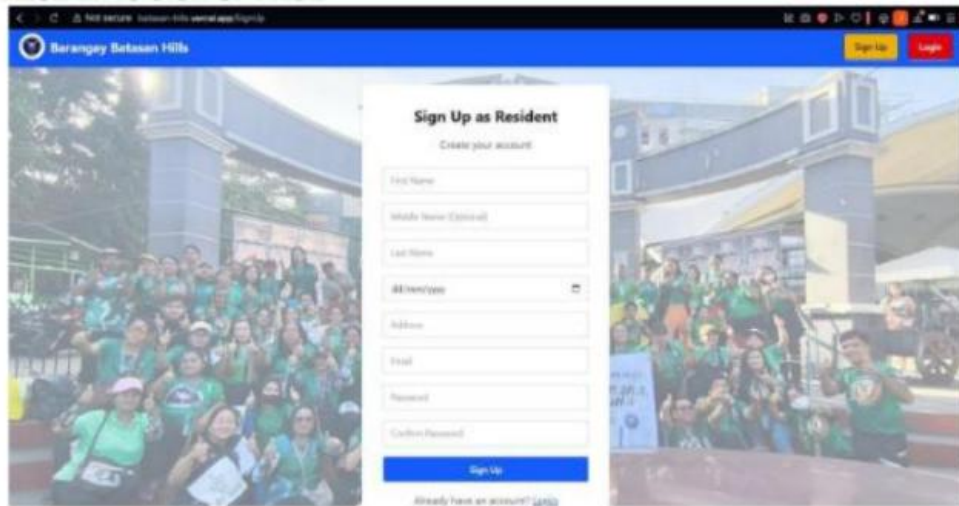
Password

Select Role

Login

Sign Up Login

## RESIDENTS SIGN UP PAGE



Sign Up as Resident

Create your account

First Name

Middle Name (optional)

Last Name

Email

Password

Confirm Password

Sign Up

Already have an account? Login

Sign Up Login



humane PHILIPPINES

Home Dogs Cats Donate Sign Up

Log In to Humane Philippines Adoption Website

Enter Email Address

Enter Password

Log in Cancel

Don't have an account yet? Sign Up

Help save a pet and donate now!

Back to main website

Sign up Page



humane PHILIPPINES

Home Dogs Cats Donate Sign Up

Create an account

Name:

Email Address:

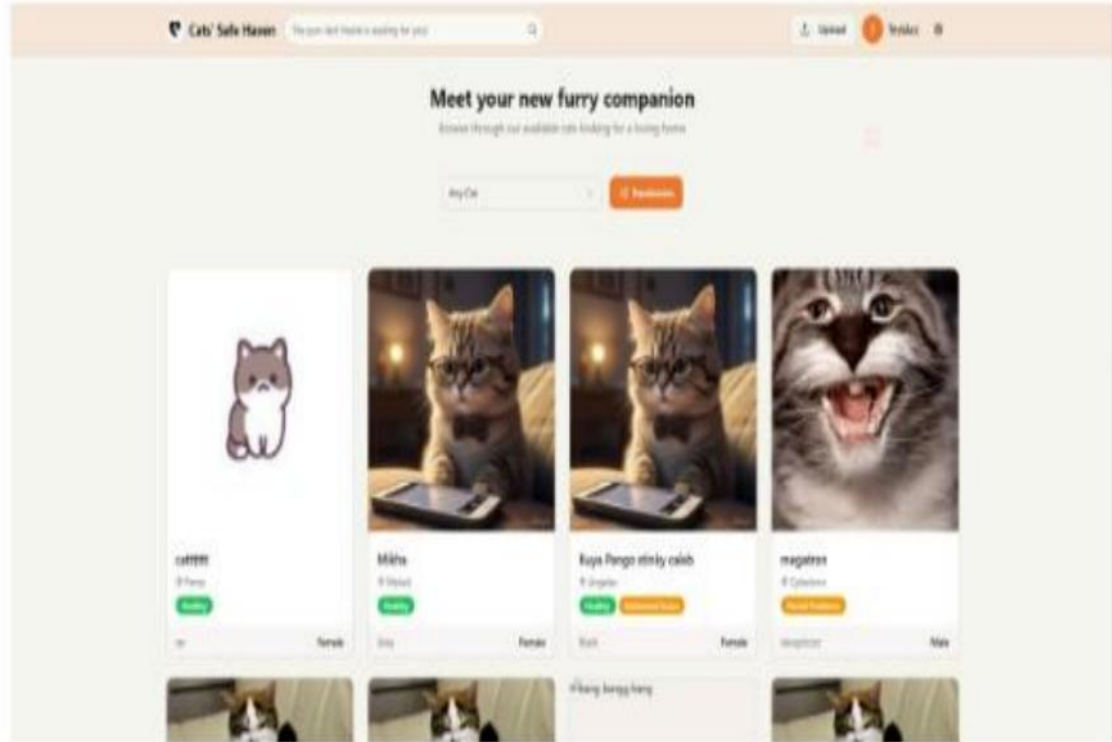
Phone Number:

Password:

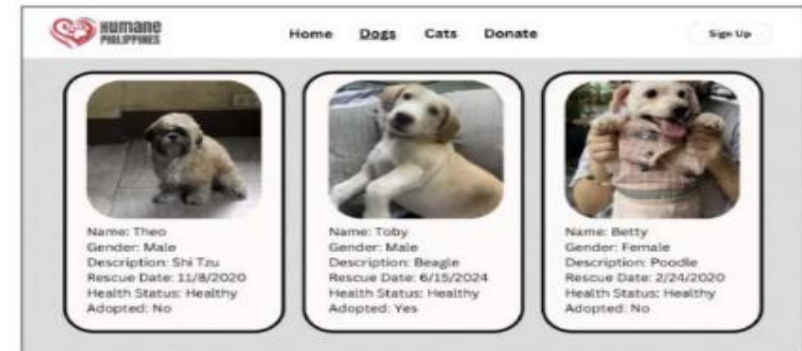
Confirm Password:

Cancel Sign Up

Back to main website



Home Page





# ETYSB (E.T. Yuchengco School of Business)



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## Empowering Minds: Webinar on Business Ideas for Community Impact

The E.T. Yuchengco School of Business offered a free webinar last April 11, 2025 which aimed to introduce several foundational topics tailored for aspiring entrepreneurs and community-based businesses.

The discussion began with the Features, Advantages, and Benefits (FAB) approach, emphasizing the importance of presenting a product beyond its basic functions—highlighting how it adds value to the customer. This led to an insightful discussion of decision-making in business, stressing the role of strategic, informed choices in guiding a venture toward long-term success.

Financial management was another core focus, which is essential for efficient resource allocation, expense control, and day-to-day operations. This naturally transitioned into a discussion on markup, helping participants understand profit margin calculations to ensure financial sustainability while maintaining competitive pricing.

The session concluded with a discussion on business registration, reinforcing its importance for legal recognition, credibility, and access to financial resources and support services. By understanding the registration process, participants gained valuable insights into formalizing their enterprises and securing long-term stability.

Which marketing strategy is most cost-effective for small businesses in the Philippines?



Television advertisements



Social media marketing



Billboards in major cities



Hiring celebrity endorsers



Internal Use

## BUSINESS REGISTRATION PROCESS



# COMMON DECISION- MAKING TOOLS



SWOT analysis: Strengths, Weaknesses, Opportunities, Threats



Cost-benefit analysis



Break-even analysis



Decision trees

## In Summary...

When crafting your selling proposition, focus heavily on benefits — that is what resonates most with customers. A successful pitch ties features and advantages directly to the buyer's needs, creating a clear and compelling value story.

