

## **BACHELOR OF ELEMENTARY EDUCATION**

# **NARRATIVE REPORT**

**AACCUP 2023**

## **PLANNING PROCESS**

The BEED program at MSU-IIT is designed to provide students with a comprehensive understanding of the theories and principles of teaching and learning, as well as the skills and competencies needed to effectively teach young children in elementary schools.



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## EXECUTIVE SUMMARY

Planning is a very significant ingredient necessary for achieving the vision and mission of any organization. A well-developed planning process bridges the gap between where we position today and where we want to go in the future. Good and transformational administrators are essential key players in establishing a well-developed planning process for the organization. A good working relationship with its members motivates in understanding clear and specific goals in the implementation of what is planned and to evaluate, to better achieve the vision and mission of the organization. Administrators provide motivation to the workforce and make them realize the goals of the organization. Just as extraordinary classrooms are led by transformational teachers, these mentors are guided with well-planned lesson plans or learning guides. Transformational administrators are guided by a well-developed planning process. A well-crafted institute development plan articulates a vision and allows all members to develop a better understanding of their role in the attainment of the institute's vision, mission, goals, and objectives. It is also congruent with the Philippine government's national development plan on the PDP 2017-2022. It seeks more growth, high trust, and a resilient society, and a globally competitive knowledge economy. Regional consultations conducted by various committees and the social development summits culminated in the 2020 Agenda: Malasakit at Pagbabago.

Here, in the Mindanao State University – Iligan Institute of Technology, Top Management is dedicated to academic excellence with a commitment to the holistic development of the individual and society. Founded in 1968 under the provision of Republic Act 5363, MSU-IIT is known for its excellence in science and technology and its passion for extensive research and community involvement. MSU-IIT is a state university where solid integration exists between local religions and cultures. The university is led by Chancellor Alizedney M. Ditucalan, supported by different offices governed by the Board of Regents of the MSU System. Highly qualified Vice Chancellors support the Chancellor with different functions.

MSU-IIT 's impact has always been towards global competitiveness. Its different programs and activities evidence this. To enhance students' access to the MSU-IIT brand of education, financial assistance programs were strengthened and improvements in providing better services for students are also evident. The rationalization of program offerings is a strategy that keeps MSU-IIT one of the top SUCs in the country. The move towards outcomes-based education bodes well for its dreams of becoming competitive internationally. In a bold move that is in keeping with its pioneering character, MSU-IIT is the first school in Mindanao to implement the shifting of its academic calendar. It maximizes the opportunities – particularly regarding those educational partnerships – offered by regional integration under the ASEAN Community 2015. By syncing its academic calendar with other universities in the region, the Institute truly positions itself to achieve Greater Heights Through Internationalization.

It also recognizes that plans and commitments are best appreciated when monitored and measured. The Human Resource Management Division (HRMD) implements the Strategic Performance Management System with the guidance of the Civil Service Commission with an emphasis on linking individual and organizational performances. The Office of the Vice Chancellor for Planning and Development (OVCPD) created a unified reporting system that satisfies the different requirements of sponsor agencies which in turn expedited the submission of consistent and accurate data. Furthermore, with the unstoppable march towards regional integration, the Institute formally lays down its plans and strategies in one document that serves as a guide in the accomplishment of its goals – the Institute Road Map. All these are results of a carefully developed planning process.



## BEST PRACTICES OF THE PLANNING PROCESS

MSU-Iligan Institute of Technology is one of the leading universities in Mindanao and in the country. The impact of the institute has always been towards global competitiveness and thus it has become a world-renowned institution for higher learning. In the past 5 years, the institute has garnered a plethora of awards and titles under its belt (msuiit.edu.ph., 2021). In 2019, the institute ranked 451-500 in the Quacquarelli Symonds (QS) World University Rankings in Asia. The Institute is also a delivering institution for CHED Faculty Development Program (FDP) and the K-12 transition program and is also a home of programs which are CHED Center of Excellence and Center of Development. The recent recognition of the institute is being able to receive the ISO 9001:2015 Certification effective June 24, 2021, and valid until June 23, 2024 (Resurreccion, P., 2021). These achievements and recognitions are considered to be the fruit of a well-developed planning process of the Institute carried through the College then to each Department and to the faculty members, staff, and the students. Well-developed planning processes which support quality assurance mechanisms are essential in achieving the vision and mission of the institution and thus the institute has conceptualized, developed, and implemented planning processes that promote a community of practice and transparency among its members.

MSU-IIT's Development Plan (2019-2023) is aligned with the *Pagbabago* pillar of the Philippine Development Plan Framework. The *Pagbabago* pillar is about effecting inequality-reducing transformation. Aiming to accelerate human capital development, it strategizes to utilize higher education as a force for social and cultural transformation as well as an accelerator of innovation and inclusive economic prosperity.

The MSU-IIT exists to contribute to the economic and social development of the country through human capital formation and knowledge generation and application by:

- Providing advanced education and training in critical areas in science, technology, engineering, agriculture, and mathematics, and establish centers of excellence in these areas to strengthen the university's sphere of influence;
- Conducting basic, applied and advanced research in various fields of specialization;
- Creating a seamless environment for research and teaching, as well as experiential learning for the students and faculty with the involvement of the business and industry thereby eliminating skills mismatch of graduates;
- Providing timely and relevant technological solutions to pressing industrial and societal problems with the involvement of faculty and students;
- Assisting in the development of technopreneurial undertakings to propel economic enterprises at the grassroots level;
- Leading the establishment and creation of new science and Technology rooted in practical solutions to global problems. ([MSP-MSU-IIT-CTO, Context of the Organization Reference](#))

The current health crisis in the global arena has brought several challenges and changes to the practices and lifestyles in the workplace, learning communities, and even in households. There have been many modifications in the way people do things to align with the health standards and protocols set by the COVID 19 Inter-agency Task Force for the management of emerging infectious diseases.





These changes have also impacted the academic community. The continuous extension and changes of community quarantine implementation have caused inevitable conditions among members in the academic community such as being uncertain and feeling distressed. Despite these states, the academic community has eventually learned to embrace the “new normal” in the present times. A [Learning Continuity Plan \(LCP\)](#) was drafted to find ways for learning to continue amidst the threat and uncertainties brought about by COVID-19 while ensuring the health, safety, and well-being of all students, teachers, and academic staff of MSU-IIT.

In the development of the Learning Continuity Plan of the Institute, inputs from the members of the Committee on Innovative Flexible Teaching and Learning composed of College Deans, Directors, Vice Chancellors, and the Chancellor in collaboration with the COVID 19 Task Force of the Institute were gathered.

One of the *best practices in the planning process of the Institute is the application of the transparency and participatory core values that integrate top to bottom level of management in the planning process.* In its planning process, the Institute engages the whole organization in the attainment of the plans and objectives of the institution. The discussion of strategic plans, dissemination of information, and how all these are carried out in a meeting with the different leaders of departments and offices. This results in better ideas, the creation of resolutions, good practices, and innovative solutions to current issues and concerns. One of the best activities made as a result of this best practice is when the institute conducted a three-day **ACADEMIC SUMMIT** with a theme “Positioning MSU-IIT as a world-class University”. In [Special Order No. 0515 S.2015-IIT](#), the list of about a hundred participants has participated in the summit. The Academic Summit is part of the strategic activity conducted by the institute to address concerns on the shift in the academic calendar from June to March to August to May, the implementation of the K-12 system in basic education, revisiting the academic programs that are over 15 years old and the ASEAN integration as posted in MSU-IIT news entitled [“Three-day academic summits opens”](#). Outputs of Academic Summits started in 2015 which culminated in the [Institute Strategic Policy Summit in 2016](#), alongside the SWOT analysis with stakeholders as an input, paved the way for the crafting of Five Year Development plan 2019-2023, a well-developed planning process following concrete process flow and all of the objectives are visibly implemented in the succeeding years.

*Several activities were also conducted to exercise participatory management such as;*

- **KAPEHAN sa IIT** which sought to provide an avenue for the Institute faculty, staff and students to discuss the pressing issues of the day;
- **Q and A Forums** which is a participation in the online discussion on administrative and finance-related processes.
- **Management Forums 4.0** aims to enhance the Institute’s accountability through greater transparency and to establish clear lines of reporting and responsibility. The Office of the Chancellor organized two Management Forums spearheaded by the Chancellor himself. These forums, which were a series of lectures on governance and leadership, provided the venue for discussion and review of Institute strategies and policies, priorities of the current administration, as well as the scope of responsibilities and duties of employees, especially those of the Institute officials. During these fora, Chancellor Tanggol steered the Institute’s overall direction to ensure that strong institutional governance is in place. The fora offered the significant impetus for capacity building and highlighted the Institute’s commitment to excellence and holistic development. As an application of good governance practices, the OC provided its personnel the opportunities for growth and development. The latest [Management Forum 4.0](#) conducted was fulfilled last Apr 20,



2021 wherein the Chancellor delivered his speech on “State of the University Address Lecture on Tools of Governance”.

The results of the planning process are used as an avenue for all departments or units to express their concerns and challenges, as parts of the audience who contribute to the crafting of proposals. This addresses the solution to such problems and challenges.

In the light of the recent challenges experienced by most educational institutions which are facing the impacts of the Covid 19 pandemic. The implementation of a good planning process plays a vital role in supporting its constituents to be resilient amidst the crisis. With the COVID 19 pandemic, the Institute’s participatory planning processes helps in the development and implementation of the Innovative and Flexible (InFlex) Learning in the transition of classes from face to face to a Remote Teaching Environment in the times of Pandemic which was spearheaded by the Chancellor himself and facilitated by the Vice Chancellor for Academic Affairs and the different offices under it. Although the concern is mainly on the academic offices, all of the concerned units were there in the planning process. Several webinar series were planned and implemented, to highlight the leadership of the **College of Education** in the planning processes such as in the redesigning of the syllabus, development of modules, learning packets, and instructional tools and innovations which is appropriate in the present modality. CED has also shared its best practices in the use of the learning management system which is the MSU-IIT Online Learning Environment or MOLE classrooms. With the engagement of the faculty members and all the concerned members of the institute, the implementation of the InFlex Learning in an RTL modality has come to fruition. These implemented plans are described in full on the [MSU-IIT Learning Continuity Plan](#).

To lead the way towards the MSU-IIT’s aspiration of becoming a research university, strategic priorities, commitments and action plans in five interrelated strategic areas have been carried out by the administration. These five interrelated strategic areas are identified as Teaching and Learning, Student Support and Services, Research, Community Engagement and Linkages, and Governance and Management. A BOR Approved [Institute Five-Year Development Plan \(2019-2023\)](#) which served as a guide for every member of the institute in the planning process from the Chancellor, the Vice Chancellors, and the relevant offices under its management, the Deans of the Colleges, Chairpersons of all the Departments under each College to the faculty members, staff and students. ***Giving clear and strategic directions is one of the best practices in the planning process of MSU-IIT.*** The Institute has a clear direction and strategic plans laid down to its constituents. These plans and targets are supported by mandates and special orders. By giving a clear direction of what is expected from its constituents, ***the Institute has also laid the foundation of support and scaffolding in the achievement of these directions and goals- which then is another one of its best practices in the planning process.*** Every five interrelated strategic areas are carried out by the main offices to its members. For example, **the Research, Community Engagement, and Linkages** are primarily under the Office of the Vice Chancellor for Research and Extension. This has several units which take care of all the necessary undertakings related to research and extension to include the Department of Research, Department of Extension, Gender and Development Center, Knowledge and Technology Transfer Office, and CHED PHERNet Center. All these offices support, develop and implement plans and directions which promote the interests or cause of the faculty, staff, and students in engaging in the research, extension, and linkages of the Institute. Through these offices, research and extension proposals are being evaluated and peer-reviewed for approval for institute funding. [Authors of research that are published in ISI or SCOPUS indexed journals are also given monetary incentives.](#) Completed research or extension projects are also considered as



[entry requirements for promotion](#) (see page 85 of the linked document). All these are results of a good planning process.

Another is the Office of the Vice Chancellor for Academic Affairs which deals with the **Teaching and Learning** area and several units are also under this office. The office oversees all the academic, curricular, and instructional engagements of both students and academic personnel, and assists in the planning, implementation, review, coordination, and monitoring of the academic policies of the undergraduate and graduate programs. It also supervises the admission and scholarship processes, students' academic records keeping, online learning platforms, library services, scholarship programs, alumni relations, and placement, and the conduct of the national service training programs in the institute. Faculty Development Programs of each College and Department are well discussed and are approved timely to support faculty development. With a well planned process of this office and communication with the Colleges, the Institute has sent a large number of scholars from 2016 to 2021. This has contributed much in terms of a strong and vertically aligned faculty force of the College and Departments. The Office of the Vice Chancellor for Student Services is one of the new offices which was created under [BOR Resolution No. 50, series of 2019](#) which was anchored on the [CHED Memorandum Order No. 09 s. 2013](#) – Enhanced Policies and Guidelines on Student Affairs and Services. The office intends to be a one stop office that will address students' concerns to work on the strategic area which is **Student Support and Services**. The office provides a set of student-centered activities and services in support of academic instruction intended to facilitate holistic and well-rounded student development. OVCSS will supervise and monitor all offices under this cluster. It will oversee all activities pertaining to students and student services that include, but are not necessarily limited to the following—scholarships; learning assistance and tutorials; guidance and counseling; student complaints; student housing (dormitories); student organizations; student discipline; and food and health services. Two major offices which are the Office of the Vice Chancellor for Planning and Development and the Office of the Vice Chancellor for Administration and Finance work hand in hand with the fifth strategic area which is **Governance and Management**. These offices support the administrative tasks, infrastructures, budgets, carry out planning, development, implementation, and evaluation of achieving the strategic areas. By the year 2015, the Office of the Vice Chancellor for Planning and Development was reorganized by the virtue of BOR No. 163 s. 2015. The reorganization established the Office of Institute Planning and Development Services, Office of International Affairs, and the Office of Quality Assurance Management Services. The establishment of these offices depicts not only the vision of the institution to **support quality assurance and well-developed planning processes**, but also its commitment and action to make it a reality. By virtue of the BOR Resolution and subsequent special orders, the development of the [Institute's Development Plan](#), [Strategic Internationalization Plan](#), and [Documented Information for Quality Management System](#) were crafted. These plans are vital aspects in the development of not just the whole MSU-IIT but also the various sectors that compose the University. It enables the identification and tracking of the University's development as of the date as well as plan for future developments by identifying Major Final Outputs (MFO1-4) and its performance indicators (PIs) and the strategic areas. These MFOs and PIs are then incorporated into each of the offices and cost centers' Work and Financial Plan (WFP) and are monitored through the Office Performance Commitment Review (OPCR). The MFOs, cascading from the top management, aligns the direction of all the offices of the institute including the strategic direction taken for each of the Colleges in the Institute. In fact, the College commitments (College Strategic Plan) are disseminated to its departments (Department Strategic Plans) and are communicated to align to each of the faculty's individual development plans (IDPs).





The Office of International Affairs spearheaded the development of the Strategic Internationalization Plan (SIP). The SIP describes the MSU-IIT's Approach to Internationalization and Global engagement by identifying the university's aspirations on the five (5) key areas of the institute's development plan, that is, the Teaching and Learning, Research and Innovation, Community Engagement and Linkages, Student Support and Services and Governance and Management. The engagements and linkages of the institute with international partners continually spur development in all identified areas. The significant growth in many areas is attributed to MSU-IIT's quest for global competitiveness.

To support the attainment of its vision, MSU-IIT commits to quality assurance. The Office of Quality Assurance Management Services, in coordination with other offices of the institute, heads the effort towards making the MSU-IIT Quality Management System conforming to the ISO:9005-2015 standards. This is to ensure that the university will continually provide, as expected and demanded by its stakeholders, quality products and services. The Quality Manual of the Institute is contained within the *Documented Information* as described: *The Documented Information of the MSU-IIT, composed of Management System Policy (MSP), the System Controls Procedure (SCP) Manual and Documented Procedures Manual (DPM), will serve as the University's first step towards establishing a quality management system and ensures that the policy, objectives, and commitment to quality are understood, implemented and maintained at all levels of its organization. The Documented Information covers both requirements by ISO 9001:2015 and those determined by MSU-IIT as necessary for the effective planning, operation, and control of its Quality Management System (QMS). It contains the different policies and commitments of MSU-IIT's Management that would demonstrate its firm resolve to conform and comply with the applicable requirements. (MSP-MSU-IIT-INTRO Introduction\_Reference, p.2-3)*

The [Management System Policy](#) describes the different sections and aspects of the Quality Management System of the MSU-IIT namely: Introduction, The Organization, System Structure, and Control, Context of Organization, Management and Leadership, Planning, Support, Operations, Performance Evaluation, and Improvement. Section 6.0 – Planning of the MSP highlights the PDCA cycle with a focus on risk-based thinking as the approach of the Institution towards effective management of the processes. This approach constitutes the overall planning structure of QMS. The Interested Parties' Internal and External Issues and Needs and Requirements serve as the Input for the PDCA Cycle and the Satisfaction of the Clients and Industries being the Output of the Process. For the Process, the Top Management oversees the Planning (Quality Policy), Operations (DPM, Risks, and Opportunities), Performance Evaluation, and Improvements (Systems Control). The [Documented Procedures Manual](#) (DPM) describes the procedures that contain the process flow/activities of the processes within the organization. These documents, alongside the [Systems Controls Procedure](#) constitute the institution's **Quality Assurance Plan**.

Finally, the MSU-IIT boasts of a robust ICT infrastructure that is key to making these processes efficient and well documented. Based on the [2015-2018](#) and [2018-2020](#) Information System Strategic Plan (ISSP), MSU-IIT has long since projected the need to facilitate institutional processes anchored on the Institute's Major Final Outputs (MFOs) (ISSP 2015 p.18, ISSP 2018 p.19). Since then, the ICT Infrastructure of the Institute has been continually upgraded and maintained. In the present time, most of the reflected targets from the ISSPs are already running with continuous feedback from the users (institute's constituents and outside clients).

To date, there are already several desktop applications and web-based applications that are utilized by major offices. For the desktop applications, there are two major apps with multiple modules: the e.SMS (Electronic School Management System) and the e.FMIS



(Electronic Financial Management Information System). The e.SMS integrates key activities from admission, course scheduling, registration/enrollment, assessment, billing, cashiering, and student records management. It is a client-server system that makes use of open-source software on its server-side, thus making its implementation very affordable even for small tertiary schools. This system, called e.SMS (electronic-School Management System), has been used in MSU-IIT since 2001. While the e.FMIS is an integrated financial management information system that facilitates the management of the scarce financial resources of the State Universities and Colleges (SUCs). Moreover, it makes information reliable, up-to-date, and immediately available to managers and decision-makers. ([Software - ICTC-Computer Facilities and Support Services \(CFSS\) | MSU-Iligan Institute of Technology](#))

[Web-based applications](#) also complement the desktop applications and altogether correspond to the conceptual framework in the ISSP 2015 and 2018. Current web-based applications include (1) MY.IIT Portal for Students, Faculty & Staff, (2) Leave Management System (LMS), (3) Work Order Management System (WOMS), (4) Decision Support System (DSS), (5) Cash Advance Monitoring System (CAMS), (6) Travel Order Monitoring System (TOMS), (7) Online Clearance System (OCS), (8) Equipment Inventory System (EIS), (9) Commission on Audit Notices, (10) MSU-IIT Documents Repository, (11) FMIS Data Visualization, (12) MSU-IIT Corporate website. Recently, a document tracking system (DTS) has also been put in place. These ICT infrastructures not only support processes, monitoring and evaluation but also increase the efficiency thereof. The establishment of these infrastructures also captures a long-term planning process from the Institute.

The clear direction of the university, being continually faithful to its mandates, stems from a well-developed planning process. The achievements of the Institution attest to the veracity of its concerted efforts in the realization of the Institute's vision, mission, objectives, college goals, and department goals as well.

Last December 22, 2022, the Board of Regents approved [MSU-IIT's 10-Year Vision and 5-Year Development Plan \(2022-2026\)](#). The new administration developed this and supersedes the 2019-2023 Development Plan. Chancellor Alizedney M. Ditucalan and the Vice Chancellors, Deans, and Directors convened last April 23-24, 2022 and June 31-July 2, 2022 to discuss and deliberate on the long-term (10 years) vision and the 5-year roadmap of MSU-IIT. To support the strategic thrusts of the MSU System, MSU-IIT lays down six vision pillars for its 10-year vision. Its long-term direction is deliberately aligned with the Philippine aspiration in AmBisyon Natin 2040 where “Filipinos will enjoy a stable and comfortable lifestyle, secure in the knowledge that we have enough for our daily needs and unexpected expenses, that we can plan and prepare for our own and our children’s future, our family lives together in a place of our own, and we have the freedom to go where we want to go, protected and enabled by a clean, efficient, and fair government.” Accordingly, as a higher academic institution strong in social science, science and technology, it is within our strategic framework to undertake programs that contribute to the achievement of the Pagtanaw 2050 goal – a “preferred future for a prosperous, archipelagic maritime nation” – one that is inclusive, educated and healthy, productive, and sustainable. These vision pillars constitute the framework for MSU-IIT’s Five-Year Development Plan (2022 – 2026).