To maximize the F-A-B, use the following suggested methods:

1. Further Relating and Reinforcing more Benefits
2. Use a variety of Reinforcers like Visuals, Third Party Proofs, other related features combined
3. Include special price discounts, product or service deals that is attractive as an added benefit.
4. The product or services you are selling is readily on hand already

# School of Mechanical, Manufacturing and Energy Engineering



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## Webinar on Automotive Technology with Business Start-Up and Licensing Orientation

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The School of Mechanical, Manufacturing and Energy Engineering hosted the Webinar on Automotive Technology with Business Start-up and Licensing Orientation on February 8, 2025, featuring faculty members as resource speakers. The event gathered 120 participants from the adopted Pandacan community and students.

Topics covered included Vehicle Fundamentals, Fuel and Emission Systems, and Automotive Maintenance and Care, Advanced Automotive Concepts, Electric & Hybrid Vehicle Technology, and Autonomous Technology. Additionally, Automotive Business and Licensing Requirements was also included in the discussion.

The webinar ran from 10 AM to 12 PM, including an engaging Q&A session.

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School of Mechanical, Manufacturing and Energy Engineering

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SCHOOL OF MECHANICAL,  
MANUFACTURING, AND  
ENERGY ENGINEERING



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# W E B I N A R

Sponsored by: School of Mechanical, Manufacturing and Energy Engineering

FREE REGISTRATION



<https://forms.office.com/r/7H4zyK2c6g5>

SCAN TO REGISTER or CLICK the LINK

## Webinar on Automotive Technology with Business Start-up and Licensing Orientation

8 FEBRUARY 2025

10:00AM – 12:00NN

### Introduction

- Why Maintenance Matters

- Extends vehicle lifespan
- Improves safety
- Enhances performance
- Saves money on repairs



School of Mechanical  
and Manufacturing  
Engineering

School of Mechanical, Manufacturing and Energy Engineering



SCHOOL OF MECHANICAL,  
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ENERGY ENGINEERING



## Types of Automotive Engines

The **engine** is the propulsion system of a vehicle. The conventional type is the **Internal Combustion Engine** either Diesel or Gasoline fueled. The non-conventional type uses **electric motor** which can either be pure electric or hybrid electric.



Internal Combustion Engine ([see Engine Mechanical Component](#))



Electric Car Engine ([see Hybrid Electric Car](#))

Igmedio Isla

## AUTOMOTIVE TECHNOLOGY: FUEL AND EMISSION SYSTEMS

### FUEL DISTRIBUTION SYSTEM COMPONENTS

Fuel distribution system is responsible for delivering fuel to the engine as needed.

FOR OLDER ENGINES:

- Fuel tank, pump and filter
- **Carburetor**

FOR NEWER ENGINES:

- **Fuel Injector**
- Fuel tank, pump and filter
- Fuel/ Common Rail
- Fuel Pressure Regulator
- Fuel High Pressure Pump
- Injection pump (Diesel mechanical)
- ECU/ECM (Electronic Control Unit/Module)
- Sensors/Sensing elements





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## Webinar on Car Airconditioning Basic Concepts, Maintenance and Business Start-up

The School of Mechanical, Manufacturing and Energy Engineering held a free webinar on car airconditioning basic concepts, maintenance and business start-up via Zoom Meeting on October 25, 2025 from 10 AM to 12 NN approximately 80 participants from adopted Pandacan community and students attended the webinar.

The 2-hour webinar which was led by the faculty of the School of MME, aimed to share knowledge and expertise on car airconditioning system. The speakers also discussed topics on Car Airconditioning Basic Concepts, Maintenance and how to open a business on car airconditioning and its requirements.

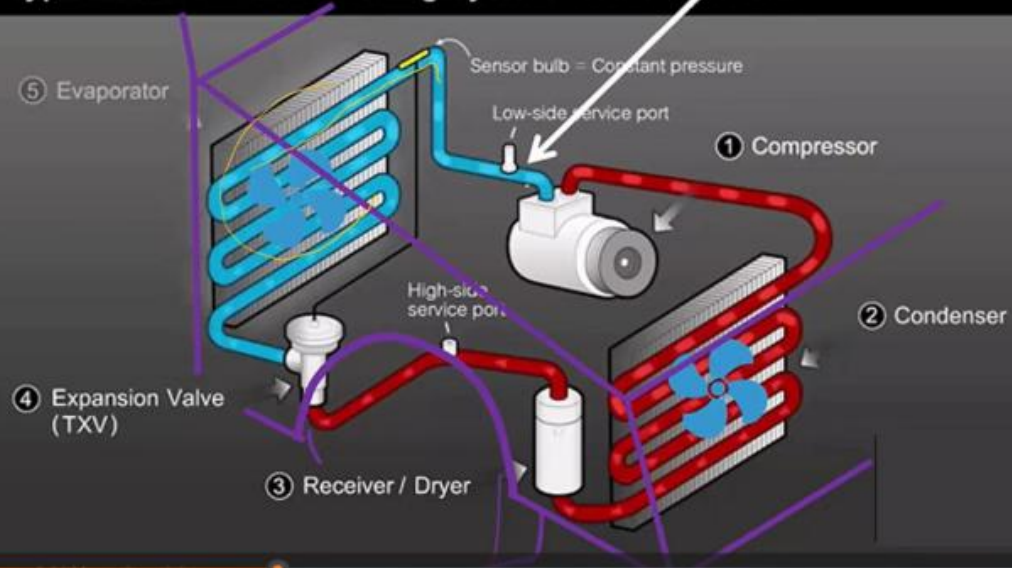
A Question and Answer portion was allotted to answer the queries of the participants regarding the topics discussed.

School of Mechanical, Manufacturing and Energy Engineering



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MANUFACTURING, AND  
ENERGY ENGINEERING

Refrigerant:  
(R-134A) in the  
tubes

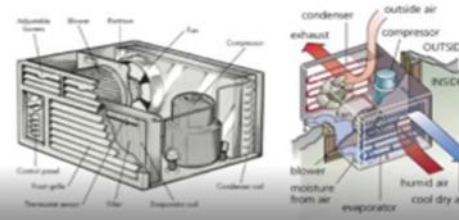


**Engr. Manuel L. Ventura**

### EXPANSION DEVICE: Thermal Expansion Block Valve

[illegible]

Is the most commonly used air conditioner for single rooms.



<https://home.howstuffworks.com/home-improvement/heating-and-cooling/how-to-repair-room-air-conditioners.htm>

Three types of air conditioning units are shown side-by-side. From left to right: 'Analog Type' is a white wall-mounted unit with a simple control panel; 'Digital Type' is a white wall-mounted unit with a digital display and more controls; 'Inverter Type' is a white wall-mounted unit with a digital display and a small blue logo on the bottom right.

The main feature of an **inverter AC** is its ability to control its compressor motor speed. The regulated speed allows the unit to maintain the temperature without having to power down its motor. This means an inverter air conditioning unit is way more energy-efficient than non-inverter ones.

<https://www.myvolts.com/blogs/major-advantages-inverter-air-conditioners/#:~:text=The%20main%20feature%20of%20an%20efficient%20inverter%20air%20conditioner%20is,>

A **refrigerant** is a substance used in a heat cycle usually including, for enhanced efficiency, a reversible phase change from a liquid to a gas. Traditionally, fluorocarbons, especially chlorofluorocarbons, were used as refrigerants, but they are being phased out because of their ozone depletion effects.



Different Types of Refrigerants:  
Most Common List

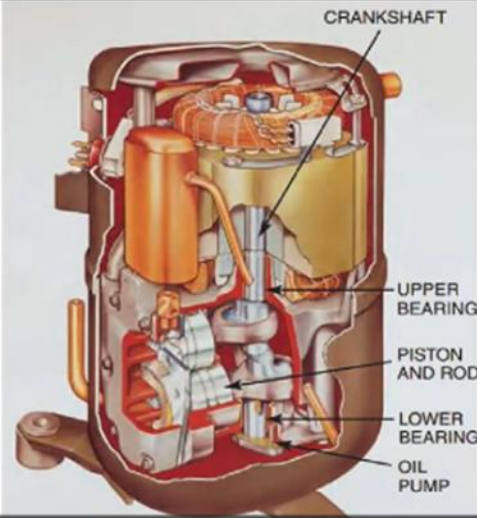
<http://www.ecofeet.com.au/services/whatsinrefrigerant/?text=AN%20refrigerant%20is%20a%20substance,freezers%2C%20and%20vehicle%20air%20conditioners>.