In the same BOR Meeting, the [revised vision, mission, and core values](#) of the University were approved. The changing landscape of higher education institutions, CHED’s relentless call for internationalization, and the need to contribute intensively to attaining the Sustainable Development Goals prompted MSU-IIT to revisit its vision, mission, and core values. The vision, mission, and core values serve as guideposts that shape an organization’s actions. The



mission defines the organization's purpose and reason for being. The vision is the desired future state the organization aims to be. And the core values provide norms on how the organization will fulfill its mission and work toward its vision. A series of workshops was conducted last April 23-24, 2022 and June 31-July 2, 2022 to revisit and review MSU-IIT's mission, vision, and core values. In between and after these dates, conversations continued among members of top management to further assess and validate the outputs of the workshops. The revised vision, mission, and core values were disseminated during a [flag ceremony](#) and on the [university's website](#).

Aside from the aforementioned approved proposals to the BOR, other matters concerning financial, academic, and administrative aspects of the University, as well as confirmation and notation matters were also approved. The summary can be found on this [page](#).

### **Ensuring synergy in the system of planning at the college and departmental level**

Implementation of institute plans and directions is mostly done at the college and department level. Thus colleges must align themselves with the university's major final outputs (MFO) and key strategic areas. The Office of Institute Planning and Development Services conducts regular orientation to colleges and departments so that plans and directions of the institute are translated into actionable forms by individual employees that can be easily monitored and assessed. The process of planning at the department level involves (1) Institute's MFOs being presented at the department level for the department to create action plans; (2) The department action plan is submitted to the college dean; (3) then the Dean submits to Top Management its college plan along with its Work Financial Plan; and (4) Top Management summarizes all these plans. The same process flow is done in evaluation and monitoring where each department submits the Individual Performance Commitment Review (IPCR) and the department's Office Performance Commitment Review (OPCR) to the college dean, who, in turn, submits its college OPCR. Based on these inputs, Top Management formulates its own Office Performance Commitment Review after all responsibility centers have submitted their respective plans. The planning and review process are done periodically to ensure success. The review results from all levels become the basis for the next strategic directions of the institute, the college, and the department.

Since 2019, the departments have been involved in developing the Office Performance and Commitment Review of the college by identifying specific department commitments. With increasing familiarization with the department's involvement, clear priorities have been identified. (See [DPRE DPCR](#) and [DSME DPCR](#))

### **Consultation with stakeholders**

Key to the successful planning and implementation of the processes of MSU-IIT is its desire to provide the best services to its stakeholders and the ability to listen to their needs and concerns. This is basically because stakeholders are the essential determinants of operational success, whether they are served best by the institution or they do not feel satisfied with the goods and services being given. Thus stakeholders are always in mind in the following areas:

- a. In planning for strategic directions, stakeholders who receive MSU-IIT products and services, who may be impacted by MSU-IIT, or those who may otherwise have a significant interest in its MSU-IIT are identified and consulted.
- b. As part of the mandate of the Office of the Vice-Chancellor for Public Affairs (VCPA) where the VCPA shall assist the Chancellor in ensuring that MSU-IIT maintains good relations with its community stakeholders as it pursues its vision and fulfills its mission for social transformation.





- c. As part of the main agenda in the development of a Quality Management System (QMS) where MSU-IIT determines and provides the resources needed to implement, maintain, and continually improve the QMS to enhance stakeholders' satisfaction by meeting stakeholders' requirements.
- d. As a major requirement in the Curriculum Design, Development, and Review where MSU-IIT must ensure the translation of stakeholders' needs and requirements into detailed curriculum design outputs. These address relevance, performance, reliability, validity, and sustainability issues, as well as regulatory and statutory requirements.

### **Making curriculum planning a priority and indispensable**

The curriculum planning process of the BEED program upholds the Institute's core values of transparency and participation. Both revisions of the existing curriculum and proposal of a new curriculum are aligned with the policies, guidelines, and standards set by CHED and with the procedures mandated by the BOR-approved [Curriculum Manual](#), of which the process starts with the conceptualization of the rationale and framework of the program. For BEED curriculum revision, a periodic stakeholders' consultative meeting is conducted as a form of end-user survey. Results are utilized to determine whether the BEED curriculum is producing the intended results and whether the objectives set were achieved. Areas that need improvement or change are determined. A feasibility study is conducted to identify the needs of the stakeholders as this further determines whether the curriculum is relevant, marketable, and addresses the community's needs in the milieu.

Consistently collaborating with appropriate offices, the program implementers always see to it that the program outcomes, performance indicators, and assessments are crafted in consonance with the admission requirements and policies. The next steps include the sequencing and aligning of courses, curriculum mapping, setting the implementation scheme, laying out the budget plan, identification of human resources, facilities, and instructional materials, and development of the syllabi. There is also essential consideration to embed the department's research and extension agenda within the syllabus. Students in the program are tapped as co-researchers and co-extensionists, which is one form of experiential learning in the field of research and extension, as well as community service. All these curriculum planning activities are primarily focused on the fulfillment of the Institute's vision of being a university committed to the holistic development of the individual and society by carrying the mission of providing quality education for the development of Mindanao and the country through relevant programs in instruction, research and community engagement. The completed proposal then undergoes a deliberation process: from the department level to the college level before it finally reaches the Institute Curriculum Committee. After such approval of the completed proposal by the Institute Curriculum Committee, the said curriculum is presented and discussed in the Council of Academic Planning and then at the Institute Council. Once approved, this is presented and discussed at the University System Curriculum Committee and the University System Council. The curriculum proposal or revision is then forwarded to the Board of Regents for final approval of its implementation.

Having been prescribed in a well-developed curriculum planning process, all BEED Program endeavors have truly been anchored on realizing the Institute's threefold objectives. Firstly, the Institute aims to develop and implement training programs geared to meet the technical and skilled manpower requirements of the specific type, magnitude, and level of competence needed by existing and projected industries in Iligan City and its environs. Secondly,



it seeks to initiate and undertake projects and studies which bear on the manpower needs, industrial growth of Iligan, and other development projects, including those needed by specific industries. Lastly, as needed by the community, the Institute aims to organize and implement academic programs for developing the technical and professional manpower that will enhance and support the industrial growth of Iligan within the economic and social development plan for Mindanao.

Given the success of the well-planned curriculum, all BEED program activities contribute greatly to the College of Education's sustained status as a Center of Excellence in Teacher Education. There will never be an end to the search for an escalating level of excellence in all endeavors to meet the needs of the time.

## **THE UNIVERSITY'S PLANNING PROCESS**

The planning process is an essential element in any organization towards attaining its goals. It is the key that propels individuals to align themselves towards their institutional direction. In MSU-IIT, planning is a dynamic and participatory activity done at all levels. All constituents contribute to the planning process and they are also expected to actively pursue its implementation. The administrative offices, various cost centers, colleges, and units have their own specific planning, monitoring, and evaluation systems that are based on the general planning framework of MSU-IIT. In the College of Education, the planning process is carried out through the basic structures and units that are within its area of supervision.

MSU-IIT's effective management of the processes is achieved through the PDCA cycle with an overall focus on risk-based thinking. The planning is participatory and transparent ensuring that all components work together in a common direction. Through a consultative process, the top management sees to it that there is alignment in the strategic goals and tactical thrusts formulated at the level of the different colleges, offices, and units. The review and analysis of the key aspects is a participatory and transparent endeavor where the top to bottom level of management is involved. The identified processes include the periodic Evaluation and Monitoring as overseen by the Top Management (i.e. the Academic Planning Committee and the Administration Council).

In any organization, stakeholders are the essential determinants of operational success, whether they are served best by the institution, or they do not feel satisfied with the goods and services being given. The stakeholders are the individuals, groups or parties who have interest in the organization and the outcomes of actions.

MSU-IIT, having this vision: "A university committed to the holistic development of the individual and society", seeks to meet the needs of the populace. It can only fulfill its vision of when this mission is carried out appropriately, effectively, and efficiently: "To provide quality education for the development of Mindanao and the country through relevant programs in instruction, research, and community engagement.

For the Institute to carry out its mission, the organization has to focus on these objectives: To develop and implement training programs geared to meet the technical and skilled manpower requirements of the specific type, magnitude, and level of competence needed by existing and projected industries in Iligan City and its environs. The Institute also aims to initiate and undertake projects and studies which bear on the manpower needs, industrial growth of Iligan, and other development projects including those needed by specific industries. Furthermore, the Institute aims to organize and implement, as needed by the community, academic programs for the development of the technical and professional manpower that will enhance and support the industrial growth of Iligan within the economic and social development plan for Mindanao.



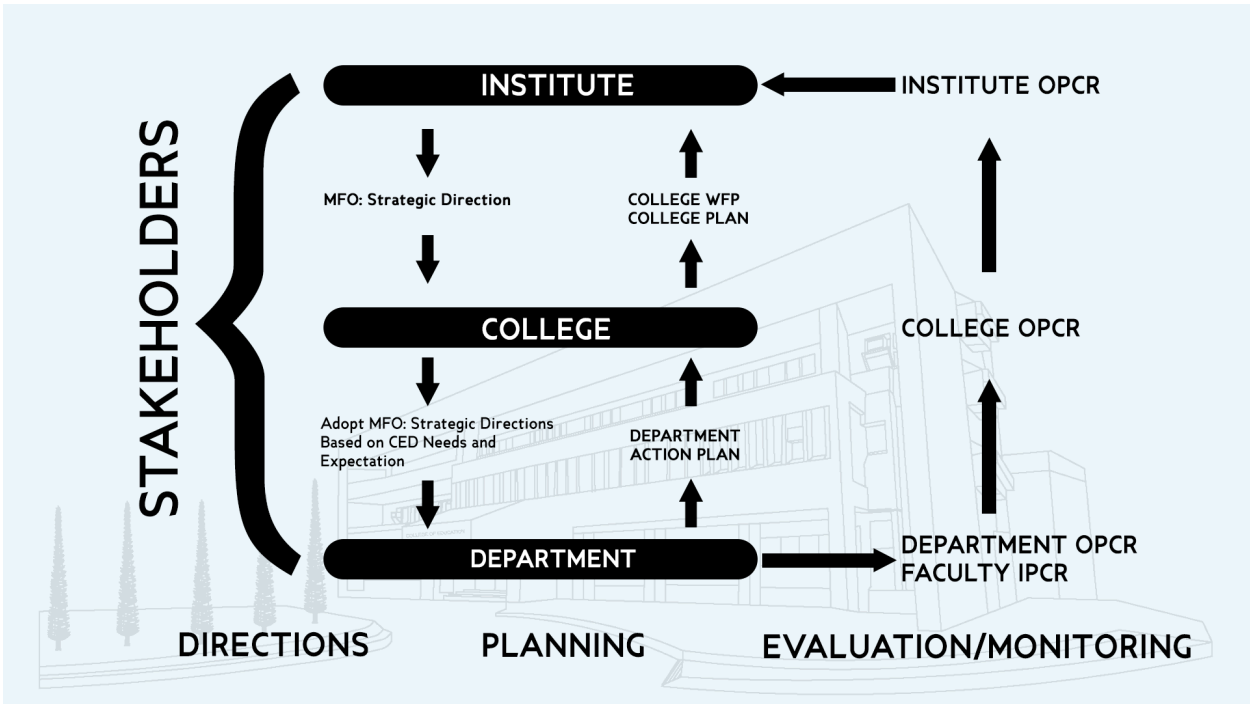


Figure 1. The flow of MSU-IIT’s planning process

Figure 1 shows the flow of the University’s planning process. Over the years, the University also upholds its core values which are: Accountability, Commitment, Excellence, Transparency, Integrity, Teamwork, and Participation. However, during the 261st BOR Meeting, the revised core values were approved. This is in consonance with the revision of the vision and mission. The core values provide norms on how the organization will fulfill its mission and work towards its vision. In this [linked document](#) (see pages 4-6), is a table that shows how the old core values were subsumed into the new core values, which are: honor and excellence, service and compassion, and resilience and innovation.

Bearing in mind that all purposeful activities redound to benefit the stakeholders, it is but proper to start with this baseline in the implementation of the Institute’s Major Final Outputs (MFOs) and Strategic Direction, carried out by the different colleges, and supported by the faculty, staff, and students in each department, academic unit, and administrative office. From the stakeholders’ needs, focus on a continuing planning, monitoring, and evaluation tasks goes up to the respective departments of the college.

In a cycle, directions are followed in such a way that an orderly and scientific flow of activities is carried out by each department. Plans are based on the Institute’s Major Final Output (MFO) and Key Strategic Areas. It goes down to the college level who adopts Institute MFO based on CED needs and expectations. These MFOs are brought down to the department level from which the department action plans are positioned. The department action plan is submitted to the college dean whose office submits to Top Management its college plan along with its Work Financial Plan.

In the evaluation and monitoring process, each department submits the Individual Performance Commitment Review (IPCR), and the department’s Office Performance Commitment Review (OPCR) to the college dean who, in turn, submits its college OPCR. Based on these inputs, Top Management formulates its own Office Performance Commitment Review, after all responsibility centers have submitted their respective plans. The results of the review from all levels will be the basis for the next strategic directions of the institute, the college, and

the department. This planning process is periodically evaluated and monitored to ensure success in the operation of the organization.

The Institute has set a milestone in its planning process especially after the 2015 Academic Summit that gave way to a Five-Year Development Plan. Five strategic directions were defined and served as the basis for the 2019-2023 five-year development plan. These are focused on: five interrelated strategic directions which are Teaching and Learning, Research, Community Engagement, and Linkages, Student Support Services, and Governance and Management.

As previously mentioned, MSU-IIT has a new Five-Year Development Plan (2022-2026) that supersedes the 2019-2023 Development Plan. With this is also the implementation of the approval of the revised [Strategic Performance and Management System \(SPMS\) Framework and Guidelines](#). In the revision are the following:

- change of MFO terminology to OO (Organizational Outcomes) and additional definition of terms
- included in the SPMS Concept is the adaption to the current context of the pandemic, pursuant to CSC MC No. 1 and the GAD principles
- redefined the key players duties and responsibilities
- included a timeline of the MSU-IIT SPMS Cycle
- changed the SPMS Calendar of Activities
- shifted to KRAs and KPIs as bases for performance assessment
- provided examples of KRAs and KPIs for both faculty and staff
- included the Performance Review and Evaluation Matrix
- changed the Rating for Faculty with Designation and without designation
- edited the definitions of Performance Measures
- edited the sub-sections on Target Setting, Performance Monitoring and Coaching, Performance Review and Evaluation
- edited the Rating for Non-Teaching Personnel
- new OPCR, DPCR, and IPCR templates

## **PLANNING**

### **STRATEGIC DIRECTION**

MSU-IIT has reviewed and analyzed key aspects of itself and its stakeholders to determine the strategic direction of the organization. This involves:

- Understanding its core products and services, and the scope of the quality management system (QMS).
- Identifying stakeholders who receive its products and services, who may be impacted by them, or those parties who may otherwise have a significant interest in its organization.
- Understanding internal and external issues that are of concern to MSU-IIT Context of the Organization and its interested parties; also identified in the document Relevant Interested Parties Issues Log. Many such issues are identified through an analysis of risks facing either MSU-IIT or the interested parties. Such issues are monitored and updated as appropriate and discussed as part of management reviews.

This information is then used by top management to determine the organization's

strategic direction. This is defined in records of management review and periodically updated as conditions and situations change.

### The Overall Planning Framework

The Institute’s strategic plan is grounded on a clear understanding and articulation of its mandate, as stated in the Republic Act 5363. The institute’s mandate defines its mission and guides its goal-setting. Its capacity to fulfill its mandate is anchored on its organizational excellence—ability to set the enabling mechanisms—massive infrastructure, highly equipped workforce, conducive organization structure, supportive policy environment and sustainable finance.

As the institute fulfills this mandate, MSU-IIT is dedicated to academic excellence with a commitment to the holistic development of the individual and society. The institute is known for its excellence in science and technology and its passion for extensive research and community involvement.

Effective management of the processes is achieved through the *Plan-Do-Check-Act cycle (PDCA Cycle)* with an overall focus on risk-based thinking.

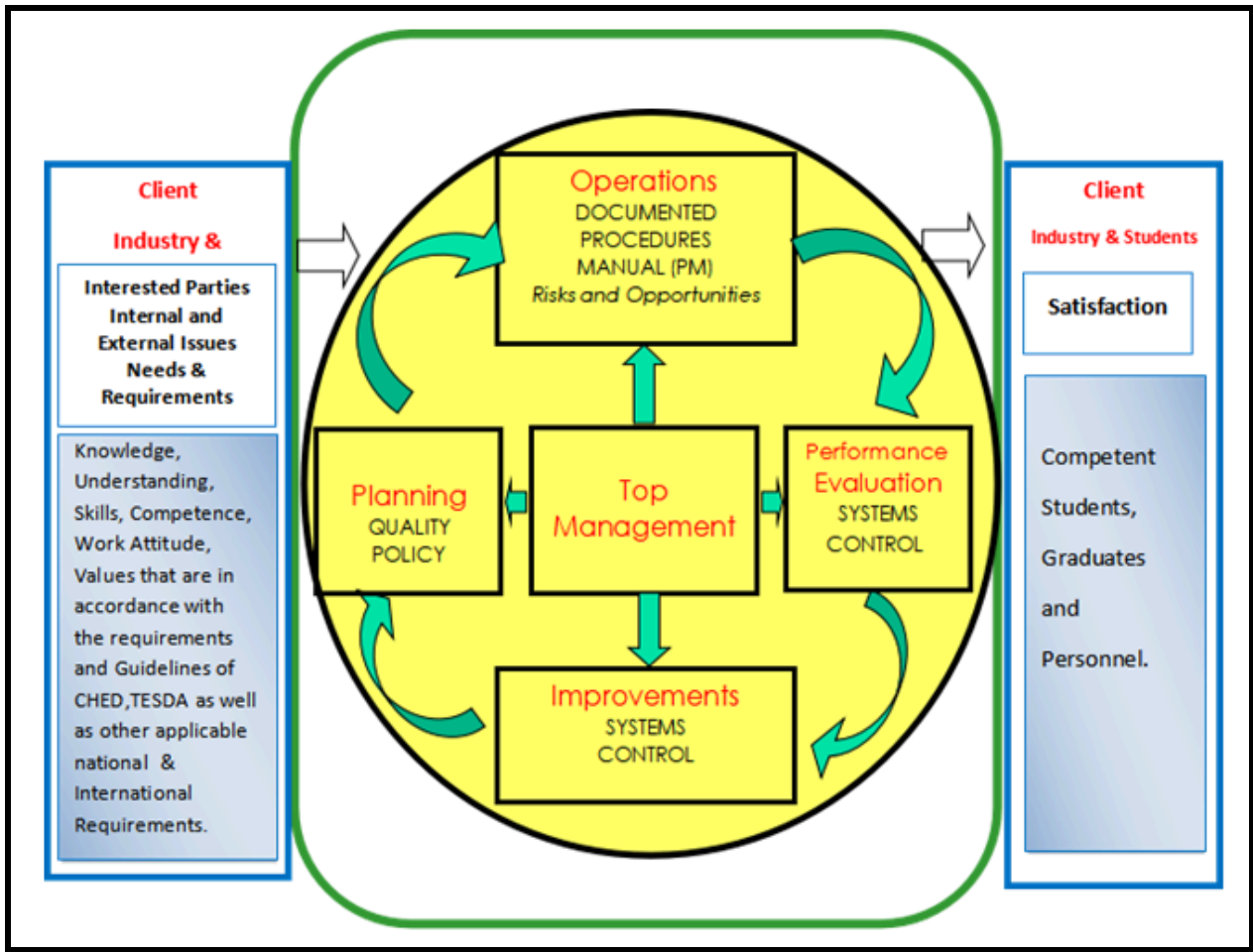


Figure 2. The PDCA Cycle of MSU-IIT’s Quality Management System

The process approach specifically takes into consideration the interactions between inputs and their sources, activities, and outputs and their receivers as possible controls and checkpoints to monitor and measure performance.