<https://radorgasdetectorsreviews.com/different-types-of-refrigerants-most-common-list/>



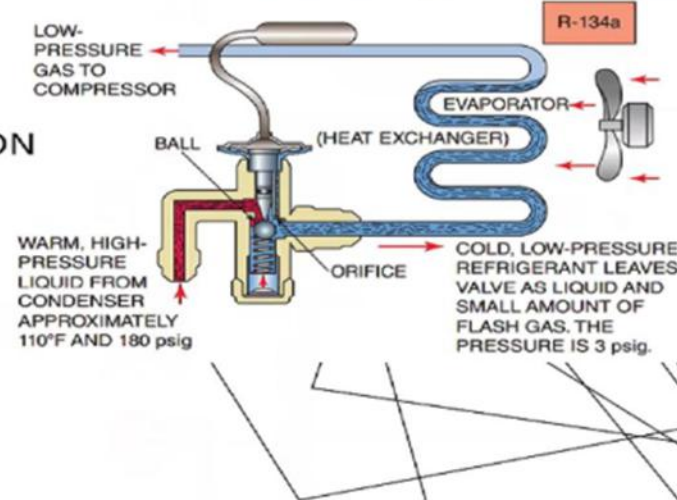
## BASIC PARTS AND INNER WORKINGS OF A RECIPROCATING COMPRESSOR

Reciprocating compressors are categorized by their housing and by their drive mechanisms. The two housings are open and hermetic, "Hermetic" refers to the type of housing that contains the compressor and is either fully welded, or serviceable or semihermetic. A hermetic compressor has a direct-drive mechanism. The same shaft drives the compressor and motor inside the compressor shell



## THERMOSTATIC EXPANSION VALVE

The TXV can be adjusted to maintain a low superheat to ensure that the majority of the evaporator surface is being used. This will give the refrigeration system a higher net refrigeration effect and higher capacities and efficiencies.



## Philippine Government Permits for A/C Repair Business

Key Requirements for Starting an A/C Repair Business

Engr. Edward B.O. Ang



## 6. Fire Safety Inspection Certificate

- - Obtain from the Bureau of Fire Protection (BFP).
- - Confirms compliance with fire safety standards.

## 7. Environmental Compliance Certificate (ECC)

- - Required by the Department of Environment and Natural Resources (DENR).



# School of Health Sciences



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## HAPLOS NG SIKOLOHIYA: BUILDING CONNECTIONS WITH CHILDREN THROUGH ASSESSMENT

The School of Health Sciences conduct an outreach program at Barangay Kahilom 1 Daycare Center in Pandacan, Manila, was held on January 13, 2025, from 9:00 AM to 12:00 PM. The event catered to approximately 6-10 children aged 1-3 years and involved the participation of psychology students and faculty members. Through interactive activities like age-appropriate charades and basic TikTok dances, the program sought to give the young children a good and captivating experience. In the end, each child was given a psychological exam to determine their unique temperament. The goal of this evaluation was to offer insightful information that would enable childcare providers to better understand and engage with the kids in ways that are suited to their individual needs and personalities.

The program sought to make the connection between theoretical psychological principles and practical application by involving the kids in entertaining activities before giving them a psychological test. Understanding each child's temperament was meant to provide the daycare teachers with important information that might result in more individualized and successful daily interactions and caring techniques.

School of Health Sciences



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School of Health Sciences

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# School of Nursing



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**3** GOOD HEALTH  
AND WELL-BEING



## Medical Mission: Health for All, A Day for Care

The School of Nursing (SoN) in collaboration with the School of Health Sciences (SoHS), School of Medicine (SoM), Office for Social Orientation and Community Involvement Programs (SOCIP), Mapúa Health Services, and UNILAB, as part of an adapted Mapúa University initiative. Last 12 April 2025, a total of 40 Mapúa contingents including 6 non-teaching personnel, 3 dean, 1 department head, 6 Physical Therapy students, 6 Biology students, 15 Medicine students, 28 Nursing students, 4 Psychology students, 6 Pharmacology students, 4 WPS Media, and 21 Mapúa-Nursing faculty members—conducted a Medical Mission for the residents of Barangay 836, Zone 91, District VI at the Manila Barangay Hall.

299 people had general medical consultations, 27 underwent circumcision, 26 took part in the Mental Health Awareness Program, 26 participated in the BLS Training, and 17 received physical therapy treatments out of a total of 395 patients.



School of Nursing



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# School of Medicine



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**3** GOOD HEALTH  
AND WELL-BEING



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School of Medicine







School of Medicine



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School of Medicine



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# **School of Foundational Studies and Education - Department of PE and Athletics**



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## Street Crisis Management (Basic Self-Defense Part 2)

In continued support of Mapua University's security personnel, the Physical Education Department, conducted a follow-up training workshop focused on basic self-defense techniques. The activity was held on February 2, 2025 at the Mapua University gymnasium. This initiative aimed to further enhance the skills and readiness of security personnel in handling real-world scenarios effectively.

The session welcomed 34 participants—28 males and 6 females.

The workshop ran for 3 hours, benefiting from the prior experience of most attendees in self-defense. After the intensive training and demonstrations, the session concluded successfully.

The training not only reinforced self-defense skills but also strengthened the sense of preparedness, teamwork, and discipline among security personnel.







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School of Foundational Studies and Education

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## Street Crisis Management (Basic Self-Defense Part 3)

The Physical Education under the School of Foundational Studies and Education Department, together with its permanent faculty members, once again demonstrated its commitment to institutional security by conducting a follow-up training workshop on basic self-defense techniques. The activity was held on November 23, 2025 from 8:00 AM to 11:00 AM at the Mapua University gymnasium. This initiative aimed to further enhance the skills and readiness of security personnel in handling real-world scenarios effectively.

The training was led by Mr. Rodelio Kalaw, whose demonstrations combined precision and intensity.

The session welcomed 31 participants—26 males and 5 females. The three-hours program was organized, dynamic, and goal-oriented, much like a competitive training field. By the end, the participants had enhanced their preparedness to perform at a higher level of security competence in addition to reinforcing their skills.







# Senior High School Department



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## **CREATION OF MICRO-LECTURE VIDEOS (MLV) AND ASSESSMENTS FOR ALTERNATIVE LEARNING EQUIVALENCY AND ACCREDITATION PROGRAM (ALEAP) LEARNING STRAND 1 ENGLISH LEARNING STRAND 2 SCIENTIFIC AND CRITICAL THINKING SKILLS LEARNING STRAND 3 MATHEMATICAL AND PROBLEM SOLVING SKILLS LEARNING STRAND 4 LIFE AND CAREER SKILLS LEARNING STRAND 5 UNDERSTANDING THE SELF AND SOCIETY**

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To assist in the implementation of the Alternative Learning Equivalency and Accreditation Program (ALEAP) of Mapua University, the senior high school teachers of the Department of Senior High School joined in the creation of micro-lecture videos following the topics provided by the DepEd for the different learning strands of the ALS program.

The teachers created several MLVs covering specific topics on Learning Strand 1, Learning Strand 2, Learning Strand 3, Learning Strand 4 and Learning Strand 5. The MLVs were stored in the Dunong Lingkod portal of Mapua University where learners can freely access the videos.

The micro-lecture videos were created for the 2<sup>nd</sup> Semester 2024-2025.

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### Senior High School

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# The Ecosystem in Retrospect

A L E A P

Alternative Learning Equivalency and Accreditation Program

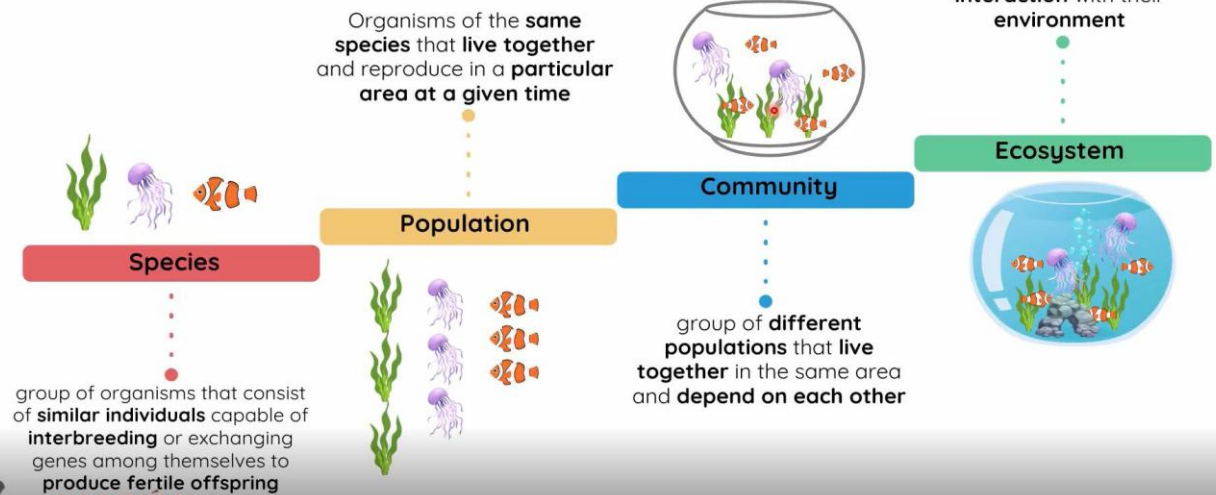
Micro-Lecture series adapted from the learning strands of the Alternative Learning System (ALS) of the Department of Education (DepEd)



Office for Social Orientation and Community Involvement Programs

Today's topic is something that's all

## Levels of Organization



Office for Social Orientation and Community Involvement Programs

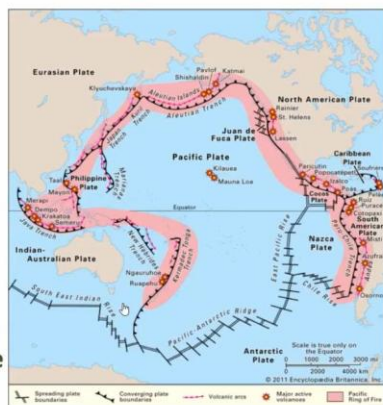
## Understanding Earthquakes: Types, Causes, and Effects

### Are there earthquake-prone areas?

- The **Ring of Fire (often as Pacific Ring of Fire)** is a zone of frequent earthquakes and volcanic activity around the Pacific Ocean.
- Includes the Philippines, Japan, Indonesia, and parts of the Americas.
- Caused by subduction zones and active faults.

### The Pacific Ring of Fire

Source: Britannica



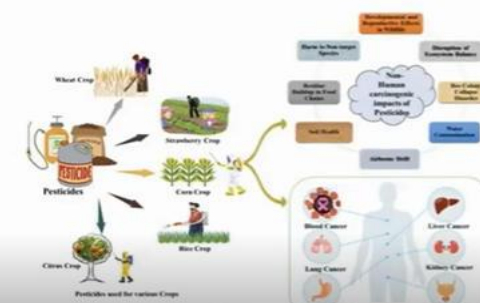
from South America through Japan, Indonesia, and the Philippines to New Zealand.

Office for Social Orientation and Community Involvement Programs

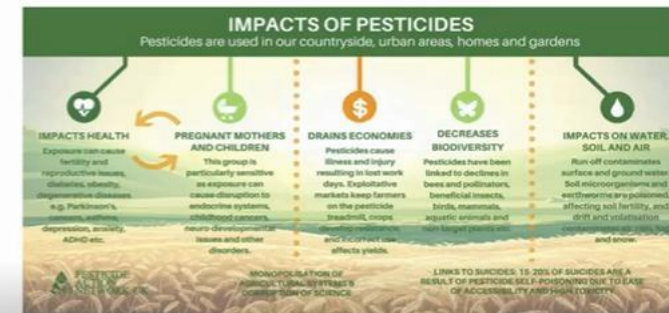


Mary Angelique Laude

## HARMFUL EFFECTS OF PESTICIDES



Source: Oirdi, M. E., Yaseen, M., Farwa, U., Papp, J. F., Farhan, M., Sandhu, Z. A., Nadeem, S. (2024). Crops and people: the danger of pesticide poisoning with symptoms like



Source: <https://www.challenge.org/resources/pesticide-use-in-farming/>



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## A Webinar on Enhancing Research Efficiency with Excel: Tools, Techniques and Best Practices

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The Senior High School Department at Mapúa University was successfully conducted a webinar titled Enhancing Research Efficiency with Excel: Tools, Techniques, and Best Practices last April 25, 2025. Intended to teach professionals, researchers, and students how to utilize Microsoft Excel practically for research. Excel's broad usefulness in research work was highlighted by the session's diverse audience, who came from a variety of academic subjects and industries.

The facilitator highlighted case examples to demonstrate how Excel can address typical research issues, and the session ended with best practices for handling big datasets.

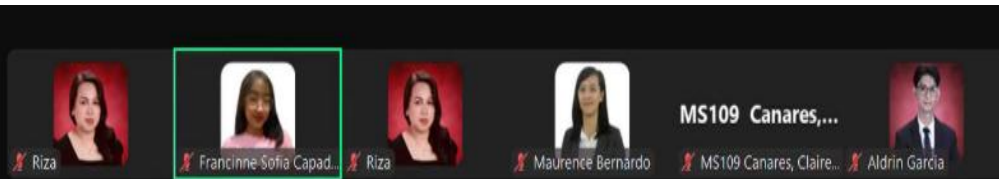
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Senior High School

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Internal Use

## Descriptive Statistics

- Used to summarize and organize characteristics of a data set.
- Consists of procedures to summarize, organize, and make sense of a set of scores or observations, **typically presented graphically, in tabular form (in table),** or as summary statistics (single values).

of dataset. It

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Sir Wayne discussed Descriptive Statistics.



Internal Use

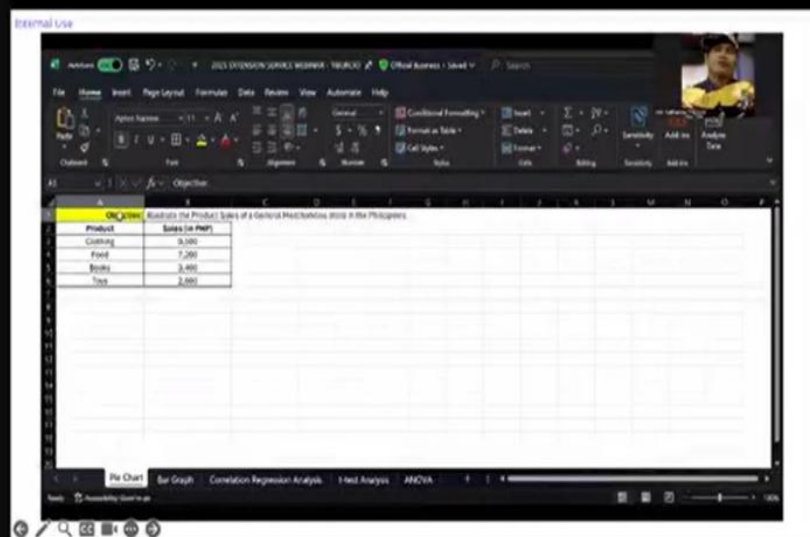
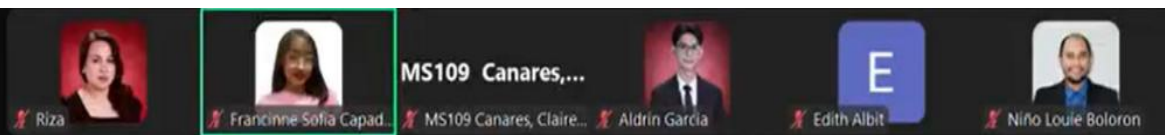
create effective charts and graphs in Excel,