## RISKS AND OPPORTUNITIES

MSU-IIT defines “risk” as a negative effect of uncertainty, and “opportunity” as a positive effect of uncertainty. MSU-IIT has identified risks to every process with its applicable controls/mitigation depending on the severity and likelihood. Formal risk management may not be utilized in all instances; instead, the level of risk assessment, analysis, treatment, and record-keeping will be performed to the level deemed appropriate for each circumstance or application.

MSU-IIT considers risks and opportunities when taking actions within the management system, as well as when implementing or improving the management system; likewise, these are considered relative to services. Risks and opportunities are identified as part of the “Context of the Organization” defined in the Context of Organization procedure, SCP-MSU-IIT -CTO, as well as throughout all other activities of the QMS.

Risks and opportunities are managed in accordance with the document, Risk and Opportunities Management, SCP-MSU-IIT-ROM. This procedure defines how risks are managed in order to minimize their likelihood and impact, and how opportunities are managed to improve their likelihood and benefit.

The Risk and Opportunities Management, SCP-MSU-IIT-ROM in the System Controls Procedure, registers the risk and its controls/mitigations. Risk Factors (Likelihood x Severity) are taken from the identified risks in order to be monitored and will be taken an action.

An action plan is required based on the result of the Risk Factor. A Risk Factor greater than or equal to Medium (M) requires an action plan, which will be monitored every quarter or as deemed necessary. Risk Factor below Low (L) will no longer require an action plan, however, monitoring will still be conducted. If a Low Risk Factor is constantly appearing or happening in any of the processes, the QMC shall recommend an Action Plan.

## PROCESS CONTROLS AND QUALITY OBJECTIVES

The organization has established quality objectives at relevant functions and levels, considering its risks and opportunities. These objectives shall be:

- consistent with the quality policy
- measurable
- monitored
- communicated; and
- updated as appropriate.

Each process has at least one objective which is a statement of the intent of the process. Each objective is supported by at least one “metric” or performance indicator (PI) which is then measured to determine the process’ ability to meet the quality objective. The specific quality objective for each process is defined in the Strategic Performance Management System.

Metrics data are measured and gathered by process owners or other assigned personnel and are submitted to the Performance Management Team (PMT) and presented to the top management during Management Review.

These data are analyzed by the top management to set goals and make adjustments for the purposes of long-term continual improvement. A review of the performance of these objectives is recorded in the Management Review minutes.

Metrics data are measured and gathered by process owners or other assigned personnel and are presented to the Administrative Committee, Administrative Council, and Board of Regents during Management Review (i.e. Mid-Year and Year-End Accomplishment Report and Planning Workshop). These data are analyzed by the Administrative Committee to set goals and make adjustments for the purposes of long-term continual improvement. A review of the performance of these objectives is recorded in the Management Review Minutes and Proceedings.

When a process does not meet the objective or a problem is encountered within a process, the corrective action process is implemented to resolve the issue.

## **PLANNING OF CHANGES**

### **Change Management**

When MSU-IIT determines the need for changes to the QMS or its processes, these changes are planned, implemented, and then verified for effectiveness. Documents are changed in accordance with the Control of Documented Information Procedure.

### ***Changes to Processes***

1. Management system processes will undergo changes, typically when:
  - Improvement opportunities have been identified, typically to improve process effectiveness;
  - Nonconformities within a process are identified and require corrective action;
  - Conditions in the organization change, requiring a process to be updated.
  - New processes are added which impact on existing processes, requiring changes;
  - Customer requirements result in a need to change processes;
  - Any other reason determined by management.
2. In such cases, the process must be changed in a controlled manner to ensure proper authorization and implementation of the changes.
3. At a minimum, process changes shall include the steps herein:

The request for a process change shall be documented, typically using Document Change Request (DCR) form as per documented procedure, Control of Documented Information (SCP-MSU-IIT-CDI). The justification for the change shall be recorded.

- The change shall be reviewed by appropriate management, including the Quality Management Coordinator and the process owner responsible for the process. Changes must be approved prior to implementation.
- The appropriate process definition and its document title will be updated to reflect the change. This document will undergo review and approval per the Control of Documented Information procedure, SCP-MSU-IIT-CDI. The revision indicator of the document process will be incremented, and the nature of the change recorded.
- To follow-up for verification, the Quality Management Coordinator (QMC) or the QMS Secretariat shall seek to ensure the change has had the intended effect, and/or has improved the process. If not, the change may be rolled back or a new change made to correct

any new issues that arise as a result of the change.

### ***Changes to Process Outputs***

1. The methods for changing process outputs are typically defined in the documented process. Where a process output is a document, the rules for changing documents above shall apply.
2. Formal changes to process outputs will be used when the change is significant. Minor changes may be made without formal control, however the decision on what constitutes a significant vs. minor change must be agreed upon by those involved in the change. If a customer indicates a change is significant, this will be the basis for any internal decision.

### ***Changes to Documentation***

1. Management system documents undergo changes when there is a need to revise them.
2. Changes to documentation are done in accordance with the procedure, Control of Documented Information (SCP-MSU-IIT-CDI).

### **The Organizational Structure of MSU-IIT**

The general mandate of MSU-IIT as a higher education institution emanates from its charter, the Republic Act Number 5363 July 12, 1968, which changed the name of the former Northern Mindanao Institute of Technology (NMIT) into Iligan Institute of Technology and integrating it into the Mindanao State University (MSU) System. On March 12, 1975, the MSU Board of Regents in its 62<sup>nd</sup> Meeting approved the BOR Resolution No. 894 Series of 1975 making the Iligan Institute of Technology the first autonomous unit of the MSU System. Since then, MSU-IIT, has grown into a distinguished higher education institution of Mindanao providing quality services in instruction, research, and extension for the total and sustainable development of Mindanao.

The College of Education was established in 1985 by virtue of the MSU Reorganization Plan approved by BOR Resolution No. 18 s. 1984 s.o. no. 885. It has four departments namely: Department of Science and Mathematics Education, Department of Physical Education, Department of Technology Teacher Education, and Department of Professional Education. It supervises its laboratory school, the Integrated Developmental School, a secondary school that

currently offers Senior High School. The Chairpersons of the four departments, the principal of the Integrated Developmental School, and the designated coordinators compose the College Executive Council that is tasked to conduct the planning activities whether on a long-term or short-term basis.

The entire planning process is philosophically guided by the university's mandate and specifically the Institute's vision, mission, goals, and objectives. The MSU Board of Regents (BOR) constitutes the authoritative body that provides the direction of the entire MSU System. The Chancellor as the head of the Institute is a member of the BOR. The Vice-Chancellors and Campus Secretary are also attending the regular meetings of the BOR.

The university BOR and the MSU-IIT top management observe a democratic and participatory process of planning following proper channels of communication. Proposals for

major activities or projects at the College or Institute level have to be drafted and deliberated by the department or unit. It will then be submitted to the College or cost center level for further discussion. Then, it will be submitted to the proper channel at the Institute level for deliberation at the Institute Council and the Academic Planning Council (APC). When the proposals are deemed acceptable at their level, then these will be submitted to the BOR for approval. Upon the BOR's approval, it will then be communicated from the Chancellor's Office and will be executed at the concerned College or cost center.

As the need arises, there are some changes that are introduced in the MSU-IIT organizational structure to make it more relevant to the current demands vis-à-vis government mandate and internationalization.

The organizational chart of MSU-IIT (Annex "L- 4 & 5") as approved by the MSU Board of Regents stipulated in Resolution No. 134, S. 2006 dated July 12, 2006, created the MSU-IIT Bids and Awards Committee Secretariat Office.

The organizational chart of the College of Education is being stipulated (Annex O-4) in BOR Resolution No. 279, S.2009 dated October 12, 2009. Such BOR resolution stated the approval of the full implementation of BOR Resolution No. 147, S.1992, incorporating the Integrated Developmental School with the College of Education. This is in consideration that the Integrated Developmental School as a secondary school serves as the laboratory school of the College of Education.

Since the approval of the Institute's Organizational Structure in 2009, certain offices were proposed and approved by the BOR; thus were added. The following are the Office of Publication and Information (Resolution No. 297, S. 2012), Quality Assurance Management Service (QuAMS) Office (Resolution No. 23, S. 2015), and the Office of International Affairs (Resolution No. 112, S. 2015).

## **1. The Academic Council and the Administrative Council**

Planning process and management of the Institute flow through the channels that exercise pertinent functions and responsibilities. From the level of the top management down to the cost center heads, plans are formulated and executed with the supervision of the following bodies:

### **2.1. The Administrative Council: Composition and Functions**

The members of the Administrative Council are the heads of the following offices: Human Resource Management Office, Health Services Unit, Physical Plant Division, Security and Investigation Division, Budget Office, Accounting Office, Cashiering Office, Purchasing Office, Supply and Property Management Office and IGP Governing Board.

### **2.2. The Academic Council: Composition and Functions** (University Code of the Mindanao State University System Revised Feb. 2002)

## **Article 7. Campus University Council**

**Section 75. Composition.** There shall be in each autonomous campus a University Council consisting of faculty members of the units at least with the rank of Assistant Professor. The Chancellor shall be the chairman of the Campus Council.



**Section. 76. Powers. The Campus University Council shall:**

- a. prescribe the course of the study, subject to the guidelines set by the University System Council, and the Board of Regents;
- b. fix the requirements for the admission to any college of the campus, subject to the minimum system wide requirements;
- c. fix the requirements for graduation and the granting of degree, subject to the minimum system-wide requirements;
- d. recommend to the Board of Regents through the University System Council students or other persons to be recipients of degrees, including honorary degrees;
- d. exercise disciplinary power over the students, through the Chancellor or its appropriate Committees, within the limits prescribed by rules of discipline approved by the Board of Regents;
- e. recommend research and extension policies, programs and priorities subject to the evaluation by the University System Council.
- f. Recommend guidelines for appointment and promotion of members of the faculty adopt and amend rules for the transactions of its business consistent with the provisions of the Charter.

**Art. 85. The Executive Committee of the Campus Council**

There shall be an Executive Committee of the Campus Council to be composed of the Chancellor as Chairman, the Vice Chancellors, Deans and Directors of degree-granting units, the Campus Registrar, Campus Secretary, and three other members to be elected at large by the Council from among its members for a term of one (1) year without prejudice to re-election for another year. No elective member shall serve for more than two (2) consecutive years.

**Section 83. Functions of the Executive Committee\***

The Executive Committee shall (a) recommend academic policies; (b) deliberate and recommend policies concerning students; (c) act on matters expressly delegated to it by the Council; and, (d) act in an advisory capacity to the Chancellor in all matters for which its advice is sought.

\*The Executive Committee is composed of the following:

- Chancellor of the Institute – Chair
- Vice Chancellor for Academic Affairs – Vice Chair
- Vice Chancellor for Research and Enterprise
- Vice Chancellor for Finance and Administration
- Vice Chancellor for Planning and Development
- Vice Chancellor for Students Services
- Vice Chancellor for International Affairs
- Vice Chancellor for Public Affairs
- Deans of Colleges
- Principal of the Integrated Developmental School
- Acting Registrar
- Institute Librarian
- Director, Department of Student Affairs

Admission Officer  
Director, Planning, Evaluation, and Monitoring Office  
Director of Computer Center  
President, FU (Faculty Union)\*\*  
President, ANTEU (Academic Non-Teaching Employees Union)  
President, KASAMA (Institute Student Organization)

\*\* The President of the Faculty Union represents the faculty members of the Institute in the APC.

The same individuals comprise the [Academic Planning Committee](#), however, the Vice Chancellor for Academic Affairs sits as the Chairperson of the said committee.

***The University Graduate Education Council (UGEC)***

The UGEC undertakes the review and evaluation of existing graduate programs in the University, as well as to recommend innovations in the pursuit of graduate education, including the revision, offering, and termination of certain graduate programs. It is composed of the Vice Chancellors for Academic Affairs and the Deans of heads of Graduate schools or units of autonomous campuses.

**Flow Chart of the Channels of Organizational / Administrative Communication**

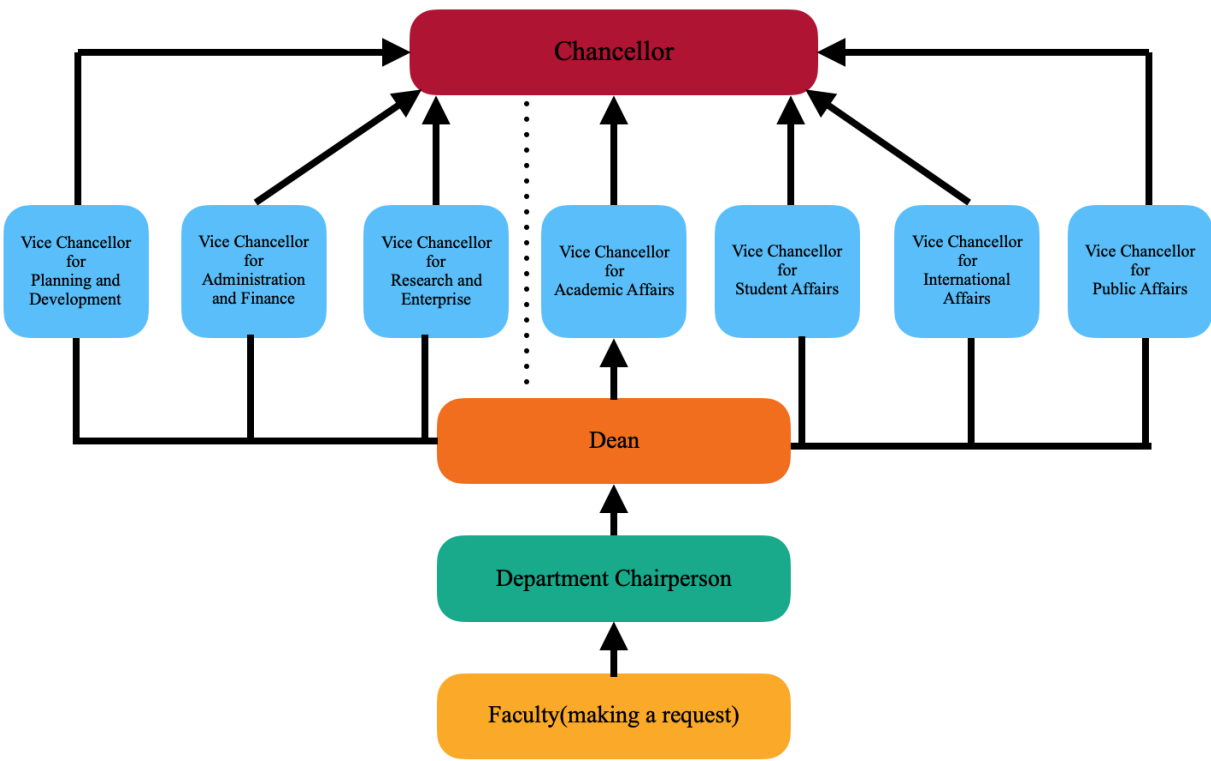


Figure 3. Communications Going Up the Academic Structure

Colleges of the Institute are directly under the supervision of the Chancellor. However, when it comes to communications, proper channeling is observed. For example, a faculty making a request to the Chancellor courses said request through the Department Chairperson, Chairperson makes recommendations to the Dean; Dean does the same through any of the Vice Chancellors, and the Vice Chancellor concerned recommends to the Chancellor. The final decision on the request or proposal is in the office of the Chancellor.

Communications reaching the college from the Chancellor come in the form of a memorandum circular, memorandum order, or special order. The Vice Chancellors for Academic Affairs, Research and Extension, and Finance and Administration also issue memoranda, special orders, or letters regarding matters of their respective concerns.

#### **2.4. Function, Duties, and Responsibilities of the Program Officials (Line and Staff)**

The implementation of plans toward the attainment of goals of the Institute depend solely on the exercise of duties and responsibilities of the officials, administrative personnel, and staff, as well as the faculty. In doing so, they are guided by their job description.

##### *The Chancellor*

The Chancellor shall perform the following functions:

- a. prescribe rules for the governance of the autonomous campus consistent with its purposes and the policies and rules laid down by the Board of Regents;
- b. submit to the President for approval by the Board of Regents degree programs, rules of discipline, and awards of degrees and diplomas as well as academic matters as recommended by the Campus Council. Other curricular matters shall be submitted to the President for approval;
- c. awards or grants fellowships, assistantships, study leaves, and scholarships to students, faculty, and other campus personnel in accordance with the policies and rules prescribed by the Board of Regents;
- d. maintain links with other units of the Campus to ensure fruitful academic cooperation and maximize the use of human and physical resources;
- e. act on requests of campus personnel for permission to accept training grants, fellowships, scholarships, assistantships, or invitations to conferences sponsored by outside agencies or organizations;
- f. acts in accordance with the policies provided the Board of Regents on the following matters with respect to campus personnel – (1) teaching and other involvement in other institutions; (2) service schedule; (3) study privileges; (4) detail; (5) official travel; (6) leave; (7) transfer from teacher's leave to cumulative leave; (8) dropping from the service; (9) resignation; (10) retirement;
- g. designate or recommend for appointment qualified persons to fill vacancies, PROVIDED, that recommendation for initial appointment to the faculty shall come from the department concerned, subject to the rules laid down by the Board;
- h. recommends promotions of faculty members based on a promotion scheme approved by the Board;
- i. designates on an additional assignment basis and subject to policies laid down by the Board of Regents, the following: (1) directors of subunits, except those of national institutes who the President of the University shall appoint; (2) associate or assistant deans; (3) college secretaries and department chairmen; (4) program or project directors or coordinators; and (5) all other officers below the level of the head of principal units;
- j. invites scholars of eminence and other persons who have achieved distinction in some learned profession or career, to deliver lecture or series thereof, and for this purpose, the Chancellor may authorize honoraria for such service or services;
- k. exercise supervision, through the deans and other appropriate campus officials, over student councils, other students organizations, extracurricular activities of students, subject to the rules and regulations prescribed by the President or by the Board of



Regents;

- l. assign cars, or other vehicles, for official use of University Officials and other personnel, and grants transportation allowance in accordance with laws and policies and rules of the Board of Regents;
- m. negotiates, obtains or receives grants, gifts, and donations, and administers the same for the benefit of the autonomous campus, PROVIDED, that the acceptance of donations of equipment, installation, operation, or maintenance
- n. prepares and recommends to the President for approval of the Board of Regents the Budget of the autonomous campus;
- o. submit to the President an annual report on the operations of the autonomous campus and such other reports as the latter may require;
- p. performs other functions provided elsewhere in this Code or specially authorized by the Board of Regents or delegated or assigned President.

### *The Vice Chancellor for Academic Affairs*

The Vice Chancellor for Academic Affairs shall perform the following functions:

- a. supervise the academic colleges, schools, institutes, centers or units, academic support service unit;
- b. coordinate the formulation, planning, development and implementation, monitoring and review of policies, programs, systems and standards about instructional, curricular, research, extension, student, academic personnel and library matters of the campus;
- c. perform such other functions as the chancellor may assign.

### **OVCAA functions as the umbrella of the following offices:**

1. *Center for General Education of MSU-IIT*

The Center for General Education of MSU-IIT (CGEM) shall coordinate, continually review, innovate, and conduct research on the General Education Courses (GEC) in support of the academic mandates of the university.

2. *Center for Advanced Education and Lifelong Learning*

Center for Advanced Education and Lifelong Learning (CAELL) caters to the delivery of the graduate programs of the University.

3. *Office of the Institute Registrar*

The Office of the Institute Registrar manages the registration of students in coordination with the different colleges of the institute. The office keeps, maintains, and safeguards the students' academic records, prepares the institute academic calendar and provides services to students and alumni clients' requests through the issuance of students' academic records.

4. *Center of Pedagogical Innovations*

Formerly MSU-IIT Center for e-Learning (MICeL), CPI is a semi-academic unit that envisions to innovate a culture of excellence in teaching and learning across the whole spectrum of the teaching-and-learning ecosystem.

5. *Office of the Institute Librarian*

The Office of the Institute Librarian is in charge of the acquisition of library resources and collections both printed and online, conducting hands-on training in





the use of online databases.

6. [Office of Admissions, Scholarships, and Grants](#)

The Office of Admissions, Scholarships, and Grants ensures the conduct of the MSU-SASE testing and efficient implementation of the various scholarships and financial assistance programs the institute offers. This is to guarantee that world-class and quality education is accessible to all aspiring college students.

7. [Office for Alumni Relations and Placement](#)

The Office for Alumni Relations and Placement caters to the needs of the graduating students and institute alumni through job placements, the conduct of job fairs, tracking and registration of the institute alumni, and the creation of alumni chapters both local and international.

8. **Office of the National Services Training Program**

The Office of the National Services Training Program caters to two courses in the institute: Reserve Officers Training Course (ROTC) and the Civic Welfare Training Course (CWTS).