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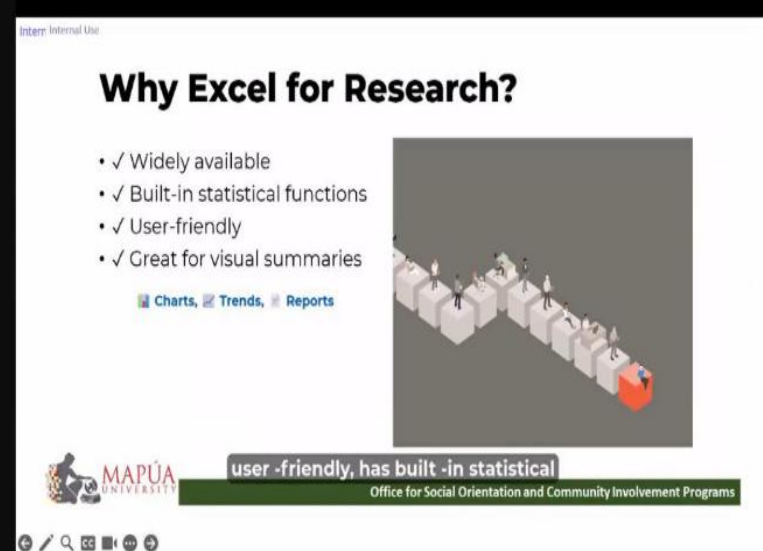
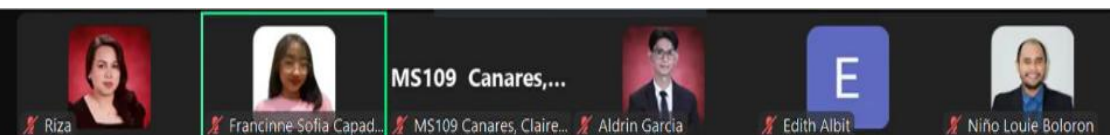
Ma'am Menor demonstrated making charts and graphs in excel.

Senior High School





Sir Irah demonstrated presentation of data in Excel.



Sir Ryo discussed best practices in using Excel for Research.

# Institutional Activities



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## Free Online Learning Resources via Dunong Lingkod Website

Social Orientation and Community Involvement Programs (SOCIP) coordinated with the University's schools and departments to curate online resources of different topics. The Dunong Lingkod Website is an education hub that aims to provide learning materials and references for the learners of the Alternative Learning Equivalency and Accreditation Program (ALEAP) of the University. The online resources can assist the learners to better understand the topics of their modules. The micro-lecture videos, worksheets and assessment tasks were adapted from the learning strands of the Alternative Learning System or ALS, through the Department of Education, DepEd.

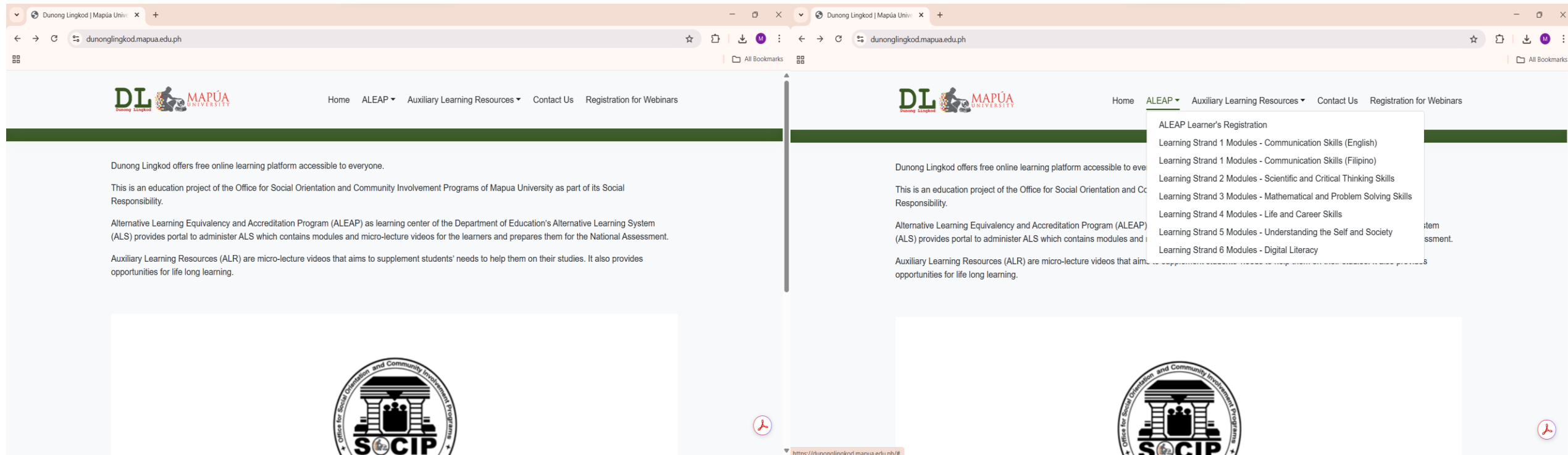
Auxiliary learning resources were also included on the website to aid more students. It can serve as references for teachers which can aid in their classes.

The micro-lecture videos were stored in the Dunong Lingkod website of Mapua University and can be accessed freely by the learners. Assessment is also available to gauge the learner's knowledge on the lesson. The website is progressively updated to cater the ALS course. <https://dunonglingkod.mapua.edu.ph/>

Office for Social Orientation and Community Involvement Programs







Office for Social Orientation and Community Involvement Programs



## Printer

Gets data from the PC and transfers it to this device for printing



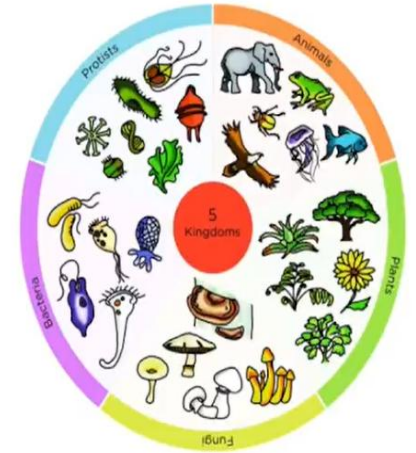
are some examples of computer accessories.

Office for Social Orientation and Community Involvement Programs

## Ecology and Ecosystems

### What is Ecology?

- Scientific study of the relations that living organisms have with respect to each other and their natural environment



[Image Source: <https://science4fun.info/kingdoms/>]

Auxiliary living organisms which are the biotic factors

Resources



Office for Social Orientation and Community Involvement Programs





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## Delivery and Distribution of Hygiene Supplies

Initiated since the pandemic to promote health and sanitation practices in the community, Mapua University continues its efforts to provide hygiene supplies to its partner communities. The supplies were delivered to Barangay 840 zone 91 in Pandacan, Manila last 20 February 2025.

Barangay officials of the said community with the help from the Mapua community volunteer distributed the supplies. Forty-three (43) communities received the supplies which includes one (1) gallon of alcohol and one (1) gallon of liquid hand soap.

Office for Social Orientation and Community Involvement Programs







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## Donation of School Furniture

Mapua University through the Office for Social Orientation and Community Involvement Programs (SOCIP) donated used tables, desks and cabinets to Beata Elementary School and selected barangays in Pandacan, Manila last 12 March 2025.

Transportation and delivery of the school furniture were facilitated by the Mapua Community Volunteer, Ms. Liza Peñaranda. Barangay Chairman Roman Quintain of Barangay 857 zone 93 arranged a small truck to haul the school furniture.