[The Vice Chancellor for Research and Enterprise](#)

Formerly Vice Chancellor for Research and Extension, the [Office of the Vice Chancellor for Research and Enterprise \(OVCRE\)](#) is the unit tasked to stimulate, assist, fund, manage, coordinate, evaluate research projects, and the publication of research outputs of the academic and nonacademic personnel of the Institute. Its other activities also include initiating research-based extension projects and establishing linkages with research funding institutions and support agencies/organization.

The composite structure of the OVCRE consists of the following:

[Department of Research](#)

The Department of Research (DR) is the office tasked to promote, manage, monitor, and evaluate the research undertakings of the Institute.

[Knowledge and Technology Transfer Office](#)

The Knowledge and Technology Transfer Office (KTTO) is the channel through which the two important components of the innovation process, the technology developers and the technology seekers, can connect and accomplish technology transfer processes. The office will facilitate the exchange of knowledge and technology by fostering, promoting, and enabling university-industry interactions. The KTTO will be the central resource and support hub for researchers and external partners. It is an office that is responsible for IP protection, IP technology transfer, IP commercialization and IP management.

[Technology Application and Promotion Unit](#)

The Technology Application and Promotion Unit (TAPU) is the marketing and promotion arm of the Office of the Vice Chancellor for Research and Extension (OVCRE) in the transfer and commercialization of appropriate technologies. The Unit is mandated to promote and hasten the effective transfer of appropriate technologies that will promote development by building up expertise and capability of stakeholders through training and extension of technical assistance.



### *FabLab MSU-IIT*

FabLab MSU-IIT aims to be the venue where researches of this knowledge domain can craft prototypes of their designs. Through its equipment, FabLab MSU-IIT also aims to assist in the product development of science and technology researchers as well as the small and medium enterprises in the region. With its mission statement summarized by "Prototyping and Collaborating Ideas", FabLab MSU-IIT envisions to be an innovation system that transforms ideas for value creation and wealth generation.

### *iDEYA: Center for Technopreneurship Innovation*

iDEYA is the first technology business incubator in Mindanao funded by DOST-PCIEERD that aims to create a progressive entrepreneurial ecosystem through various community building activities and technology-based business support services to enable budding entrepreneurs in the region to fulfill their startup dreams.

### *MSU-IIT Center for Resiliency*

The Mindanao Center for Resiliency (MCR) serves as the Institute's coordination and knowledge-generation center for Disaster Risk Reduction and Management (DRRM) and Climate Change Adaptation (CCA) concern (BOR Res. No. 286 s. 2014). The Mindanao Center for Resiliency (DRRM-CAA) is under the supervisory guidance of the Vice Chancellor for Research and Extension of the Institute and the designated Center Coordinator

### *CHED-Philippine Higher Education Research Network (PHERNet) Center*

As a PHERNet Center, MSU-IIT will conduct basic and applied, interdisciplinary research aimed at intellectual property generation in its known fields of excellence and on the priority areas identified in the National Higher Education Research Agenda – 2 (NHERA – 2); initiate collaborative research and development (R&D) with foreign counterparts/ regional or area partners and act as major linkage to international programs; participate in innovation cluster (government-industry-academe) collaborative activities; and provide high quality post graduate education and training environments for researchers.

### *The Vice Chancellor for Administration and Finance*

The Office of the Vice Chancellor for Administration and Finance (OVCAF) sees to it that all its programs and projects are aligned with the vision and mission of the institute. Thus, it continues to uplift the morale of the administrative personnel by making sure that they are sent to different seminars, training, and conferences that cater to their individual expertise and qualifications. The office is very supportive of the individual programs of all the cost centers under it. It backs up whatever projects are undertaken by each.

The Vice Chancellor for Administration and Finance shall perform the following functions:

- a. formulate and recommend, plan and implement, monitor and review, and coordinate campus – oriented policies, programs, systems and standards

- pertaining to resource administration;
- b. formulate and recommend, plan and implement, monitor and review, coordinate and integrate fiscal policies pertaining to accounting, cashiering, procurement, supply and property management, and purchasing matters.

Offices under the administrative control of the OVCAF

- Office of the Director for Finance
- Office of the Director for Administration
- Office of Business Affairs
- Office of the Budget Management
- Cashiering Division
- Human Resource Management Division
- Accounting Division
- Physical Plant Division
- Supply and Property Management Division
- Procurement Services Division

The Vice Chancellor for Administration and Finance heads the [Financial Planning Committee](#) (formerly Fiscal Advisory Board). The committee is composed of all Vice Chancellors, Budget Director, Finance Director, Campus Secretary, Faculty Union Representative, Staff Union Representative, and Student Representative. The functions and duties of the committee are as follows:

1. To advise and assist the Chancellor in formulating the financial plan of the University;
2. To develop and evolve financial projections based on the long-term University plan;
3. To formulate premised guidelines for the budget based on approved financial projections and objectives and priorities as contained in the plans;
4. To review annually the long-term plan on financial matters and propose the necessary changes;
5. To conduct budget hearings and allocate the programmed amount to the various sectors of the University; and
6. To submit all Finance Agenda items to the Board of Regents, provided that it has been priorly recommended by the FPC for the approval of the Office of the Chancellor

**[The Vice Chancellor for Planning and Development](#)**

As the world hurtles with the upscaling changes in local and global academic market, MSU-IIT gives full attention to excel in providing quality education in the areas of Mindanao. As a chartered campus, it has given rise to new opportunities and concomitant challenges. Under the Mindanao State University System (MSUS) Code of Governance, Article 105.1, Chapter 9, provides, among others, for the creation in each autonomous unit of the Office of the Vice Chancellor for Planning and Development, “subject to the size and level of institutional development of the campus.” This office shall be responsible to the Chancellor “in the supervision and conduct of all campus planning and development efforts.” Evidently, the Institute has long been entitled to such an office, especially in view of the need in the Institute for better implementation, monitoring and assessments of its numerous programs, projects, and policies, as well as for more quality assurance initiatives and proactive planning and



development efforts.

As with any successful educational program, MSU-IIT has involved a number of levels of planning, development, implementation, monitoring, assessments of its numerous programs, projects, policies, improved quality assurance initiatives and other development efforts. With its present scenario to “respond effectively to changing needs and conditions of the nation through a system of educational planning and evaluation,” thoughtful planning provides MSU-IIT constituents active involvement in the educational enterprise with some measure of control over the future.

***The Vice Chancellor for Planning and Development shall perform the following functions:***

- a. support the Institute in maintaining standards and continuously improve quality while meeting the increasing demand for higher education;
- b. assist the Institute in the preparation and negotiation of externally funded projects, monitors the implementation of such projects, and provides reports to funding agencies;
- c. responsible for the development of the Institute’s capital plan;
- d. define the long-range physical vision of each university campuses;
- e. develop the initial scope site selection and programming of major university projects;
- f. interfaces with international, national, and local agencies regarding environmental and cultural resource stewardship and coordination of range planning activities;
- g. monitors and makes recommendations concerning the institute’s and academic staff development provision;
- h. advises the Chancellor on quality issues in the Institute;
- i. prepares an annual report in the Institute;
- j. leads the development and oversee the implementation of university – wide basis policy in quality assurance;
- k. leads, coordinates, and supports quality assurance and enhancement policies and practices and to their implementation and monitoring across the Institute, and where appropriate, in collaborative partner institutions;
- l. contributes to the identification, development, and promotion of the Institute’s aims and objectives in the Strategic Plan;
- m. assists in capital development, specifically in the raising of financial resources for grants and endowments covering professorial chairs, scholarships, physical facilities and other needs of the Institute.

Under the Mindanao State University System (MSUS) Code of Governance, Article 105.1, Chapter 9, provides, among others, for the creation in each autonomous unit of the Office of the Vice Chancellor for Planning and Development, “subject to the size and level of institutional development of the campus.” This office shall be responsible to the Chancellor “in the supervision and conduct of all campus planning and development efforts.” Evidently, the Institute has long been entitled to such an office, especially in view of the need in the Institute for better implementation, monitoring, and assessments of its numerous programs, projects, and policies, as well as for more quality assurance initiatives and proactive planning and development efforts. During the 205<sup>th</sup> Meeting of the Board of Regents held last November 14, 2008, the proposal for the creation of the Office of the Vice Chancellor for Planning and Development in MSU-IIT was approved (BOR Resolution No. 243, S. 2008).

With less than a decade of existence, the OVCPD gives its full attention in its pursuit to





continually excel in making MSU-IIT a haven in providing quality education in the areas of Mindanao, Sulu, and Palawan. As such, VCPD Office continues to be bound to the conception of academe as an ivory tower that is abreast with the practical concerns or realities of the world beyond its walls.

The following are the strategic priorities of the OVCPD:

- **Strategic Priority 1.** Develop responsive and realistic institute plans in accordance with the Institute's Charter
- **Strategic Priority 2.** Enhanced and responsive policy development and advocacy
- **Strategic Priority 3.** Provision and timely submission of reports to the requiring agency (DBM, CSC, CHED)
- **Strategic Priority 4.** Advise the Chancellor on quality issues in the Institute  
Monitor the professional development of Institute Personnel

At present, OVCPD continues to grow and realize its targets. As an Office, its indication of growth and development is anchored on its mandate along with its sub-offices - the [Institutional Planning and Development Services Office](#) (OIPDS), [Quality Assurance Management Services Office](#) (OQUAMS) and the [Monitoring and Evaluation](#) (OME).

The OQUAMS is the central coordinating office for all quality assurance endeavors of IIT and will also be the liaison with the accreditation and certification bodies of the Institute. The Institute Quality Assurance Board will assist the QuAMS as to policies and directions. The OIPDS ensures the formulation, dissemination, implementation, monitoring, and evaluation of development plans. The OME ensures that assessment tools for monitoring and evaluation of projects and services are prepared, monitoring and evaluation tools are duly implemented, data from monitoring and evaluation tools are carefully analyzed, and continued assessment and updating of assessment and monitoring tools adaptive to the changing situations are done.

Below is outline of the Institute Development Plan (2019-2023)

### **A Brief outline of the Institutional Development Plan (2019-2023)**

#### **Strategic Area 1. Teaching and Learning**

- 1.1.To enhance modalities of curriculum delivery
- 1.2.To establish an open knowledge management system
- 1.3.To improve performance in licensure examinations

#### **Strategic Area 2: Student Support and Services**

- 2.1. To increase career options and job placement for students
- 2.2.To ensure equitable access to education through scholarship programs
- 2.3.To establish a comprehensive student services program

#### **Strategic Area 3: Research**

- 3.1. To create and implement systems and policies that will promote and increase research involvement among faculty and staff
- 3.2. To increase citations of research studies
- 3.3. To foster trans-disciplinary research
- 3.4. To promote existing research capabilities and accomplishments
- 3.5. To enhance Intellectual Property generation

- 3.6. To improve the responsiveness of the innovation centers to the needs of the community

**Strategic Area 4: Community Engagement and Linkages**

- 4.1. To increase international/national/regional academic linkages, partnerships, and visibility of extension programs
- 4.2 To increase faculty and staff involvement in extension programs and activities
- 4.3. To promote collaborative extension activities with industries and other institutions
- 4.4. To strengthen relations and partnership with alumni

**Strategic Area 5: Governance and Management**

**Strategic Governance**

- 5.1. To position MSU-IIT as a Research University
- 5.2. To increase the academic visibility of MSU-IIT both locally and internationally
- 5.3. To improve the Institute's governance and management systems

**Human Resource Management**

- 5.4. To improve recruitment, retention and promotion processes
- 5.5. To develop a system for personnel succession
- 5.6. To ensure continuing professional development
- 5.7. To improve faculty and staff incentive package

**Quality Assurance**

- 5.8. To make quality assurance as the cornerstone of the Institute's processes

The Office of International Affairs was established to serve as the Institute’s central coordinating hub for all international affairs of the Institute. The office coordinated with the various units and work towards integrating global perspectives into all aspects of the Institute University’s mission as well as strengthening its presence in the world. The Office of International Affairs was formerly under the Office of the Vice Chancellor for Planning and Development. However, last December 22, 2022, the Board of Regents approved the establishment of the [Office of the Vice Chancellor for International Affairs](#) to act as a central coordinating office in leading the process of integrated internationalization and global engagements of the University. Below is the Strategic Internationalization Plan of MSU-IIT.

**Strategic Internationalization Plan: MSU-IIT’s Approach to Internationalization and Global Engagement**

**Teaching and Learning**

- 1. Enhanced International educational opportunities and presence
  - 1.1. Increase students' competitiveness for international studies
  - 1.2. Foster in- and out-bound professorships, scholarships, and training
  - 1.3. Leverage local resources to provide a global learning experience

**Research and Innovation**

- 1. A system of co-creation of knowledge
  - 1.1. Produce collaborative research
- 2. Solution driven innovation
  - 2.1. Partner with international industries for sustainable technologies and initiatives

**Community Engagement and Linkages**

- 1. Sustained partnerships with international institutions

- 1.1. Establish joint or dual programs
- 1.2. Ensure communication between MSU-IIT and partners to increase the visibility of international engagements
- 1.3. Provide opportunities for international partners to achieve their vision
2. Expanded and diversified international network
  - 2.1. Increase number of international partners

#### **Student Support and Services**

1. Favorable campus climate for international students
  - 1.1. Provide structures for resolving on- and off-campus difficulties
  - 1.2. Develop means for learning and practice of local languages, and acquisition of socio-cultural competencies
  - 1.3. Facilitate outbound mobility among undergraduate and graduate students

#### **Governance and Management**

1. Provision of resources
  - 1.1. Allocate sufficient support for international engagements
2. Solutions driven-innovation
  - 2.1. Efficient and responsive assessment and monitoring system
3. Culture of global mindset and active global citizenship
  - 3.1. Provide varied platforms that nurture a culture of global awareness and sensitivity within the university
4. Streamlined internal processes of international mobility
  - 4.1. Create cost-effective and time-efficient intra- and inter-office protocols

Last December 22, 2022, the Board of Regents approved [MSU-IIT's 10-Year Vision and 5-Year Development Plan](#). The new administration developed this and supersedes the 2019-2023 Development Plan. Chancellor Alizedney M. Ditucalan and the Vice Chancellors, Deans, and Directors [convened](#) last April 23-24, 2022 and June 31-July 2, 2022 to discuss and deliberate on the long-term (10 years) vision and the 5-year roadmap of MSU-IIT. To support the strategic thrusts of the MSU System, MSU-IIT lays down six vision pillars for its 10-year vision. Its long-term direction is deliberately aligned with the Philippine aspiration in AmBisyon Natin 2040 where “Filipinos will enjoy a stable and comfortable lifestyle, secure in the knowledge that we have enough for our daily needs and unexpected expenses, that we can plan and prepare for our own and our children’s future, our family lives together in a place of our own, and we have the freedom to go where we want to go, protected and enabled by a clean, efficient, and fair government.” Accordingly, as a higher academic institution strong in social science, science and technology, it is within our strategic framework to undertake programs that contribute to the achievement of the Pagtanaw 2050 goal – a “preferred future for a prosperous, archipelagic maritime nation” – one that is inclusive, educated and healthy, productive, and sustainable. These vision pillars constitute the framework for MSU-IIT’s Five-Year Development Plan (2022 – 2026).

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### **Pillar 1: Education**

Holistic, integrated, and balanced academic programs aligned with Education 4.0 and the evolving 21st century skills with life-long learning as a guiding principle

Strategic Objective 1.a: Align curricular programs with Education 4.0 the evolving 21st century skills

Strategic Objective 1.b: Strengthen academic quality assurance

Strategic Objective 1.c: Pursue Transnational Education

Strategic Objective 1.d: Increase the number of foreign-trained academic staff

Strategic Objective 1.e: Approach learning in a balanced and more holistic way

Strategic Objective 1.f: Develop new approaches to equity and inclusiveness in education

Strategic Objective 1.g: Strengthen pedagogical competence of faculty

### **Pillar 2: Research and Innovation**

Interdisciplinary and integrative research for sustainable development

Strategic Objective 2.a: Increase the number of academic staff with advanced degrees

Strategic Objective 2.b: Increase the number of graduate program offerings

Strategic Objective 2.c: Expand interdisciplinary graduate degree programs

Strategic Objective 2.d: Boost research output dissemination and utilization

Strategic Objective 2.e: Intensify interdisciplinary research

Strategic Objective 2.f: Improve world university ranking

Strategic Objective 2.g: Strengthen start-ups and enterprise ecosystems

### **Pillar 3: Student Support**

A learning environment that supports students in their university life and beyond

Strategic Objective 3.a: Enhance student learning experience and well-being

Strategic Objective 3.b: Promote global citizenship

Strategic Objective 3.c: Develop a nurturing and inclusive campus atmosphere that appreciates and promotes individuality, diversity, and equality

### **Pillar 4: Public Service**

Public service and community engagement for social transformation

Strategic Objective 4.a: Strengthen collaborations with external stakeholders (local government units, government agencies, industries, alumni, NGOs, etc.)

Strategic Objective 4.b: Fortify capacity-building initiatives for social transformation

Strategic Objective 4.c: Engage in more initiatives, in partnership with institutions, to



promote the transformation of society into an equitable, success-enabling ecosystem for everyone

Strategic Objective 4.d: Enable the achievement of SDGs towards building sustainable development

### **Pillar 5: Governance**

Mission-driven and technology-enabled governance for operational excellence

Strategic Objective 5.a: Strengthen and develop human capital

Strategic Objective 5.b: Enhance Employee Experience (EeX) and welfare

Strategic Objective 5.c: Streamline and digitalize the University's processes and systems for operational excellence

Strategic Objective 5.d: Strengthen resource generation

Strategic Objective 5.e: Strengthen data and analytics maturity

Strategic Objective 5.f: Optimize use of University resources

Strategic Objective 5.g: Strengthen the culture of quality University-wide

Strategic Objective 5.h: Rightsizing of organizational structure

### **Pillar 6. Infrastructure**

Smart, green, and resilient campus

Strategic Objective 6.a: Modernize physical facilities

Strategic Objective 6.b: Invest in ICT infrastructures for the establishment of a smart campus

Strategic Objective 6.c: Adopt a green and smart architectural design for infrastructures

Strategic Objective 6.d: Provide needed spaces for students and employees

During the 261st BOR Meeting, the [revised vision, mission, and core values](#) of the University were approved. The changing landscape of higher education institutions, CHED's relentless call for internationalization, and the need to contribute intensively to attaining the Sustainable Development Goals prompted MSU-IIT to revisit its vision, mission, and core values. The vision, mission, and core values serve as guideposts that shape an organization's actions. The mission defines the organization's purpose and reason for being. The vision is the desired future state the organization aims to be. And the core values provide norms on how the organization will fulfill its mission and work toward its vision. A series of workshops was conducted last April 23-24, 2022 and June 31-July 2, 2022 to revisit and review MSU-IIT's mission, vision, and core values. In between and after these dates, conversations continued among members of top management to further assess and validate the outputs of the workshops. The revised vision, mission, and core values were disseminated during a [flag ceremony](#) and on the [university's website](#).

### **Conduct of Strategic Planning**

In view of the major changes that have taken place in the Philippine educational landscape, the current challenge of ASEAN integration, and move towards internationalization, MSU-IIT has undertaken steps to examine such conditions through a sound process of strategic planning. Institute-wide planning activities have been conducted under the supervision of the chancellor, vice chancellors, deans, and cost center heads. In the various colleges and units of the Institute, planning on emerging new trends is also considered a major activity of the concerned personnel.

### *The Vice Chancellor for Student Services*

The Office of the Vice Chancellor for Student Services was created under **BOR Resolution No. 50, series of 2019** which was anchored on the **CHED Memorandum Order No. 09 s. 2013** – Enhanced Policies and Guidelines on Student Affairs and Services. The office intends to be a one-stop office that will address students' concerns.

The office provides a set of student-centered activities and services supporting academic instruction intended to facilitate holistic and well-rounded student development.

The OVCSS will supervise and monitor all offices under this cluster. It will oversee all activities about students and student services that include but are not necessarily limited to the following—scholarships; learning assistance and tutorials; guidance and counseling; student complaints; student housing (dormitories); student organizations; student discipline; and food and health services.

Below are the offices under the OVCSS:

#### *Office of Student Development Services (OSDS)*

Facilitates all student organizations; student assistantships and other special scholarship grants. The office caters to student complaints and is part of the Committee on Decorum and Investigation (CODI).

#### *Office of Student Residences and Food Services (ORFS)*

The office is responsible for the supervision of MSU-IIT's residential units for graduate students (Graduate Dormitory) and official guests (Hostel). It handles matters pertaining to accommodation. The office also monitors the food service facilities in the campus such as canteens and refreshment stalls.