Through the bayanihan spirit, community leaders and volunteers worked together to deliver the donated items to the recipient schools and Pandacan barangays.

Office for Social Orientation and Community Involvement Programs





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Office for Social Orientation and Community Involvement Programs

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## Distribution of Urban Gardening Materials for Pandacan

The distribution of urban gardening materials is part of the University's greening initiative to support the community in maintaining and sustaining its environment. The University, through the Office of Social Orientation and Community Involvement Programs (SOCIP), provided the materials to augment the communities' resources in the upkeep of their gardens and plants.

The first batch of deliveries was held on December 09-13, 2024. A total of 2,500 pieces of Pandakaki plants, 2500 pieces of Buenavista plants, 1,000 sacks of garden soil, and 2,500 pieces of circular plant pots were distributed to the communities in Pandacan, Manila.

The second batch of materials was distributed from March 13-19, 2025. Barangay 840, Zone 91, headed by Chairman Eduardo "Eddie" Espinola, facilitated the distribution of 450 pieces of rectangular plant pots with the assistance of Ms. Liza Peñaranda. His council coordinated with the other barangays for their allocation.





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## Installation of Water Filtration System in Selected Communities of Pandacan, Manila

Last 01 July 2025, the Office for Social Orientation and Community Involvement Programs (SOCIP) delivered seven (7) sets of water filtration system to Barangay 840 in Pandacan, Manila for distribution to six (6) selected barangays. The water filtration system was intended to be installed in the barangay hall for the community to have additional access to potable water.

Engr. Agas discussed briefly the procedure of the installation as well as the maintenance of the system. For the water filtration system of Brgy. 840, he supervised the installation of the system to better guide the community individuals. The other communities that received the water filtration sets were also visited either to oversee or to check the correctness of the installation.

The installation of the water filtration system was conducted from July to November 2025.

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## Reading Program

Engr. Joyrence Mervin Q. Agas visited the three (3) partner elementary schools to coordinate the continuation of the Reading Program. He met with the principals of the schools to provide update on the program as well as to discuss the plans.

A series of meetings with community officials to seek volunteers were held. Sangguniang Kabataan (SK) officials were tapped as possible tutors of the program. After much consideration, ten (10) community volunteers consisting of SK officials, Barangay officials and representatives undertook the task of implementing the program.

In coordination with the administration of the elementary schools, the community volunteers held tutorial sessions with the school children based on the given schedule and availability of the students.

Coordination meetings with the community volunteers were held periodically to get updates on the progress of the students, issues and concerns related to the implementation of the program and other challenges that arise from time to time.





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## Benchmarking Visit by University of Rizal System-Tanay Campus

The University of Rizal System is a provincial state university with its network of colleges located in the Rizal province with the main campus being in Tanay, Rizal. They offer courses in agriculture, engineering, science and technology, culture and arts, teacher education and business education through instruction, research, extension and production services.

Last 21 July 2025, selected staff of the University visited Mapúa University – Intramuros Campus for their benchmarking activity. The said visit was coordinated to the Office of Social Orientation and Community Involvement Programs (SOCIP). Engr. Joyrence Mervin Q. Agas and Ms. Kimberly Ann O. Soria attended the meeting.

The topics discussed were the development of course syllabus and course assessments as well as the management of laboratory, library and student services operations. After the meeting, the visitors were toured around the campus to show the different facilities of the University.

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## Delivery of Medicines, Vitamins and Supplements. An avenue for communities to access basic services for all.

Medicines, vitamins and supplements were delivered to forty-three (43) barangays in Pandacan, Manila and three (3) communities in Tanay, Rizal from August to September 2025. This aims to assist the communities in augmenting their health necessities and to promote good health and well-being. Over-the-counter medicines like paracetamol and maintenance medicine for senior citizens such as losartan, metformin and amlodipine were given. Vitamins in capsule for adults and in syrup for children were also provided.

The medicine supply for Pandacan, Manila were delivered to Brgy. 840, Zone 91 for distribution while the allotment for Tanay, Rizal were directly handed over to the barangays.







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## Addressing Learning Poverty: Promotion of Mapúa's Free Online Learning Resources in Ifugao

From August 21 to September 02, 2025, the Office for Social Orientation and Community Involvement Programs (SOCIP), led by Engr. Joyrence Mervin Q. Agas had a series of meeting with DepEd teachers and local officials in Ifugao. They aimed to promote the University's free online learning platforms.

During the visits, Engr. Agas presented **Mapúa Snippets**, which an interactive educational videos designed to make learning fun and accessible, as well as **Dunong Lingkod**, a free online learning hub that provides educational modules, micro-lecture videos, and resources to support. The initiative aims to support continuous learning and digital literacy in End Local Communist Armed Conflict (ELCAC)-affected areas.

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## Solar Panel Installation in the Municipalities of Alfonso Lista and Aguinaldo in Ifugao Province

From August 21 to September 02, 2025, the Office for Social Orientation and Community Involvement Programs (SOCIP), led by Engr. Joyrence Mervin Q. Agas traveled to the province of Ifugao for the solar panel installation. The activity was done in twenty (20) barangays in the municipality of Alfonso Lista, and ten (10) barangays in the municipality of Aguinaldo.

This initiative involved the installation of a complete solar panel set, which can power internet routers, laptops, printers, electric fans, and charge mobile phones, providing reliable electricity for the Barangay Halls, especially during power outages, to maintain compliance with daily work activities and services.

This project aims to expand access to renewable energy, promote sustainability, reduce reliance on fossil fuels, and target more provinces where solar energy is viable.

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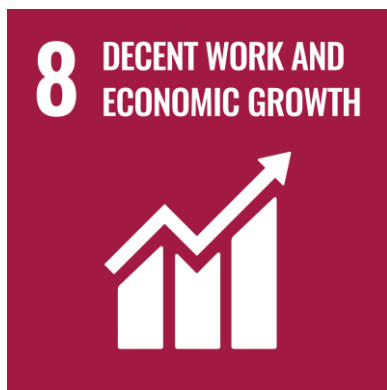
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## Annual Monitoring of Start-up Businesses Sponsored by Mapúa University

On October 3, 2025, the Office of Social Orientation and Community Involvement Programs (SOCIP), together with Barangay Captain Lorena Engracial of Barangay 872 and Ms. Liza S. Peñaranda, Community Coordinator from Barangay 836, visited the recipients of the livelihood program sponsored by the University. The purpose of the visit was to gather progress updates on the startup businesses established through the program.

Through the interviews, beneficiaries expressed that they had significant progress in sustaining their small businesses, which include food vending and selling household products. Many reported increased daily income, enabling them to better support their families, send their children to school and meet daily needs. Several beneficiaries have diversified their businesses to cater to customer preferences, reflecting adaptability and growth.

This initiative builds on last year's efforts to provide livelihood assistance and promote sustainable income sources for indigent families. It aims to empower adopted communities, particularly those in the low-income bracket, by creating opportunities to earn additional income and enhance their overall quality of life.

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## Distribution of Vegetable Seeds for Urban Gardening

To continue the urban gardening initiative, the Office for Social Orientation and Community Involvement Programs (SOCIP) led by Engr. Joyrence Mervin Q. Agas delivered vegetable seed packets to Barangay 840 in Pandacan, Manila last 10 October 2025. It aimed to supplement the existing gardens of the community. A vegetable garden would also be beneficial for the community in providing an additional food source.

The seed packets were distributed to the forty-three (43) barangays of Pandacan, Manila from Zone 90 to Zone 95 facilitated by Secretary Madel Mangilaya of Brgy. 840 and Ms. Liza Peñaranda. The packets consisted of eggplant (talong), tomato (kamatis), okra, string beans (sitaw) and pechay seeds.

Through the community group chat, barangay chairmen and barangay representatives expressed their gratitude to the University for its continued support to the communities' development.