#### *Office of Guidance and Counseling (OGC)*

Handles guidance and counseling sessions to all students. Administers aptitude, personality, and psychological tests to students and faculty members. Conduct learning assistance and tutorials. Facilitates Career and Placement to graduating students. Conducts symposiums, forums, and lectures to students with topics very relevant to students.

#### *Office of Medical, Dental, and Health Services (OMDHS)*

The office offers Medical, Nursing, Laboratory, and Dental Services to all students and employees of the Institute. The Laboratory offers primary and secondary laboratory services and awaits DOH accreditation. The Institute clinic has 5 beds to cater to in-patients for a day admission and has an ambulance to ferry sick students and employees to nearby hospitals.



### *Office of Sports and Development*

In line with the objective of MSU-Iligan Institute of Technology, the Office of Sports, Physical Fitness, and Recreation was created to provide its constituents a regular program that will develop their physical well-being, promote and preserve their vitality, strengthen character and discipline through physical activity.

### *Vice Chancellor for International Affairs*

The position of Vice Chancellor for International Affairs was created under BOR Resolution No. 489, Series of 2022. The VCIA is mandated to act as the central office in leading the process of integrated internationalization and global engagements of the University. The following are its functions:

1. Serves as the principal assistant and advisor to the Chancellor in the overall planning and development of various international programs, research activities, and other global engagements of the University.
2. Coordinates and oversees the development and updating of policies and guidelines on international affairs.
3. Coordinates and oversees the development and review updating of the University's bilateral and multilateral relations and programs with global partners.
4. Coordinates and oversees the international diplomatic relations strategy with key government agencies and diplomatic missions overseas.
5. Coordinates the development, promulgation, and oversight of protocol for managing high-level international visits and delegations.
6. Plans and coordinates offshore visits undertaken by senior officials of the University.
7. Spearheads the integration of global perspectives into the curriculum.
8. Provides leadership to engage the community served in global awareness initiatives.
9. Oversees the logistical, technical, and administrative support for international engagement on campus or abroad.
10. Ensures proper implementation of the BOR-approved Strategic Internationalization Plan (SIP).
11. Strengthens and sustains the University's linkages with international Higher Education Institutions (HEIs).
12. Spearheads the crafting of project proposals for international funding agencies (e.g. European Commission, USAID, VLIRUOS, DAAD, etc.)
13. Monitors and evaluates foreign-funded projects.
14. Ensures proper implementation of the office's work and financial plan (WFP) and the conduct of management reviews in the University.

### *Vice Chancellor for Public Affairs*

The **Office of the Vice Chancellor for Public Affairs (OVCPA)** was created under the BOR Resolution No. 490, Series of 2022, and Office of the University Chancellor Executive Order No. 00001-2023.

#### **Core Functions and Responsibilities**

The Vice-Chancellor for Public Affairs (VCPA) shall assist the Chancellor in ensuring

that MSU-IIT maintains good relations with its community stakeholders as it pursues its vision and fulfills its mission. Specifically, it shall have the following functions and responsibilities:

- Oversee the implementation of strategic communication initiatives and ensure that MSU-IIT's brand is effectively conveyed in various media and channels;
- Oversee all initiatives geared towards strengthening the University's public value by engaging communities and organizations in the journey towards “a strongly-rooted, comfortable, and secure life” for all Filipinos through co-ownership and co-creation;
- Ensure the advancement of MSU-IIT's development, especially in its pursuits as a research and peace university, through strong ties and partnership with alumni and other members of the community; and
- Recommend policies, programs, and other initiatives pertaining to public affairs.

Below are the offices under OVCPA:

#### *WE CARE Office*

It shall maintain the mandate of the Department of Extension. Specifically, the core functions and responsibilities of the WE CARE Office are as follows:

1. To carry out extension services meaningful to the partner communities through studies designed to identify needs and opportunities for community development;
2. To provide appropriate technologies, values, and skills for a productive community; and
3. To establish and sustain institutional linkages and networking with other private and public agencies through project/program cooperation and complementation.

#### *Alumni and Endowment Management Center*

The Alumni and Endowment Fund Office bears the alumni relations function of the former Alumni and Career Center (ACC) and the resource generation function of the former Endowment Fund Management Office (EFMC). Specifically, AEFC's core functions and responsibilities are as follows:

1. The Alumni Division shall strengthen the relations between the alumni and their alma mater by fostering a vibrant alumni community and encouraging their involvement in establishing, enhancing, and sustaining the various programs and projects of the University such as scholarships, extension, infrastructures, personnel and equipment support among others; and
2. The Endowment Fund Division shall forge partnerships between the University and potential donors (such as alumni, industry partners, private corporations, foundations, and others) to ensure a steady and growing source of funds that could support the various programs and projects of the University for the betterment and/or expansion of its services to its constituents.

#### *Institute for Peace and Development in Mindanao*

The Institute for Peace and Development in Mindanao commits to just and sustainable peace and development and thus contribute to the easing of tensions and the promotion of justice and peace between Filipino Muslims and Christians by expanding knowledge,



improving understanding and heightening sensitivity in relations between the peoples of Mindanao in particular, and the Philippines in general.

#### *Gender and Development Resource Center*

The Gender and Development Center shall serve as the support structure for the efficient and effective mainstreaming of gender plans, programs, and activities into the areas of instruction, research, extension, and production in the University and the local community for the advancement of RA 7192.

#### *Center for Local Governance Studies*

The Center for Local Governance Studies (CLGS) provides demand-driven training and development interventions to the local government units (LGUs) and assists national government agencies (NGAs) in implementing programs to respond to the demands and challenges of their increased powers, resources, and responsibilities under the Local Government Code of 1991 and other legislations. CLGS represents MSU-IIT as the identified LRI of the DILG for Lanao del Norte and its director serves as the local government unit focal person of MSU-IIT on policy and governance matters.

#### *The College Dean*

The Dean of the College shall perform the following functions:

- a. provide leadership in the college and exercise immediate supervision and control of the faculty members in the College;
- b. assume primary responsibility for the initiation, development, and improvement of the college;
- c. assist in the preparation of the budget of the college and administer the appropriation approved for his college in accordance with University regulations;
- d. preside over faculty meetings
- e. undertake evaluation on the performance of the faculty members and non-academic personnel in the College;
- f. promote and encourage research activities among faculty members, as well as extension services for the welfare of the community;
- g. see to the orderly behavior and discipline of the students, faculty members, and employees within the College;
- h. supervised classification and admission of students;
- i. extend cooperation to the Director of Student Affairs in the general supervision and administration of the affairs of the students in his college;
- j. serve as an ex-officio member of all committees in the College;
- k. recommend to the Chancellor, through the Vice Chancellor for Academic Affairs, the recruitment, appointment, transfer, suspension, demotion or removal of any faculty member, or recommends disciplinary action against erring faculty member, after a thorough investigation;
- l. coordinate with Academic Planning Committee on College Affairs;
- m. submit to the President within thirty (30) days before the end of every Budget Year an Annual Report on the condition and needs of the College.





## OPERATION

### **OPERATION PLANNING AND CONTROL**

MSU-IIT plans, implements, and controls the processes needed to meet the requirements for the provision of its products and services. Planning for such attainment is consistent with the requirements of the other processes of the QMS. Such planning considers the information related to the context of the university, current resources and capabilities, product and services requirements and acceptance criteria, as well as, the need to outsource resources.

Changes to operational processes are done in accordance with the Control of Documented Information procedure.

### **REQUIREMENTS FOR PRODUCTS AND SERVICES**

**Customer Communication** The MSU-IIT provides mechanisms to ensure effective communication with the customers. These mechanisms include information, education, and communication (IEC), i.e. website, email facility, tri-media, the conduct of meetings/fora, and distribution of documents. The IEC with the customers includes

- the provision of information related to program offerings, scholarships, and others;
- handling of inquiries, contracts including changes;
- obtaining customer feedback including complaints;
- handling of students and other stakeholders' property; and
- establishing specific requirements for contingency actions, when relevant

#### ***Determination of Requirements for Products and Services***

The MSU-IIT ensures that the requirements for the products and services are defined including any applicable statutory and regulatory requirements and those

considered necessary by the university. The university ensures that it can meet the claims for the products and services it offers.

#### ***Review of the Requirements for Products and services***

The MSU-IIT reviews the requirements for products and services to ensure that it has the ability to meet the requirements.

These requirements may include:

- those suggested or specified or not stated by the stakeholders;
- applicable statutory and regulatory requirements; and
- those specified by the university.

When any of these requirements are changed, the university ensures that relevant documents are amended and relevant personnels are made aware of the changes.

#### ***Curriculum Design, Development, and Review***

For new designs and for significant design changes in the curriculum being

offered, the MSU-IIT ensures the translation of stakeholders' needs and requirements into detailed design outputs. These address relevance, performance, reliability, validity and sustainability issues, as well as regulatory and statutory requirements.

This process includes periodic evaluation and review of current curricular programs for continual improvement.

This process ensures:

- Design planning is conducted; In designing and developing the curriculum, the university considers the benefit to the students and other stakeholders. All activities undertaken are appropriate to the purpose and duration of the program.
- Design inputs requirements are captured; All procedures ensure that instructional materials are congruent to the program requirements. Inputs to the design of curricula include, but are not limited to the following: prerequisites of courses, required competence of teachers, certification, licenses or occupational requirements, facilities requirements, research data on the curriculum being developed, applicable statutory and regulatory requirements, and inputs from relevant industries.
- Design outputs are created under controlled conditions; The outputs of design and development are provided in a form suitable for verification against the design and development input and are approved prior to release.
- Design reviews, verification, and validation are conducted; The academic department conducts curriculum review and syllabus to continuously respond to the CHED requirements.
- Design changes are made in a controlled manner. The university ensures that changes are identified, documented, authorized, and communicated. Records of the results of the review of changes and any necessary actions are maintained

These activities are further defined in the procedure of curriculum review and development.

## **CONTROL OF EXTERNALLY-PROVIDED PROCESSES, PRODUCTS, AND SERVICES**

### ***Procurement***

Outsourced processes, products, and processes from a third party must be controlled. The Procurement Unit (PU), the Bids and Awards Committee (BAC), and the BAC Secretariat provide timely, cost effective, open, and competitive procurement services in accordance with Republic Act No. 9184 (RA 9184), otherwise known as the Government Procurement Reform Act. The BAC Secretariat supports and assists the BAC in providing recommendations to the MSU-IIT on all matters relating to the procurement of goods, infrastructure projects, and consultancy services. The functions of the BAC and the BAC Secretariat are outlined in R.A. 9184 and its revised IRR.

Prior to the beginning of the year, each office/unit projects and submits their respective

Project Procurement Management Plan (PPMP) for funding and to ensure that all procured goods and services are within the approved budget. The BAC Secretariat consolidates all PPMPs to come up with the Annual Procurement Plan (APP) and posts the same in the MSU-IIT transparency seal.

The BAC conducts the bidding activities based on its approved scheduled timelines to procure the needed goods, infrastructure, and services.

Delivered goods by suppliers is accepted and subjected to inspection by the MSU-IIT designated inspector checking in detail the descriptions/specifications and quantity, which are also present in the actual items delivered by the suppliers as indicated in the Purchase Orders (PO's). In case of non-conformity, the Inspectors will reject the delivered items. Only items inspected by the Inspector and covered with an Inspection and Acceptance Report duly signed by the designated Inspector and accepted by the Supply Officer to be issued to the end-user and the supplier will be paid by the university.

## **PRODUCTION AND SERVICE PROVISION**

### ***Control of Production and Service Provision***

To control its provision of products and services, the MSU-IIT considers, as applicable, the following:

- the availability of documents or records that define the activities to be performed, as well as the results to be achieved;
- the availability and use of suitable monitoring and measuring resources; the implementation of monitoring and measurement activities;
- the use of suitable infrastructure and environment;
- the appointment of competent persons, including any required qualifications;
- the implementation of actions to prevent human error; and,
- the implementation of release, delivery, and post-delivery activities.

### ***Identification and Traceability***

Where appropriate, the MSU-IIT identifies its products and services and other critical process outputs by suitable means. Such identification includes the status of the products and

services with respect to monitoring and measurement requirements. Unless otherwise indicated as nonconforming, pending evaluation or review, or some other similar identifier, all products and services are considered conforming.

### ***Property Belonging to Students or External Providers***

The MSU-IIT exercises care with students or external providers' property while it is under the university's control or use. Where applicable, such property is identified, verified, protected, and safeguarded. If any such property is lost, damaged or otherwise found to be unsuitable for use, this is reported to the students or external providers and records are maintained.

For students or external providers' intellectual property, including projects, research outputs, innovations, and designs, these are identified, maintained, and preserved to prevent accidental loss, and damage due to force majeure or fortuitous events, or inappropriate use.

### ***Preservation***

The MSU-IIT preserves conformity of products and services. This preservation as applicable includes identification, storage, and protection of documented information.

### ***Pre-Graduation Activities***

The MSU-IIT shall conduct activities as preparation for future career plans after all academic requirements are complied with.

### ***Post-Delivery Activities***

The MSU-IIT conducts post-delivery activities to ensure readiness for employment or technopreneurship in their chosen field of specialization.

The University conducts the following activities which are considered post-delivery activities:

- conduct of remedial classes;
- conduct review in preparation for board exam;
- recommendation of graduates for possible employment;
- curriculum review based on the need of the industry and other stakeholders;
- mentor students for their extra-curricular activities;
- coach students for skills/talents/sports competition; and
- conduct of employability or tracer study

The extent of these post-delivery activities is determined in consideration of any or more of the following:

- student requirements, including feedbacks;
- statutory and regulatory requirements;
- student portfolio provided to industries/potential employers; and
- risks associated with the students

### ***Process Change Control***

The MSU-IIT reviews and controls both planned and unplanned changes to processes to the extent necessary to ensure continuing conformity with all requirements. Records describing the results of the review, the personnel authorizing the change, and any necessary actions arising from the review, are maintained.

## **RELEASE OF PRODUCTS AND SERVICES**

Acceptance criteria for products and services are defined in appropriate documentation. Reviews are conducted to verify that requirements for products and services have been met. This is done before products are released or services are delivered.

The MSU-IIT maintains records of evidence of conformity with the acceptance criteria

and traceability to the personnel authorizing the release.

## CONTROL OF NON-CONFORMING PROCESS OUTPUTS, PRODUCTS, AND SERVICES

### *Control of Nonconforming Outputs*

The MSU-IIT ensures that outputs of the processes of the QMS that do not conform to the requirements are identified and controlled to prevent their unintended use. Appropriate action is taken based on the nature of the nonconformity and its effect on the products. Appropriate action can be one or more of the following:

- correction;
- segregation, containment, return or suspension of provision of products and services;
- informing the client; or,
- obtaining authorization for acceptance of the nonconforming output under concession.

The Institute also takes action when a nonconforming product and service is detected after delivery of the product, during or after the provision of service. Record of the description of the nonconformity, the actions taken, any concessions obtained, and identification of the authority deciding the action to be taken, is maintained.

### SUPPORT

#### RESOURCES

The MSU-IIT determines and provides the resources needed to implement, maintain, and continually improve the Quality Management System (QMS), and to enhance stakeholders' satisfaction by meeting stakeholders' requirements.

Resource allocation is done with consideration of the capability and constraints on existing internal resources, as well as what needs to be obtained from external providers. Resources are allocated based on the prior year's utilization rate and priority programs, projects, and activities of every unit. Resources and resource allocation are assessed during management reviews.

#### GENERAL

MSU-IIT plans and identifies relevant resources needed and provides them to implement, maintain and improve the quality management system and continually innovates ways for its effectiveness and to enhance client satisfaction by meeting customer needs. For each program, responsive to the number of registered students and the detailed curriculum, the **requirements of** human and physical resources are carefully studied with recommendations and submitted to the Administrative Committee for review, Administrative Council for endorsement, and BOR for approval. The Director and the concerned in-charge are responsible for the provision of needed resources to ensure effective implementation of each program. Resources needed for internal quality audits are also ensured by the Quality Management Coordinator.



## PEOPLE

### *Human Resources*

MSU-IIT believes that its highly-trained and qualified human resources are its most valuable asset.

To ensure that the university's personnel is equipped with the necessary knowledge, skills, and attitude required to effectively and efficiently perform their functions, the Human Resources Management Division (HRMD) implements a manpower development program focusing on education, training, and experience. As such, the HRMD shall undertake, among others, the following functions in coordination with Unit Heads:

- Ensuring that personnels are informed of their roles and responsibilities as they affect the achievement of quality objectives;
- Determining the capability building needs of personnel performing work affecting service quality;
- Organizing training programs to address the identified core competency requirements;
- Sourcing of external job-specific training programs to further develop the personnel's competence;
- Implement the system of awards and recognition (PRAISE) to further motivate and enhance personnel's work performance;
- Evaluating the effectiveness of training interventions; and
- Ensure the recruitment of qualified personnel to meet the capability requirements of the University.

MSU-IIT ensures that it provides sufficient personnel for the effective operation of the management system, as well as its identified processes. Personnel performing work affecting the quality of services are competent in terms of education, training, skills and experience.

Where applicable, MSU-IIT takes action to acquire the necessary competence and evaluate the effectiveness of the actions taken. Applicable actions may include the provision of training, mentoring, or re-assignment of currently employed personnel, or hiring or contracting of competent personnel.

Recruitment and screening are handled by the HRMD based on the evaluation of the applicant's training, skills, and education in accordance with applicable Civil Service law, rules, and regulations.

Records of education, training, skills, and experience are maintained in accordance with the Documented Procedure on Records Management.

## INFRASTRUCTURE

The MSU-IIT ensures that the infrastructure necessary for the operations of its processes and to achieve conformity of products and services are determined, provided, and maintained.

Recognizing the indispensability of infrastructure in the delivery of excellent quality service, the MSU-IIT endeavors its sufficiency, ensures availability in efficient condition at its utilization, and employs a methodology for its continual improvement vis-à-vis the growing

demand and the growth of the organization. The infrastructure provided in the MSU-IIT includes:

- Buildings, including classrooms, gymnasium, laboratories, library, computer centers, offices, workshop area, drawing rooms, playgrounds, audio-visual rooms, and other facilities;
- Grounds, including parking lots, play areas, parks, and others;
- Hardware and software, including equipment and software in the laboratory, books and other reference materials in the library, furniture, and fixtures in offices, classrooms, among others;
- Transportation resources; and
- Information and Communications Technology, including support services such as communication or information systems like telephone, fax, internet (e-mail); and transport like bus, cars, among others.

## **WORK ENVIRONMENT**

The MSU-IIT determines the work environment and manages it to fulfill the requirements of performance of various activities in order to achieve the quality of instructional process and conformity of products and services. This includes both the physical working conditions like lighting, noise, temperature, among others in classrooms, laboratories, workshops, computer centers, and other places as well as the human relations and working environment.

The MSU-IIT ensures that a suitable environment is necessary for the operation of its processes and to achieve conformity of products and services that are determined, provided, and maintained. Human factors are considered to the extent that they directly impact the quality of products and services.

## **MONITORING AND MEASURING RESOURCES**

Where equipment is used for measurement activities such as inspection or testing, and traceability of measurement is a requirement, these are properly identified to determine their status, safeguarded from adjustments, damage, or deterioration that would invalidate the calibration status and subsequent measurement results, and calibrated or verified at specified intervals or prior to use.

## **ORGANIZATIONAL KNOWLEDGE**

The MSU-IIT determines the knowledge necessary for the operation of its processes and to achieve conformity of products and services. It is information that is used to achieve the organization's objective. This may include knowledge and information obtained from:

- internal sources, such as lessons learned from success and failures, feedback from subject matter experts, intellectual property, knowledge gained from experience, and
- external sources such as standards, academia, conferences, or information gathered from customers or suppliers.

This knowledge is maintained and made available to the extent necessary. When addressing changing needs and trends, the MSU-IIT considers its current knowledge and



determines how to acquire or access the necessary additional knowledge. Further, the MSU-IIT has a system for determining, collecting and making available meaningful data for the operation of its processes to achieve conformity of its products and services. The process for considering and controlling past, existing and additional knowledge needs to take account of the MSU-IIT's

context, including its size and complexity, the risks and opportunities it needs to address, and the need for accessibility of knowledge.

## COMPETENCE

The MSU-IIT, in its aim for meritocracy and excellence, focuses on the implementation of its human resource management policies in compliance with the guidelines of the Civil Service Commission for the effective operation of the management system and its identified processes, better delivery of services, and client satisfaction. As such, it provides sufficient personnel and ensures competency improvement through the establishment and proper implementation of the necessary systems on

1. Recruitment, selection and placement;
2. Learning and Development;
3. Performance Management; and
4. Rewards and Recognition

Personnel performing works affecting the quality of products and services are selected on the basis of appropriate education, training, skills, and experience. Recognizing its responsibility in enhancing employees' career life, retention policies and programs are well-planned and designed.