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## Blood Donation Drive – October 21, 2025

The Mapua University, through its Office for Social Orientation and Community Involvement Programs (SOCIP), in collaboration with the School of Health Sciences and in partnership with the Ospital ng Maynila, successfully conducted a Mass Blood Donation Activity on October 21, 2025, at the 7<sup>th</sup> floor Ward of Mapua-Makati Campus, Makati City.

A total of 36 donors participated in the event, comprising students and staff from Mapua-Makati. Their enthusiastic response reflects the community's commitment to humanitarian efforts and public health advocacy.

The collected blood units was turned over to Ospital ng Maynila to aid in emergency cases, surgeries, and other medical needs.





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**3** GOOD HEALTH  
AND WELL-BEING



## Blood Donation Drive – October 29, 2025

Mapua University, in collaboration with Jose Reyes Memorial Medical Center (JRRMMC), successfully organized a blood donation activity on October 29, 2025. This initiative reflects the university's strong commitment to community service and public health. The event aimed to promote voluntary blood donation among students, faculty, and staff, contributing to a vital cause that supports local health care facilities.

The blood donation drive was a resounding success, collecting 15,500cc units of blood. These donations will provide critical support to patients undergoing surgeries, receiving treatment for chronic illnesses, and victims of accidents and emergencies. Beyond its immediate impact, the event fostered a culture of giving and underscored the importance of social responsibility within the university community. Participants expressed pride and fulfillment, knowing their contributions could potentially save lives.

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## Community Conference 2025: Initiatives on SDGs. Serving the Communities, Serving the World

The 18th Community Conference was successfully held last 04 December 2025, at Hotel Monticello, Tagaytay City. Anchored on the theme “Initiatives on SDGs. Serving the Community. Serving the World,” the event aimed to strengthen community engagement, review accomplishments, and plan future initiatives aligned with the Sustainable Development Goals (SDGs). Forty-two (42) community representatives comprised of barangay chairmen and their council participated in the event.

The event aimed to present and evaluate community accomplishments for the year 2025. It also served to discuss proposed activities for 2026 to sustain and enhance community development, as well as aligning them with the United Nations Sustainable Development Goals (UN SDGs). Moreso, the activity intended to foster collaboration among community representatives and stakeholders.

Engr. Joyrence Mervin Q. Agas, SOCIP Director, highlighted the importance of SDG-driven initiatives and community empowerment. This was followed by a comprehensive review of 2025 activities showcased significant progress in education, health and livelihood programs. Community representatives' testimonials expressed reinforced commitment to collaborative efforts. Workshops focused on proposed activities and initiatives for 2026 aligned with the Global Goals. Participants affirmed their dedication to future initiatives.

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# Student Activities



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## Instructional Videos: Bandaging Techniques for the Wider Community (January - December 2025)

As part of the hands-on component of the Disaster Risk Reduction and Management lecture, students enrolled in the National Service Training Program (NSTP) under the NSTP001 course learned six (6) bandaging techniques. This activity aimed to promote safety and preparedness during emergencies. Students dedicated at least thirteen and a half (13.5) hours to producing instructional videos demonstrating three of their chosen techniques, serving as the practical application of the lecture.

Some students performed the demonstrations individually, while others enlisted the help of family members. In 2025, a total of ninety-eight (98) classes participated in creating these bandaging technique videos, which were later made accessible to the broader community.

National Service Training Program













The ends should be made behind



just above the eyebrows

## EAR, CHEEK AND JAW BANDAGE



Bring the 2 tails of the opposite side making one point passing to the chin

COLLADO CHRISTINE



Tie both ends on the top of the head





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## Do-It-Yourself (DIY) Bags for the Students of the Community 2025

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The Do-It-Yourself (DIY) Bag Project is the second community service initiative for the National Service Training Program (NSTP) students under the CWTS002 curriculum. It aims to create school bags from old clothes, repurposed fabrics and recyclable materials. Students produced a variety of bags such as tote bags, drawstrings bags, backpacks and shoulder bags that are suitable for school children. Another part of the project was the production of its demonstration or instructional video. It served as reference for those who like to create their own DIY bag.

Students turned over their DIY bags to the University for donation to affiliated elementary schools and partner communities. Beata Elementary School, Jacinto Zamora Elementary School and selected communities from Pandacan, Manila and Sto Nino Elementary School in Tanay, Rizal were the recipients of the collected DIY bags.

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National Service Training Program

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National Service Training Program





# MATERIALS:

- \* An old pair of denim jeans
- \* Scissors
- \* Needle and thread or a sewing machine
- \* Chalk or marker
- \* Measuring tape
- \* And some optional items like pockets, zippers, or decorations.



JOSE GABRIEL A. ORAS







National Service Training Program







National Service Training Program







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## NSTP Grow-A-Plant Project AY 2024-2025

For Academic Year 2024–2025, the National Service Training Program (NSTP) participated in the University’s initiative for environmental rehabilitation and sustainability. NSTP students took part in the Grow-A-Tree Project, which required them to plant at least one fruit-bearing or hardwood seedling in a designated area within their community.

Through video documentation, students showcased their planting activities and the progress of their seedlings. These videos were submitted at the end of each trimester.

NSTP classes successfully planted 1,435 fruit-bearing trees and 12 hardwood trees. The average height of the saplings was 101.85 cm, indicating healthy growth overall.

National Service Training Program







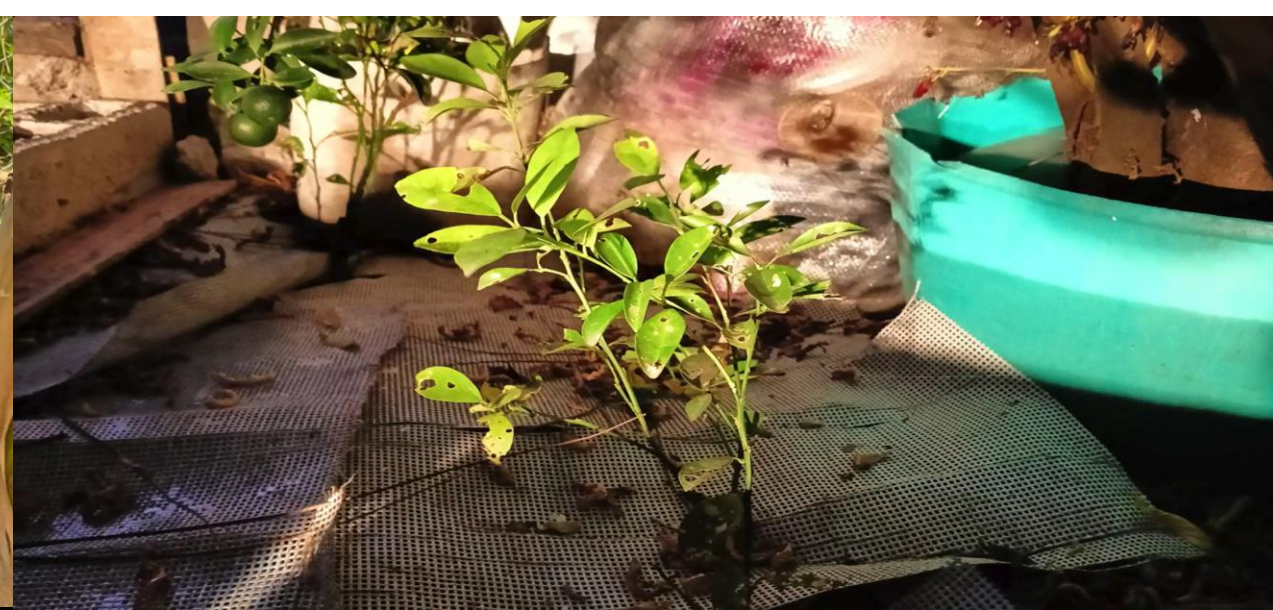
National Service Training Program











Rodriguez, Sherwin III S.  
CWTS-002/CON01  
CALAMANSI TREE  
PROGRESS VIDEO  
JUNE 17, 2025



CWTS002 | 3RD SEM | 09 JUNE 2025

HEIGHT: 49 inches / 124 cm



National Service Training Program







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## Instructional Videos for the Students of the Community 2025

During the second trimester in the academic year 2024-2025, the NSTP students conducted their first community service initiative. For the creation of instructional videos, students were required to submit a ten (10)-minute video tackling various topics from academic subjects such as Mathematics, Science and English and social trends like Health & Wellness and Crafts & Hobbies.