This includes training needs assessment, properly scheduled training, and development programs, evaluating the performance of employees in achieving performance targets, and enhancing recognition and rewards programs to motivate the workforce.

The University promotes the well-being of all its employees to ensure their motivation which will result in efficiency and effectiveness and thus foster improved productivity. This is achieved through the provision of the following:

1. Team building activities and educational tours.
2. Safe classrooms, offices, laboratories, dormitories, and common spaces, free of health hazards and physical distractions.
3. Wellness and sports facilities such as tennis courts, volleyball courts, badminton courts, oval, treadmills, table tennis in several buildings.
4. Safe university Campus with security services.
5. Medical/dental facilities.

## AWARENESS

- Applicable actions and subsequent communication ensure that personnel are aware of:
- the quality policy;
- relevant quality objectives;
- their contribution to the effectiveness of the management system, including the benefits of improved performance; and

- the implications of not conforming with the management system requirements.

It is the commitment of the MSU-IIT to provide its personnel with the appropriate training for the continual improvement of their knowledge, skills, attitude, and activities related to the QMS. This is in recognition of the fact that the behavior and performance of every personnel directly impacts the quality of services provided.

Training Needs Analysis is conducted to identify gaps between the functional capabilities required by the position compared to the concerned personnel's current set of knowledge, skills,

and attitude, and as demanded by organizational changes. The training of personnel includes, but is not limited to seminars, lectures, workshops, coaching, orientation, and cascading sessions.

## COMMUNICATION

These mechanisms include among others, a website, email facility, the conduct of meetings, and distribution of documents. Students are one of the University's key stakeholder groups and it is the MSU-IIT's responsibility to ensure that their needs are met. This includes provision for an open, trustworthy, reliable channel of communication where students are not only provided with pertinent information such as academic regulations, policies, and procedures but also allowed opportunities to voice their issues, concerns, and grievances and have them addressed in an expedient manner.

Communication with the customers includes

- the provision of information related to the products and services being offered;
- handling of inquiries, contracts, or orders including changes (e.g. process flow of activities such as enrollment, request for TOR's, diploma, grades);
- handling customer property (student records such as Certificate of Registration; Transcript of Records, Final Grades, Permanent Records among others).
- obtaining customer feedback including complaints through customer satisfaction survey, students' representative reports, discussion groups, seminars, suggestion box and any of their academic concerns and issues directly, the Student Services also provides a reliable readily accessible source of relevant student-related information that ensures the latest development within the Institute and the Student Government that serves not only as the voice of the general student population but also provides student representation to MSU-IIT's administration in accordance with the constitution.

### *Information Technology Resources*

The management, through the Center for Information and Communication Technology (CICT), shall monitor & control the usage of internet connections connected to the MSU-IIT's Local Area Network either through wireless or wired connectivity.

The control and monitoring will be based on work stations recommended by the Office/Department Heads and authorized by the management in order to control the bandwidth requirements in the operation of the university.

Back-up data of intellectual properties and highly confidential documents shall be

properly stored. Regular updates of these shall be the responsibility of the CICT, IRAO, and the Documents and Records Control Team.

**DOCUMENTED INFORMATION**

The ISO 9001:2015 uses the term “documented information” to refer to either “documents” or “records”. It is defined as the information that must be controlled and maintained by the organization. Documented information are documents and records that are essential for the organization’s operations to be effective.

ISO 9001:2015 requires the following documents and records to be controlled:

STANDARD CLAUSE	TOPIC	TYPE OF DOCUMENTED INFORMATION	REQUIREMENT
4.3	Determining the scope of the QMS	Document	The scope of the university’s QMS shall be available and be maintained as documented information.
4.4.2 a	QMS and its processes	Document	To the extent necessary, the University shall maintain documented information to support the operation and its processes.
4.4.2 b	QMS and its processes	Record	To the extent necessary, the University shall retain documented information to have confidence that the processes are being carried out as planned.
5.2.2 a	Communicating the quality policy	Document	The quality policy shall be available and maintained as documented information.
6.2.1	Quality objectives and planning to achieve them	Document	The University shall maintain documented information on the quality objectives.
7.1.5.1	Monitoring and measuring resources	Record	The University shall retain appropriate documented information as evidence of fitness for the purpose of the monitoring and measurement



			resources.
7.1.5.2 a	Measurement traceability	Record	Measuring equipment shall be calibrated or verified, or both, at specified intervals, or prior to use, against measurement standards traceable to international or national measurement standards; when no such standard exists, the basis for calibration or verification shall be retained as documented information.
7.2 d	Competence	Record	The University shall retain appropriate documented information as evidence of competence.

STANDARD CLAUSE	TOPIC	TYPE DOCUMENTED INFORMATION	OF REQUIREMENT
7.5.1 b	Documented Information	Document	The University’s QMS shall include documented information determined by the institute as being necessary for the effectiveness of the QMS.
7.5.3.1	Documented Information	Document	The University’s QMS shall include documented information determined by the institute as being necessary for the effectiveness of the QMS.

8.2.3.2	Review of the requirements for products and services	Record	The University shall retain documented information, as applicable, on the results of review and on any new requirements for products and services.
8.3.2	Design and development planning	Record	The University shall consider the documented information needed to demonstrate that design and development requirements have been met.
8.3.3	Design and development inputs	Record	The University shall retain documented information on design and development inputs.
8.3.4 f	Design and development control	Record	The University shall apply controls to the design and development process to ensure that documented information of these activities is retained.
8.3.5	Design and development outputs	Record	The University shall retain documented information on the design and development outputs.
8.3.6	Design and development changes	Record	The University shall retain documented information on design and development changes and the results of reviews.
8.4.1	Control of Externally provided processes	Record	The University shall retain documented information on externally provided information or processes, products/services.

STANDARD CLAUSE	TOPIC	TYPE OF DOCUMENTED INFORMATION	REQUIREMENT
8.5.1	Control of Production and Service Provision	Record	The University shall retain documented information on production and service provision.
8.5.2	Identification and Traceability	Record	The University shall retain documented information to control the unique identification of outputs when traceability is a requirement.
8.5.6	Control of changes	Record	The University shall retain documented information describing the results of the review of changes, the person(s) authorizing the change, and any necessary actions arising from the review.
8.6	Release of products and services	Record	The University shall retain documented information on the release of products and services. The documentation shall include evidence of conformity with the acceptance criteria and traceability to the person(s) authorizing the release.
8.7.2	Control of nonconforming outputs	Record	The University shall retain documented information that describes the nonconformity, actions taken, any concessions obtained and identifies the authority deciding the action in respect of the nonconformity.
9.1.1	Monitoring, measurement, analysis and evaluation	Record	The University shall retain documented information as evidence of the results (of QMS performance evaluation).

STANDARD CLAUSE	TOPIC	TYPE DOCUMENTED INFORMATION	OF REQUIREMENT
9.3.3	Management review outputs	Record	The University shall retain documented information as evidence of the results of management reviews.
10.2.2	Nonconformity and corrective action	Record	The University shall retain documented information as evidence of the nature of the nonconformities and any subsequent actions taken and the results of any corrective action.

Documentation of MSU-IIT ensures that internally-generated documents and those of external origin (in both hard copy and electronic form) needed for the effective implementations of its QMS are controlled.

All documented information is identified, stored, protected, retrieved, retained for required periods, and disposed of following a documented procedure.

A documented procedure is maintained by the Institute Records and Archives Office (IRAO) and the Institute Document Control Team (IDCT) to ensure that:

- Documented information are collected and monitored;
- Revisions resulting from reviews and updating are authorized by the same positions that performed the original review and approval;
- The relevant version of applicable documented information are available in areas where these are needed;
- Documented information are legible and readily identifiable;
- Documented Information of external origin are identified and their distribution controlled. A Master List of External References/Documents is maintained; and
- A Master List of Documented Information is maintained by the IRAO/IDCT to prevent the use of obsolete documents. The list includes documents needed for knowledge- preservation and legal purposes. Such documents are properly marked.

The IRAO and the IDCT keep and maintain the documented information to provide evidence of conformance to ISO 9001:2015 requirements and implementation of the QMS. All documented information is identified, stored, protected, retrieved, retained for specific periods and disposed of following the documented procedure. The IRAO/IDCT ensures that documented information remains legible, readily identifiable and retrievable.

A Master List of Records (FM-MSU-IIT-CDI-003) is maintained to ensure its control. Maintenance and storage of confidential records are the responsibility of the concerned Office heads and ICT’s assigned per office.



## **5. PERFORMANCE EVALUATION**

### **MONITORING, MEASUREMENT, ANALYSIS AND EVALUATION**

The MSU-IIT monitors, measures, and evaluates the:

- conformity of products and services;
- customer satisfaction;
- performance and effectiveness of the QMS;
- implementation of the plans;
- effectiveness of actions taken to address the risks and opportunities;
- performance of external providers; and,
- need for improvements to the QMS.

### **CUSTOMER SATISFACTION**

The MSU-IIT monitors the product and service outcomes in terms of meeting the customers' requirements and expectations. Periodic gathering of customers' feedback and perception is conducted through any of the following approaches:

- Customer Satisfaction Survey
- Focus Group Discussion
- Faculty Performance Evaluation
- Evaluation and Feedback from Partner Industries

The activities aim to measure as well as to monitor the performance of the organization in terms of meeting the customers' requirements and expectations and to surface the current and future development concerns of customers as they are relevant in defining and aligning the organization's plans and programs.

### **INTERNAL AUDIT**

MSU-IIT conducts internal audits at planned intervals to determine whether the management system conforms to the requirements of ISO 9001 and to the established requirements of the organization and complies with the statutory and regulatory requirements.

Audits also seek to ensure that the management systems have been effectively implemented and are maintained.

Internal Audit shall be conducted at least twice a year to verify the Management's compliance and effectiveness of its quality system. Scope and frequency of internal audits shall be planned depending on the importance of the activity to the Offices that need it most and must be carried out by personnel who are independent of the function being audited. Only trained and appropriate staff shall conduct the Internal Quality Audit.

Results of the (IQA) shall be recorded and brought to the attention of the personnel who has the responsibility for the area being audited. This personnel shall then take corrective action on deficiencies found during the audit. Follow-up IQAs shall be undertaken to verify and record the implementation and effectiveness of the corrective action taken. This activity is defined in the system controls procedure, Internal Quality Audit, SCP-MSU-IIT-IQA.

Results of the IQA shall be used as a basis in making decisions, and assessing performance against plans, objectives thereby identifying areas for improvement.



## MANAGEMENT REVIEW

The Top Management is the topmost leadership of the Institute, which is composed of the University Chancellor, Vice Chancellor for Academic Affairs, Vice Chancellor for Administration and Finance, Vice Chancellor for Research and Extension, Vice Chancellor for Planning and Development and Vice Chancellor for Student Services as members, review the management systems, at planned intervals, to ensure its continuing suitability, adequacy and effectiveness. The management review will also be attended by the Quality Management Coordinator, Institute Quality Team, and the Process Owners. The review includes assessing opportunities for improvement, and the need for changes to the management system, including the Quality Policy Statement and the Quality Objectives.

The management review input is planned and carried out taking into consideration:

- a. the status of actions from previous management reviews;
- b. changes in external and internal issues that are relevant to the quality management system;
- c. information on the performance and effectiveness of the quality management system, including trends in:
  - customer satisfaction and feedback from relevant interested parties;
  - the extent to which quality objectives have been met;
  - process performance and conformity of products and services;
  - nonconformities and corrective actions;
  - monitoring and measurement results;
  - audit results; and
  - the performance of external providers;
- d) the adequacy of resources;
- e) the effectiveness of actions taken to address risks and opportunities; and
- f) opportunities for improvement.

The outputs of management review include decisions and actions related to:

- a) Opportunities for improvement
- b) Changes in the QMS, policies, and objectives
- c) Changes in resource requirements
- d) Other actions deemed necessary by Management

Management review frequency, agenda (inputs), outputs, required members, actions taken and other review requirements are defined in the documented procedure, Conduct of Management Review (SCP-MSU-IIT-CMR). Documented information is retained (records) as evidence of the results of management reviews.

## QUALITY ASSURANCE PLAN

Quality assurance is an integral part in the fulfillment of the vision and mission of any organization as it creates clear expectations, standards and strategic directions. Establishing a team to work on quality assurance would help in monitoring quality standards and practices, promote a culture of quality, review and evaluate programs, plans, and procedures engaged by the institution and specifically recommend various approaches to continuously strive for excellence.

The Mindanao State University-Iligan Institute of Technology (MSU-IIT) commits to providing quality education recognized nationally and internationally through relevant programs in instruction, research, extension, and community involvement. It further commits to exceed the service quality expectations of its internal and external clients founded on excellence, commitment, teamwork, accountability, and integrity while upholding international, national and local regulatory and other legal requirements. Realizing its quest to be a globally recognized university, the institute committed to enhance its capacity in designing, delivering, and managing programs and services, and in identifying areas for reforms, and creating interventions for continual improvement, thereby, increasing its competitiveness. In view of the efforts of the Institute to be at par with other Higher Educational Institutions in the country and globally, quality assurance is one of the strategic priorities to be addressed. Further, with the global competition and ongoing changes brought about by internationalization, Institutional accreditation has become the name of the game. This is primarily for sustainability of operations and ensuring client confidence in the Institute University. Recognizing this, the Institute has considered a primordial concern and that is the establishment of the Quality Management System embracing the ISO 9001:2015 standards.

In the effort to make higher educational institutions in the Philippines at par with foreign counterparts, CHED Memorandum Order No. 15, series 2005 was issued which establishes a mechanism for Institutional Monitoring and Evaluation for Quality Assurance (IQuAME), and CHED Memorandum Order No. 16, series 2005 which stipulates the Implementing Rules and Regulations of the aforementioned memo. IQuAME is designed to enhance an institution's capacity in designing, delivering, and managing programs and services, to identify areas for reform and intervention, to provide an accurate and up-to-date performance of higher education institutions enabling stakeholders to make informed choices, and to enable the institution to set its own Internal Quality Assurance Management System. Further, in the light of globalization and the ASEAN Integration 2015, CHED issued CMO N0. 46 series of 2012 "Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through an Outcomes-Based and Typology-Based QA" wherein for the vertical typology, an Institutional Accreditation is given substantial weight as sustainability of operations is very essential in this era of quality assurance. Furthermore, in keeping with Executive Order No. 605, series of 2007 amending Administrative Order No. 161, series 2006 provides for the *"Institutionalizing the Structure, Mechanisms, and Standards to Implement the Government Quality Management Program, amending for the Purpose Administrative Order No. 161, s. 2006"*. For these reasons and in order to respond to internationalization challenges and national government requisites, MSU-IIT has launched its establishment of the Quality Management System embracing the ISO 9001:2015 standards in the second quarter of the fiscal year 2016.

The Quality Assurance Management Services was under the organizational structure and leadership of the Office of the Vice Chancellor for Planning and Development, together with its

other sub-offices which are the [Office of the Institutional Planning and Development Services \(OIPDS\)](#), [Office of the Quality Assurance Management Services \(OQUAMS\)](#), and [Office of the Monitoring and Evaluation](#).

The following are the functions of Quality Assurance Management Services (BOR No. 25 s. 2015)

- Act as central coordinating office for all Colleges and Units in the Institute to ensure the establishment, implementation, maintenance, and updating of documented Institute Quality Management System (QMS) as well as Quality Assurance mechanism to subscribe in accordance with the Institute Vision, Mission, Goals, and Objectives, and compliance of the Institute to national standards and statutes;
- Coordinate with the appropriate offices in the development and updating of policies and guidelines as documented through quality manual, procedures and work instructions manual;
- Ensure supervision of the keeping, updating, and maintenance of controlled documents and documented procedures;
- Ensure that preventive and corrective actions are taken in the processes and operations of the Institute for continual improvement in accordance to established Quality Management System (QMS);
- Coordinate with the appropriate offices in ensuring that management review is conducted;
- Spearhead and coordinate conduct of Internal and External Quality Audit Surveys;
- Prepare report on the performance of the Quality Management System (QMS) to the Vice-Chancellor for Planning and development, and Institute Chancellor;

A detailed and comprehensive quality policy which incorporates the management system policy, systems control procedure, and the documented procedures manual are placed in an online quality assurance manual in a [Google Site](#).

MSU-IIT has plans to make quality assurance the cornerstone of its processes and has committed to pursuing the ISO 9001:2015 certification. The institute started its efforts for ISO Certification and these were intensified with a series of training, coordination meetings, and documentation of identified processes involving the delivery of quality education to its clientele in 2019. The University had then implemented its quality management system for a year and went through a two-day audit by an external certifying body. In 2021, MSU-IIT was finally awarded the ISO 9001:2015 certification from SOCOTEC Certification Philippines, Inc., effective starting June 24, 2021, and is valid until June 23, 2024. In realizing these commitments, MSU-IIT shall endeavor to ensure that the Quality Management System anchored on the ISO 9001:2015 Standards is communicated, evaluated, and improved continually.



BEST PRACTICES IN THE COLLEGE PLANNING PROCESS

The College of Education is parallel with the planning process of the Institute. The planning is also transparent and participatory to all its constituents. The transformative and participatory leadership of the Dean of the College, motivates faculty members to strive for excellence for the betterment of the Department. The Linkages and Consortia of MSU-IIT’s College of Education (CED) emerged from a well-developed planning process and aligned with the Internationalization Plan of the Institute.

Through the years, the College has sustained its partnership with the Faculty of Education of KKU, Thailand, Faculty of Tarbiyah Institut Agama Islam Negeri Kudus, Indonesia, IAMSTEM, ACPES, DOST-SEI, FUSE, etc. Besides nourishing these collaborations for years, CED has leveraged its partnerships with various universities and organizations here and abroad to strengthen and improve its Faculty, Research and Publication, Community Engagement Programs, Linkages, and Curriculum and Instruction as presented in the Concept Map in figure 4.

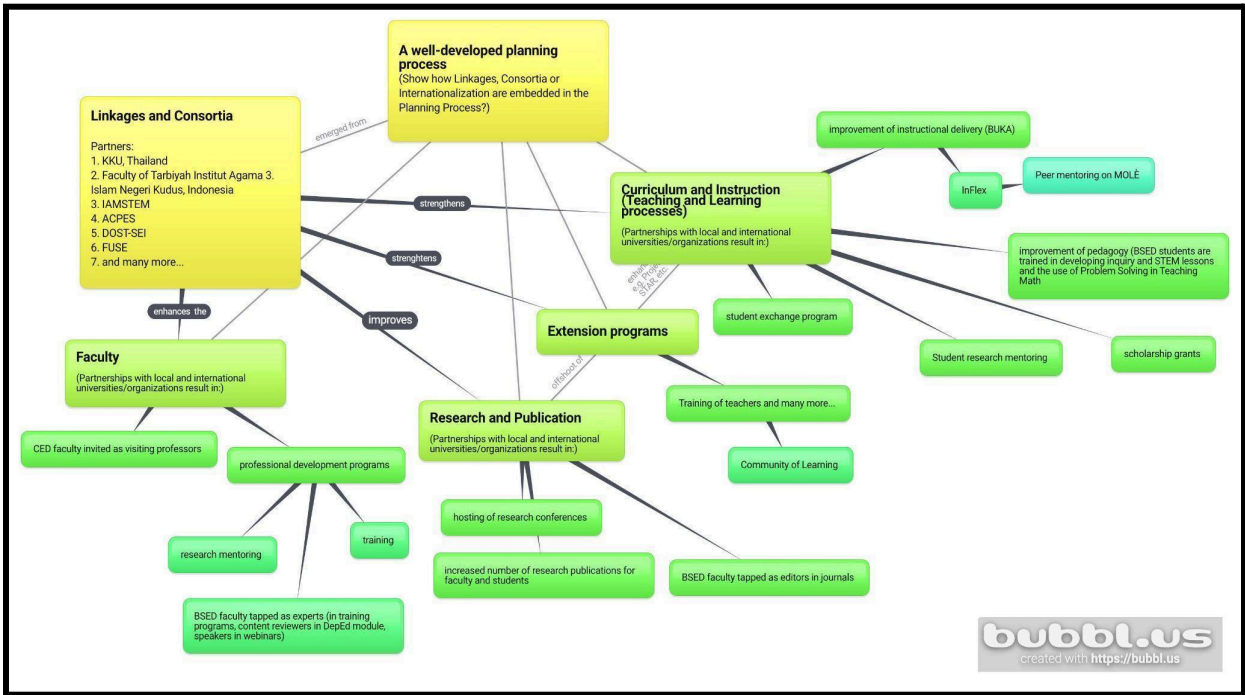


Figure 4. The Concept Map on the Effects of Strong Linkages and Consortia of the College of Education

In particular, these engagements have led to visiting professorships, faculty exchange, and professional development programs that enhanced the overall capability of the faculty members and the students. At the moment, the faculty members are tapped as experts in various seminars/training/workshops, as content reviewers in DepEd, TESDA, and other educational or academic institutions for the development of learning materials, modules, and other assessment tools, and as resource persons in seminars, conferences, webinars, etc.

In like manner, the said partnerships improved the research capability of the College. Its partnerships with the KKU, Thailand, and IAMSTEM made it co-organizer of ACPES, ICER, and IAMSTEM 2020, respectively. Working closely with the ASEAN Research Network on STEM Education, selected faculty are tapped as part of the Editorial Team of the Asia Research Network Journal of Education (ARNJE). ARNJE provides another venue for both faculty



members and students to publish their research aside from the CED Research Journal. Also, the visiting scholars from partner universities conducted research mentoring sessions to both faculty and students which consequently increased the number of publications among the faculty and students in Scopus-indexed journals.

With the long and well-established planning and deep engagement of the College with the Department of Science and Technology-Science Education Institute (DOST-SEI), particularly in its Project Science Teacher Academy for the Regions (STAR), strengthened the extension programs of the College. Under Project STAR, the faculty members conducted several regional training of teachers. The goal of which was to capacitate Science and Math teachers in the use of Inquiry-based Learning, Interdisciplinary Contextualization, Lesson Study, Problem Solving, and Design Thinking. The trained teachers in turn became trainers who trained fellow teachers in their respective schools and divisions. The College, through the faculty members, likewise trained elementary and secondary teachers in the use of Open Approach and STEM Lessons which they learned from the visiting scholars of partner universities. Also, part of the Training of Teachers program is the Community of Learning project which identified the low-performing schools in the Division of Iligan City and provided them with the necessary pedagogical support. The impact of the program has been documented in the monitoring and evaluation studies and awards received by teachers who champion the science and math pedagogies they learned from the faculty trainers. In the light of the recent effects of the pandemic among the academic institutions, the College of Education faculty members were also invited to share their best practices and approaches in the remote teaching and learning modality such as the webinar series in Innovative and Flexible learning facilitated by the Technology Education teachers and conducted for MSU Marawi College of Education Teachers and Christ the King College.

Most importantly, the linkages and consortia of the College have significantly improved the overall quality of its curricular programs and in general, benefitted the students. The collaborations with some Asian universities resulted in student exchange programs, virtual field trips, and collaborative research. Visiting scholars gave lectures and seminar workshops on the latest trends in the various specializations of the College. They mentored students in transforming their thesis into publishable research articles. The BUKA REACH project coupled with every department-level peer mentoring session enhanced the delivery of the InFlex program during the pandemic. Its partnerships with various organizations also resulted in scholarship grants for the students. Additionally, the various science and math pedagogies (that were given to in-service teachers) have been integrated with the pre-service training of the students, giving its graduates an advantage when they apply for teaching positions after graduation. Other than high employability, the improvement in the teaching and learning processes brought about by the strong linkages and consortia of the College is also reflected in the outstanding performance of the students in the Licensure Examination for Professional Teachers.

The ability of MSU-IIT's College of Education to maximize the gains of its partnerships with reputable institutions to improve its core functions as a Teacher Education Institution is an innovative and effective practice worth emulating.

### **THE COLLEGE OF EDUCATION PLANNING PROCESS**

The College of Education like any other college of MSU-IIT follows a specific planning process and policy guidelines in the implementation and evaluation of its programs guided by the planning policy of the Institute. The planning process of the College is congruent with the planning process of the Institute which identifies the essential element in any organization towards attaining its goals. It is the key that propels individuals to align themselves towards their institutional direction. In MSU-IIT, planning is a dynamic and participatory activity done at all levels. All constituents contribute to the planning process and they are also expected to actively





pursue its implementation. The administrative offices, various cost centers, colleges, and units have their own specific planning, monitoring, and evaluation systems that are based on the general planning framework of MSU-IIT. In the College of Education, the planning process is carried out through the basic structures and units that are within its area of supervision.

In 2015, the TWG was instrumental in the holding of the first Institute Academic Summit attended by all the MSU-IIT officials, deans, directors, and heads of cost centers. The theme: **Positioning MSU-IIT as a World- Class Research University** revolves around the aspiration of attaining leadership and excellence in research on the global scale. This first academic summit aimed to discuss current developments in the educational system vis-à-vis the changes brought about by ASEAN Integration and internationalization. It examined the conditions and status of MSU-IIT's programs, faculty, students, and facilities. It recommended actions to map out the future direction that MSU-IIT should take.

On April 20-22, 2016, the second academic summit of the Institute was conducted with the aim of having an Institute Strategic Policy Summit. The theme of the first summit was carried out in this second summit. It looked into the key areas of: Programs, Faculty (Research & Extension), Students, Facilities, and Student Support Services as well as HR Matters (Quality Assurance System).

The results of the Academic Summit 1 became also the topic of discussion in the meetings of the College of Education, such that the necessity of holding a college summit was made a priority. On June 25-26, 2015 the College of Education faculty and staff gathered for the college academic summit with the focus on the implementation of the Outcomes-Based Education in the classroom. The CED summit tackled the following: highlights of CED accomplishments, presentation of Institute Summit 1 results, revisiting MSU-IIT VMGO and CED Goals, as well as a workshop on the Implementation of OBE. Results of the CED Academic Summit serve as a guiding post for the plans of the four departments in the College.

The four departments, namely: Department of Physical Education (DPE), Department of Professional Education (DPRE), Department of Science and Mathematics Education (DSME), and Department of Technology Teacher Education (DTTE) are also undergoing planning process as one of their major activities in a semester and as a part of their regular faculty meetings.

To support the biggest change in the educational system which is the implementation of the K-12 program in 2016 and other effects of these changes, The Task Force CED 2016 was organized in the first semester, 2015-2016 to plan possible actions for the K-12 Transition Period starting 2018 and beyond. The task force studied the steps to be taken such as: evaluation of existing curriculum, proposals for new offerings, procedures for curriculum revision and development, setting the future direction of the whole College. It drafted the CED 2023 Proposal as a guide in pursuing the plans of the College. This was presented to the Institute Academic Pre Summit and Summit 2 in March 2016 and April 2016 respectively.

The College of Education continues further to implement strategies to concretize the plans for 2018 and beyond as the full implementation of the K-12 Program is getting realized. A Curriculum Workshop was conducted on March 15-16, 2016 at the MSU-IIT Hostel. The objectives of this workshop included: review and analyze critically the proposed programs of CED for 2018, finalize curriculum proposals for 2018 in accordance with MSU System Guidelines and Procedures, synthesize plans for the necessary feasibility studies, curriculum stakeholders' forum and assessment of resources and facilities, and set timetable for the presentation of curriculum proposals to the Institute Curriculum Committee, Institute Council and APC. Results of this workshop were utilized as a basis for curriculum development in line with the proposed new programs for offering starting 2018.

Since then the College of Education established several [\*partnerships, linkages, and consortia\*](#) with the different local and National Universities, and International Asian Universities which have paved the way for the strengthening of the five strategic directions of the University



which are the Teaching and Learning, Research, Community Engagement, and Linkages and Governance and Management.

In a [\*Strategic Planning and Team Building\*](#) activity conducted by the College of Education in 2019 at Camiguin Island, faculty members of each Department were able to bond, assess the current state of the Department and where it is standing, to analyze the Department's SWOT, and established its goals for the next 5 years. Such plans served as the guide and road map in the creation of the Office Performance Commitment and Review wherein faculty members have also aligned their Individual Performance Commitment and Review and Individual Development Plan. The IDP, IPCR, and OPCR are then aligned with the [\*Work and Financial Plan\*](#) of the Department and the College. The [\*strategic planning\*](#) conducted has helped the Department and efforts were established and are continuously being realized as reflected in the [\*CED Accomplishment reports\*](#). The institute also requires submission of annual reports from the different offices and consolidates these accomplishments as an [\*Institute Annual Report\*](#).

***Support and scaffolding system is also very visible in the College of Education.*** Every school year, the Dean creates the [\*College of Education Standing Committee\*](#) to specifically assign faculty members who also ensure the successful conduct of the activities of the College of Education and to function as an efficient and effective academic unit of the Institute. These committees includes training, research and ethics, extension and linkages, internationalization, library, and information system, InFlex implementation, quality assurance, student services, parents and teachers association, student teaching, recruitment and hiring, curriculum and instructions, alumni relations, emergency response and disaster risk and management, grievance, physical fitness, recreation, and entertainment. Similarly, each Department also creates its own committees that will specifically work on specific areas. In 2020, the College of Education has also established the Quality Assurance office which will facilitate/process the renewal of the COE status of the College, recommend to QUAMS programs that are qualified for accreditation, ensure consistent implementation of 5S programs and/or Workplace Improvement Team, monitor and assess workplace cleanliness, orderliness and safety and attend meetings called by the GQMS Task Force. The Audio-Visual Media Center (AVMC) is one of the best support established by the College to assist the faculty members and the Department in its implementation of planned training, peer mentoring, and computer or device-related technical difficulties. In 2020, AVMC is one with MiCEL and the Institute in the realization of the plans for a smooth transition of the face-to-face classes to a remote teaching and learning modality. [\*AVMC\*](#) hosted and facilitated several pieces of training and activities to assist and mentor faculty members. Monitoring and evaluation are an inherent part of the planning process to ensure quality performance of functions and accomplishment of goals of the Institute and the different cost centers. Consultation meetings and follow-ups are regularly done to serve as venues for acquiring feedback on the implementation of planned activities. At the end of every activity being accomplished, an evaluation is conducted and results will become the basis for improvement in future actions.

The College of Education has implemented the process of planning, monitoring and evaluation in a consultative and participative manner. All information pertaining to the plans, tasks and directions are communicated to all faculty and personnel in a proper forum and channel. Online resources are also highly utilized for this purpose.

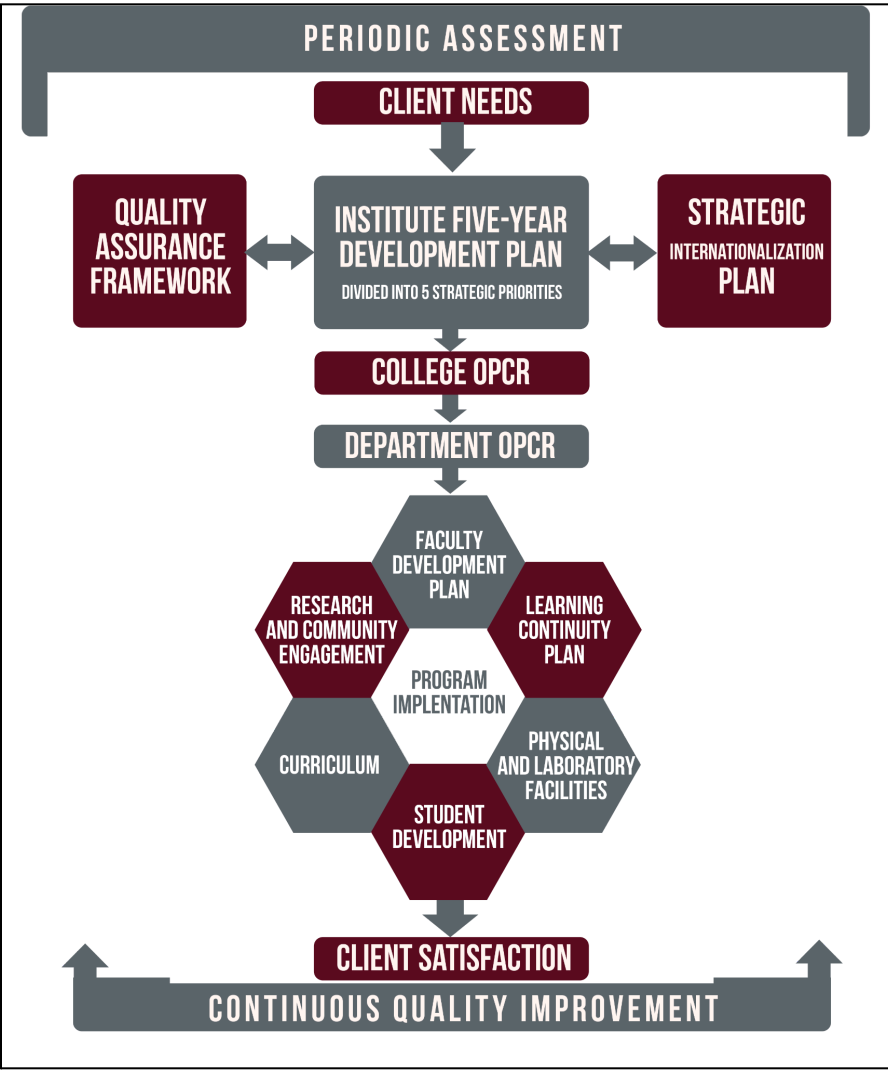


Figure 5. The College Planning Process

The college undergoes a periodic assessment where the client needs are identified and considered as a significant factor in the institute's five-year development plan which is divided into 5 strategic priorities from where the college's strategic internationalization plan and quality assurance framework are anchored on.

In this periodic assessment, the [\*College Office Performance Commitment and Review \(OPCR\)\*](#) is done based on the institute's five-year development plan and gives importance to the department office performance commitment and review (OPCR).

The department office performance commitment and review (OPCR) is based on the college office performance commitment and review (OPCR) which considers the following areas for evaluation: faculty development plan, learning continuity plan, physical and laboratory facilities, student development, curriculum, research and community engagement, and program implementation.

The College of Education supports the *Quality Assurance Plan* by creating an office that will facilitate the planning, evaluation, and monitoring of Quality Assurance in the College. Identified faculty and staff are designated as members of the Quality Assurance Office headed by a chairman of the Quality Assurance Office with members from all departments and schools. Primarily, the CED Quality Assurance Office (1) facilitates/processes the renewal of the COE status of the College; (2) recommend to QUAMS programs that are qualified for accreditation; (3) ensure consistent implementation of 5S programs and/or Workplace Improvement Team; (4) monitor and assess workplace cleanliness, orderliness and safety and (5) attend meetings called by the GQMS Task Force ([\*CED Memo. No-046-ODCED, s. 2021\*](#)).

All of these are essential functions towards continuously achieving the vision and mission of the institute and the goal of the College of Education.

The Organizational Structure

The administration, faculty, and staff are essential in carrying the plans of an academic unit. That is why it is important that their functions are clearly defined.

THE COLLEGE OF EDUCATION ORGANIZATIONAL STRUCTURE

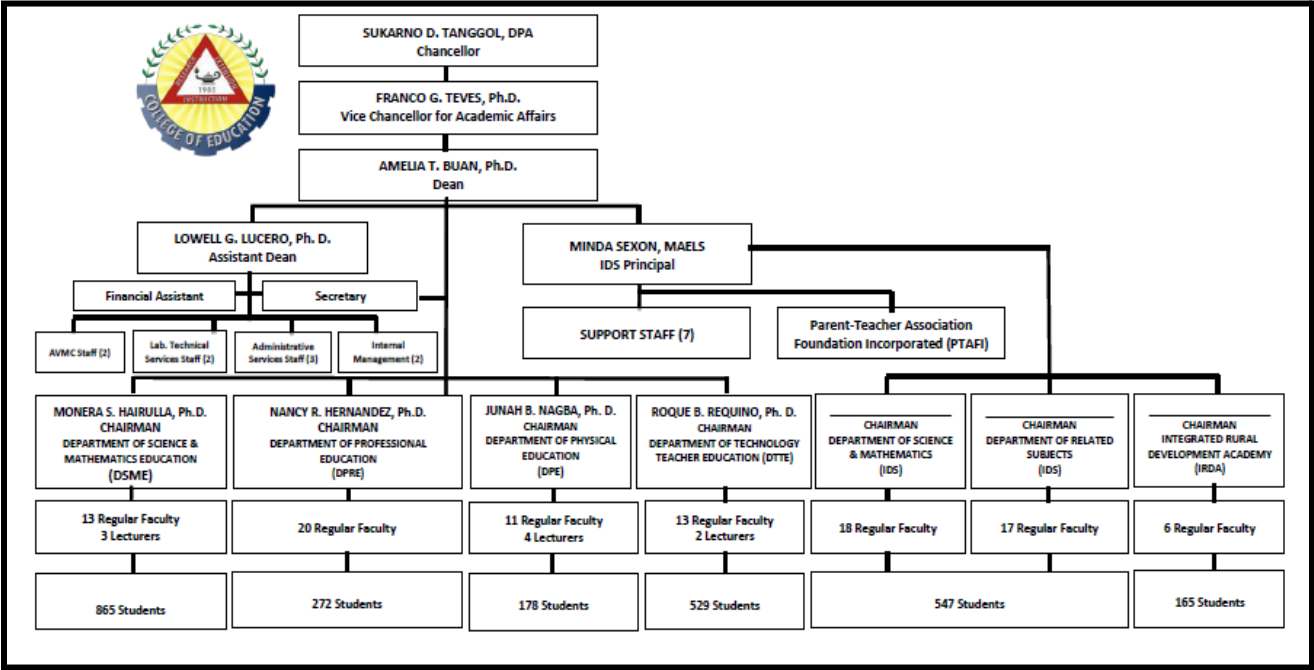


Figure 6. The College of Education Organizational Structure

The College Dean

The Dean of the College of Education shall perform the following functions:

- n. provide leadership in the college and exercise immediate supervision and control over his faculty;
- o. assume primary responsibility for the initiation, development, and improvement of the college;
- p. assist in the preparation of the budget of the college and administer the appropriation approved for his college in accordance with University regulations;
- q. preside over faculty meetings
- r. undertake evaluation on the performance of the faculty members and non-academic personnel in the College;
- s. promote and encourage research activities among faculty members, as well as extension services for the welfare of the community;
- t. see to the orderly behavior and discipline of the students, faculty members, and employees within the College;
- u. supervised classification and admission of students;
- v. extend cooperation to the Director of Student Affairs in the general supervision



- and administration of the affairs of the students in his college;
- w. serve as an ex-officio member of all committees in the College;
- x. recommend to the Chancellor, through the Vice Chancellor for Academic Affairs, the recruitment, appointment, transfer, suspension, demotion or removal of any faculty member, or recommends disciplinary action against erring faculty member, after a thorough investigation;
- y. coordinate with Academic Planning Committee on College Affairs;
- z. submit to the President within thirty (30) days before the end of every Budget Year an Annual Report on the condition and needs of the College.

### **The Assistant Dean**

The Assistant Dean of the College of Education shall perform the following functions:

- a. Assist the Dean in the administration of the College;
- b. Assume the functions of the Dean in his/her absence;
- c. Comply with requirements/directives from higher authorities;
- d. Coordinate with the Department of Student Affairs in the general supervision and administration of the affairs of the students of the College;
- e. Consolidate course programming and schedules prepared by the different department chairmen for the Dean's consideration and/or approval by higher authorities;
- f. Prepare the following for submission to the concerned offices:
  - teaching load plans, notices of teaching loads, and chairmen's reports;
  - evaluation of student records;
  - computation of overload honorarium of faculty members and lecturers;
  - agenda and minutes of college meetings;
  - teaching efficiency ratings of faculty members; and
  - other reports and data which may be required from time to time.
- g. Supervise the staff of the Office of the Dean;
- h. Monitor activities during the beginning and end of a school year; i.e., registration, giving of grades and clearances; and
- i. Perform other functions which may be required and assigned by the Dean of the College.

### **The College Secretary**

- a. Keep custody and evaluation of student records;
- b. Update information relative to the requirements of individual candidates for graduation and see to it that such requirements are fulfilled
- c. Keep and maintain records of curricula, research, extension, and other academic matters; monitor their implementation and advice the Dean thereon;
- d. Serve as the secretary of the college; issue notices of college faculty meetings and keep the minutes and records thereon;
- e. Keep permanent records of the work of the faculty of the college;
- g. Receive suggestions from faculty members;
- h. Help and correlate all activities of the faculty committees;
- i. Render to the Dean such assistance in the administration, as may be required
- j. Preparation and consolidation of the college report and submittals;
- k. Help execute the decision of committees of the College and of the University

- authorities affecting students; and
- l. Spearhead in the conduct of research on LET performance and tracer studies of the college.
  - m. Perform such other functions pertaining to the Office of the College Secretary, or as assigned by the Dean.