Through the activity, students were able to play different roles such as researchers, resource speakers, producers and editors in creating their videos. They were able to explore and exemplify their creativity and innovativeness while providing educational assistance to a wider community.

National Service Training Program





# AGHAM SAYA

KALIKASAN PARA SA KABATAAN

Ni Angela Paula Alviar  
Mula sa Mapua University



## ADDING FRACTIONS TO MAKE 1

There are 5 slices of pizza left. How many pizza does the fox eat?

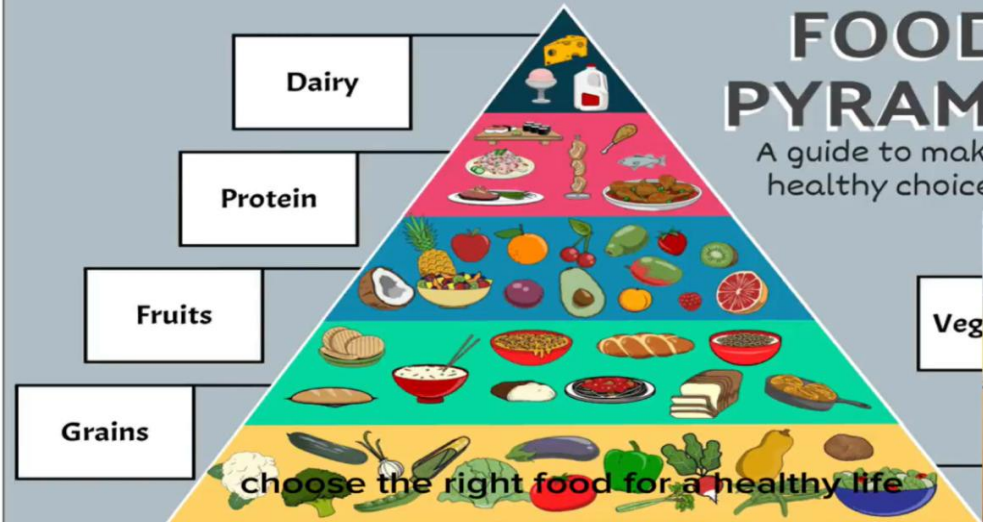
$$\frac{\boxed{\phantom{0}}}{\boxed{8}} + \frac{\boxed{\phantom{0}}}{\boxed{8}} = 1$$



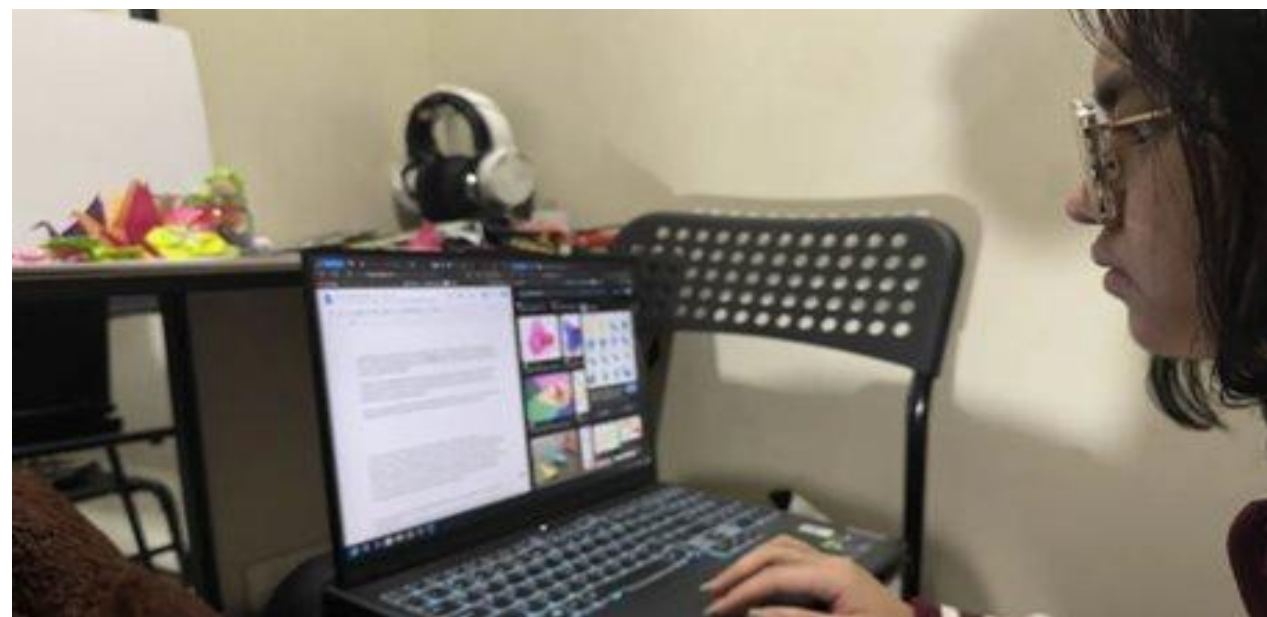
first cut the longer pieces of the green fuzzy wire

## FOOD PYRAMID

A guide to making healthy choices!





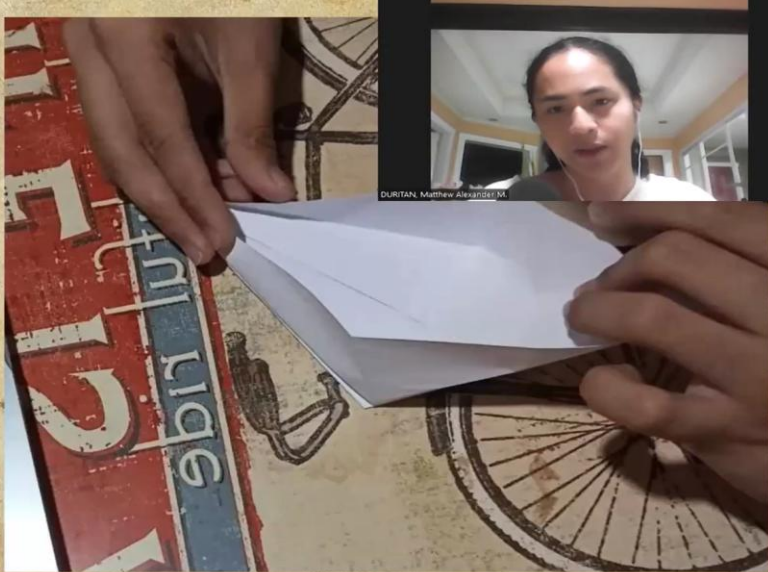


National Service Training Program





Pull out the end  
like this. It should  
look like a boat.



# + ADDITION



National Service Training Program





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## NSTP Reading Program – 2nd Trimester AY 2024-2025

For the Second Trimester of the Academic Year 2024-2025, the National Service Training Program (NSTP) Office continued the Reading Program at three (3) Elementary Schools in Pandacan, Manila - Bagong Barangay Elementary School, Beata Elementary School and Jacinto Zamora Elementary School. Through the assistance of NSTP Student Volunteers, the program aims to improve the reading skills and to overcome the difficulties in the English language of school children. The tutorial sessions were conducted either individually, small group or as a class. Attendance of the student learners (SLs) were also recorded every session.

Some of the highlights of the program for this trimester was the visit of Dr. Reynaldo B. Vea, the Chairman and Chief Executive Officer of iPeople, Inc. for class observation and a news article about the program in the Beata Elementary School publication.











National Service Training Program







National Service Training Program