The Department Chairpersons

The Department Chairpersons shall perform the following functions:

- a. assume responsibility for the smooth operation of the academic affairs of the departments;
- b. implement and manage the academic programs of the departments under the direct supervision of the Dean;
- c. prepare the schedule of courses and faculty teaching loads;
- d. regulate the student enrolment in all courses offered by the Department;
- e. supervise the course advisers in the evaluation of student performance;
- f. submit to the Dean lists of books, references, and journals required in the courses offered by the departments;
- g. submit to the Dean the Schedule of faculty consultation hours;
- h. initiate proposal/changes/ improvement in the programs of the departments;
- i. update periodically the faculty profile and project faculty needs;
- j. orient new faculty members on the departments’ objectives, policies, systems, and procedures;
- k. enforce University and institute rules and regulations and regularly monitor faculty performance;
- l. prepare the academic staff development program of the departments;
- m. prepare budget proposals and program budget allocations vis-à-vis department needs;
- n. perform other functions as may be assigned by the Dean.

DEPARTMENT ORGANIZATIONAL STRUCTURE

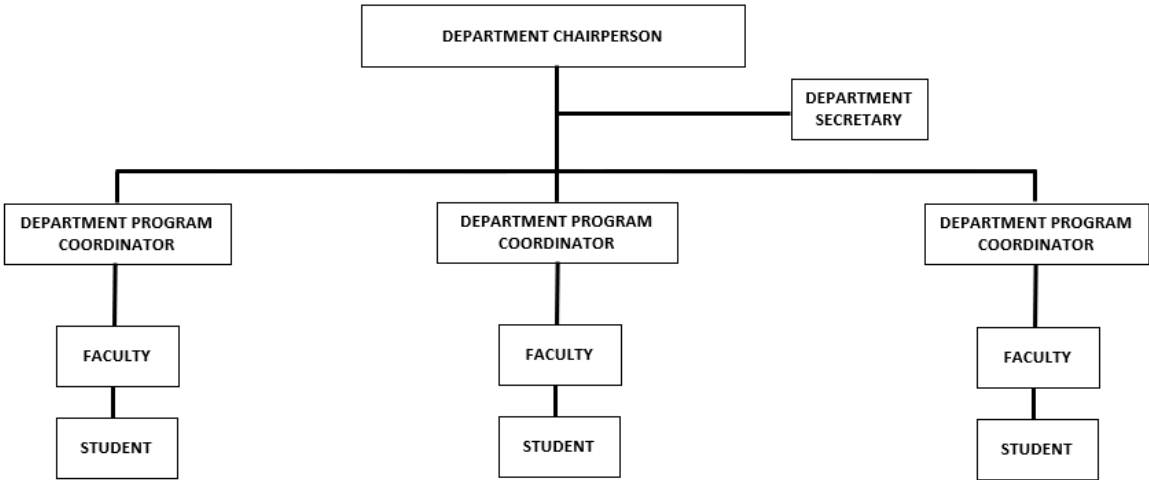


Figure 7. Department Organizational Structure



**The College Registrar**

- a. keep and manage student academic record and electronic filing system;
- b. request course offerings every semester in coordination with the program adviser and department chair;
- c. supervise college registration process and provide assistance to the departments;
- d. print class lists and submit to the department chair;
- e. consolidate classroom schedule to ensure the most efficient use of space in the college;
- f. prepare and submit student academic deficiencies to the program adviser for proper action;
- g. print and submit student report of grades to the department chair;
- h. verify student academic status for proper action prior to registration period;
- i. prepare the list of candidates for graduation and submit to the department chair for proper recommendations to the Institute Council;
- j. process applications for graduation, check requirements, and forward such document to the institute registrar's office;
- k. prepare documents for presentation during the College and Institute Council meetings;

**College Technical Staff**

- a. IT Laboratory Technician in the College of Education;
- b. In-charge of the World Links Training Laboratory and the Audio-Visual Center (Amphitheater);
- c. provide technical support both PC Hardware and networking in the college;
- d. in-charge of the design and printing of the certificates of training conducted/facilitated by the College;
- e. assist in the preparation of documents needed for accreditation;
- f. perform other duties and functions given by the Educational Media Center Coordinator and other tasks as required by the Dean's Office;

**College Financial Assistant**

- a. prepare and submit annual project procurement management plan;
- b. prepare purchase requests;
- c. prepare work and financial plan, the line-item budget of the college;
- d. keep financial document and electronic filing system of the college;
- e. facilitate in the control and maintenance of the budget in accordance with allocation provision, budget policy, and regulations;
- f. monitor the utilization of the allocated regular budget (account 101), regular income (account 164), income-generating projects (account 161), and various special/trust funds;
- g. monitor and control budget expenditures within the allocated amount and authorized regulations governing each funding area;
- h. plan and process budget cancellation and realignment;
- i. manage allotment releases;
- j. print Fund balances;
- k. obligate payrolls and all other college payables;
- l. process travel vouchers;
- m. process liquidation report;

**The College Property Custodian & Liaison Officer**

- a. reproduce office forms and provide the different departments of the college operate and



- maintain photocopying machines;
- b. file college documents and Operate and maintain photocopying machines;
- c. follow up and distribute department's supplies based on the request submitted to the Dean's office;
- d. deliver college communications to the different cost centers within MSU-IIT;
- e. conduct an inventory of equipment every quarter and submit annual inventory report;
- f. check and monitor the operations of college equipment and facilities;

**Food Laboratory Technician**

1. Demonstrate the proper use and care of laboratory tools and equipment
2. Maintain laboratory equipment in good operating condition
3. Conduct preventive maintenance on the laboratory equipment
4. Check and record the operating condition of equipment before and after use
5. Record machine utilization and repairs made on equipment
6. Assist in the conduct of on-job tests to determine whether the students have mastered the principles of the proper care and use of laboratory equipment
7. Assist in the supervision of students during laboratory classes
8. Assist in the design, implementation of maintenance programs
9. Conduct regular inventory of laboratory supplies every end of the semester and submit the report to the department chairperson
10. Recommend needed requisitions of laboratory supplies
11. Prepare breakage report request for replacement if there is any
12. Ensure that the laboratory materials and supplies are properly accounted for;
13. Assist in scheduling laboratory equipment loading, repair, and maintenance
14. Specifies machine parts needed for purchase
15. Keep a complete list of equipment, tools, furniture, and fixture in the laboratory; and
16. Perform other official duties that may be assigned by immediate superior from time to time.

**DPRE Clerk**

- a. prepare and submit department notice of teaching loads to the Assistant Dean after the registration period;
- b. collect FDTR and DTR of the faculty members and lecturers at the end of the month;
- c. prepare monthly payroll and facilitate in the processing of overload honorarium of faculty members and lecturers;
- d. deliver department communications to the concerned offices;
- e. manage department documents and electronic filing system;
- f. compute and consolidate the Teaching Efficiency Rating (TER) of the faculty members and submit to the Assistant Dean;
- g. monitor and follow up department requests to the concerned office;
- h. facilitate in the processing of college student clearance;
- i. prepare PLDT billing statement report and facilitate in the payment of telephone bills;

**DSME & CED-SGS Clerk**

- a. prepare and submit department notice of teaching loads to the Assistant Dean after the registration period;
- b. collect FDTR and DTR of the faculty members and lecturers at the end of the month;
- c. prepare monthly payroll and facilitate in the processing of overload honorarium of



- faculty members and lecturers;
- d. deliver department communications to the concerned offices;
- e. manage department documents and electronic filing system;
- f. compute and consolidate the Teaching Efficiency Rating (TER) of the faculty members and submit to the Assistant Dean;
- g. monitor and follow up department requests to the concerned office;
- h. facilitate in the processing of college student clearance;
- i. facilitate in the processing of students' requests for AACUP and COE Certification;

**DPE & DTTE Clerk**

- a. prepare department notice of teaching loads to the Assistant Dean after the registration period;
- b. collect FDTR and DTR of the faculty members and lecturers at the end of the month;
- c. prepare monthly payroll and facilitate in the processing of overload honorarium of faculty members;
- d. deliver department communications to the concerned offices;
- e. manage department documents and electronic filing system;
- f. compute and consolidate the Teaching Efficiency Rating (TER) of the faculty members;
- g. monitor and follow up department requests to the concerned office;

**Cafeteria Assistant Manager**

- a. assist the canteen manager in running the canteen;
- b. accept job orders for foodservice and ensures prompt and efficient delivery of the same;
- c. prepare budget and marketing plan and supervise canteen personnel;

**College Production Staff**

- a. take charge of the equipment of the Multimedia Center and ICT Laboratory;
- b. in-charge of publishing news and updating the College of Education Website;
- c. design and develop multimedia and graphics for College promotion and advertisement;
- d. provide technical support for both PC Hardware and networking in the college;
- e. in-charge of booking and reservation of the Audio-Visual Center (Amphitheater);
- f. assist the technical staff in performing their duties and functions;
- g. assist in the preparation of documents needed for ACCREDITATION;
- g. perform other duties and functions given by the Educational Media Center Coordinator and other tasks as required by the Dean's Office;

**Science & Mathematics Teaching Laboratory Technician**

- a. Assist laboratory classes and provide students' requests promptly;
- b. Issue borrower's slip to students for science laboratory facilities to be used every week;
- c. Check laboratory equipment used during laboratory classes and return to its proper places for maintenance and order;
- d. Conduct annual inventory of science laboratory equipment
- e. Provide depreciation report for immediate appropriate action

## PLANNING PROCESS IN THE DEPARTMENT LEVEL

### Introduction

The Bachelor of Elementary Education program in the College of Education has two majors - Language Education and Science and Mathematics. BEED Language Education is under the Department of Professional Education (DPRE) while BEED Science and Mathematics Education is under the Department of Science and Mathematics Education (DSME). In the narrative, the planning process of the two departments will be presented. While the plan to support quality and quality assurance plan are the same, the activities of the two departments differ. In the next section, an overview of the two departments is presented.

DPRE is the homestead of two (2) undergraduate programs, Bachelor of Elementary Education major in Language Education (BEED Lang.Ed.) and the Bachelor of Secondary Education major in Filipino (BSED Filipino). It also takes charge of two (2) graduate programs, the Master of Arts in Education, major in Guidance and Counseling (MAED Guidance) and Master of Arts in Education major in Reading (MAED Reading). DPRE is also the service department that offers and handles Professional Education (Prof. Ed.) courses to the other three departments in CED and the other colleges of the Institute whose program also include professional education subjects. With the full cooperation of the [highly qualified 19 full-time faculty members](#), the department is able to function effectively and efficiently, with 10 having Doctorate degrees and nine having Masters degrees.

BEED Science and Mathematics is managed by DSME. DSME also offers Secondary Education with majors in Biology, Chemistry, Mathematics, and Physics; Master of Science Education with majors in Biology, Chemistry, Physics, Elementary Mathematics, Secondary Mathematics, and General Science; and Ph.D. in Science Education with majors in Biology, Chemistry, and Mathematics. DSME has [15 highly qualified full-time faculty members](#), five with Doctorate degrees while the rest have Masters degrees.

### Quality Support

DPRE and DSME crafted their Strategic Action Plans which are in line with the CED's Action Plan (See [DPRE Action Plan](#) and [DSME Action Plan](#)). The departments' action plans outline the activities to be undertaken and resources needed in order to achieve the goals. Congruent with the departments' action plans, faculty members submit an [Individual Performance Commitment and Review](#). Every January and July, they submit their targets while every June and December they report their actual accomplishments. The IPCR is discussed with the Chairperson. The Chairperson consolidates the IPCR to report the accomplishments of the department through a [DPCR](#). Institute approved research and extension projects are also required to submit quarterly progress reports. Progress reports inform whether tasks are being completed on schedule and on budget.

Teacher qualifications are considered vital to students' achievement and the realization of the goals of the program. To plan out faculty's quest for a higher level of education, the different departments draft a Faculty Development Plan (FDP). [DPRE's FDP](#) is an updated version because in 2020, one faculty member graduated with a Ph.D in Educational Sciences from KU Leuven, Belgium and in 2021 another faculty member finished a Ph.D. in Educational Management from Mindanao State University, Marawi City. Currently, one faculty member is on

study leave to pursue a doctorate degree at Universiti Malaya, Malaysia. [DSME’s FDP](#) shows that six of its faculty members are about to finish their Doctorate.

In order to ensure the quality of operations and performance of the department, faculty members of DPRE and DSME serve in [CED’s standing committees](#). The different committees are the following: training; research and ethics; extension and linkages; internationalization and linkages; textbooks, instructional materials, production, patenting, and copyrighting; library and information system; scholarship; student services; curriculum and instruction; parents-teachers association; student teaching; recruitment; educational synthesis; quality assurance; emergency response and disaster management; alumni relations; grievance; physical fitness, recreation, and entertainment; and promotion. Members of these committees help lead not only the college but also their respective departments to function as an efficient and effective academic unit of the Institute.

DPRE and DSME also submits its programs for certification of compliance to the Commision on Higher Education and accreditation by the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACUP). Submitting for certification and accreditation helps improve the department’s academic quality and public accountability.

**Planning Process**

The success and recognition that an organization achieves has been correlated with efficiency and sustainable growth and the secret always emanates with a well-developed planning process. To be effective and to develop its potential, an organization should work towards a desired vision, mission and goals guided by strategic directions and core values. This is how MSU-IIT as an organization is able to achieve its success. The institute and its constituents work as a team in the fulfillment of its plans. The Institute and the College follow a participative and transparent planning process and so do DPRE and DSME.

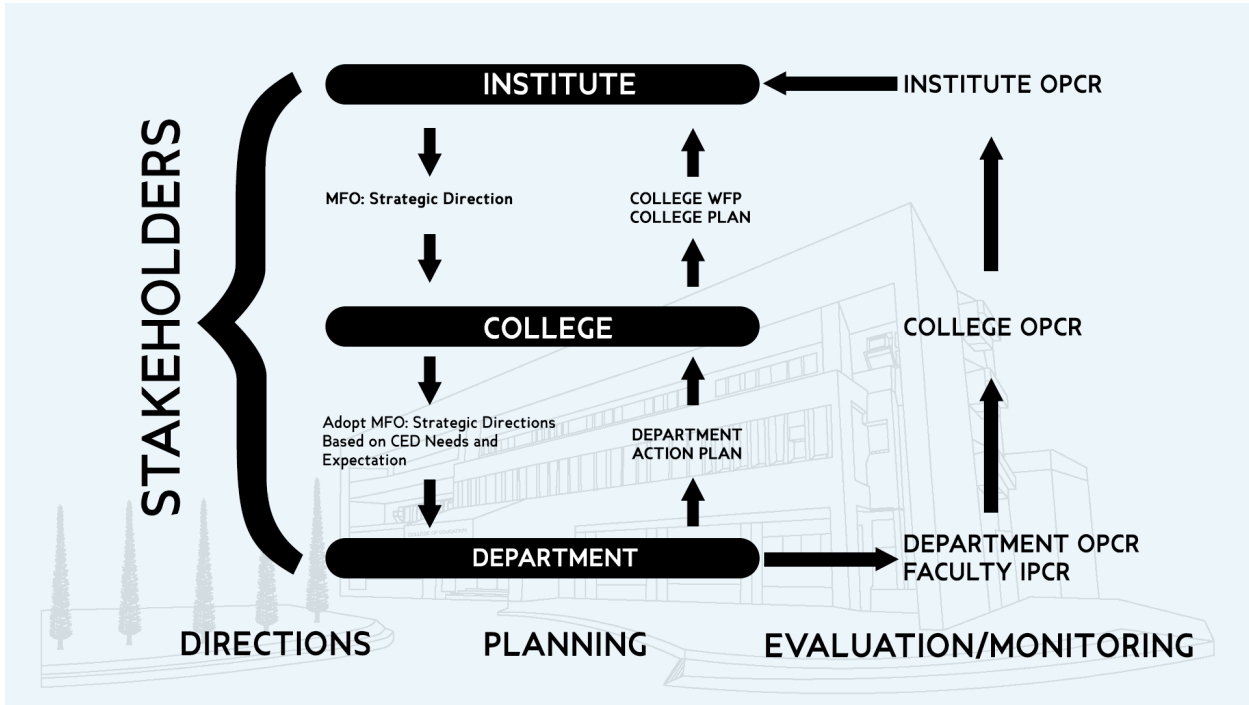


Figure 8. *The flow of the Institute Planning Process*

Bearing in mind that all purposeful activities redound to benefit the stakeholders, it is but proper to start with this baseline in the implementation of the Institute’s Major Final Outputs (MFOs) and Strategic Direction, carried out by the different colleges, and supported by the faculty, staff, and students in each department, academic unit, and administrative office. From the stakeholders’ needs, focus on a continuing planning, monitoring, and evaluation tasks goes up to the respective departments of the college. In a cycle, directions are followed in such a way that an orderly and scientific flow of activities is carried out by each department. Plans are based on the Institute’s Major Final Output (MFO) and Key Strategic Areas. It goes down to the college level who adopts Institute MFO based on CED needs and expectations. These MFOs are brought down to the department level from which the department action plans are positioned. The department action plan is submitted to the college dean whose office submits to Top Management its college plan along with its Work Financial Plan. In the evaluation and monitoring process, each department submits the Individual Performance Commitment Review (IPCR), and the department’s Office Performance Commitment Review (OPCR) to the college dean who, in turn, submits its college OPCR. Based on these inputs, Top Management formulates its own Office Performance Commitment Review, after all responsibility centers have submitted their respective plans. The results of the review from all levels will be the basis for the next strategic directions of the institute, the college, and the department. This planning process is periodically evaluated and monitored to ensure success in the operation of the organization. Figure 8 clearly shows that the planning process in the department is linked with the plan of the Institute.

With the clear directions set by the Institute as a result of its participatory planning activity which is the Academic Summit, five interrelated strategic areas are identified as Teaching and Learning, Student Support and Services, Research, Community Engagement and Linkages, and Governance and Management. The commitments of DPRE and DSME show their intent on achieving its objectives, contribute to the attainment of CED goals, and ultimately the vision and mission of MSU-IIT. The Institute Development Plan served as a basis for the DPRE and DSME Action Plans. The development of the plan was a participatory process. The plans serves as a compass that points the departments to the right direction in the conduct of its activities.

Last 2019, CED conducted its strategic planning where all of the departments and offices looked back on the years of experience it had and envisioned the next few years for the CED’s direction. The different departments conducted the Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis to start calibrating the position of the college and anchor these insights and experiences with respect to the development plan of the Institute.

Since 2019, the departments have been involved in the development of the Office Performance and Commitment Review of the college, by identifying specific department commitments. With increasing familiarization of the involvement of the department, clear priorities have been identified. (See [DPRE Action Plan](#) and [DSME Action Plan](#))

The figures below summarizes DPRE and DSME’s strategic planning outputs for 2019-2022. It can be seen that the commitments and priorities of the two departments are linked with the plans of the Institute and that of the College.





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Accordingly, with the increasing degree of participatory management exercised by the Institute, the department projects its strategic activities and directions to provide direction for the College's preparation of [Work and Financial Plan](#) (WFP). As a result, the projected plans and key activities, later measured by the Office Performance and Commitment Review, are properly aligned.

### **Teaching and Learning**

Monitoring and evaluation of the implementation of the OBE-based curriculum is essential. [OBE-dized syllabi](#) are required and it is part of the task of the [Committee on Curriculum and Instruction](#) to monitor the implementation of OBE. DPRE faculty members have participated in training and workshops such as the [seminar-workshop on teaching pedagogy](#). The Institute has also crafted its [Outcomes Based Education Framework](#) (see pages 10-13) which serves as guide in the crafting of syllabus and curriculum. These OBE teaching pedagogy approaches were visible in the teaching and learning process of the Department- with the OBE based syllabus which serves as the students and faculty guide. In the same year, DPRE faculty attended the training on [Designing Blended Classes](#) utilizing the MSU-IIT Online Learning Environment (MOLE) Classrooms. Two faculty members from DPRE served as trainers in that workshop. This training is an offshoot of the Top Management's concerted efforts to act on the MSU System Board of Regents Resolution No. 158, S.2013 which grants authority to MSU-IIT to offer courses through hybrid mode, where 70% of the learning activities, at most, have been moved online and time traditionally spent in the classroom shall be reduced to at least 30%.

Since 2020 was a year of unprecedented disruption, the focus has been diverted to the [Learning Continuity Plan](#) and the development of the Innovative and Flexible Learning Modality along with its Implementing Rules and Regulations (IRR). In terms of learning accessibility systems, the majority of [BEED faculty members](#) have already made their classrooms in MSU-IIT's Online Learning Environment (MOLE). The Department Chairperson is also added as a non-editing teacher in the online classrooms as part of the monitoring. Trainings have also been conducted to support faculty members who are not adept on the use of MOLE. The implementation of the Innovative and Flexible (InFlex) Learning was adopted by all the Colleges when pandemic hit. With the engagement of the faculty members and all the concerned members of the institute, the implementation of the InFlex Learning in an RTL modality has been materialized. Webinar workshops on Innovative Teaching and Learning, Pedagogical approaches and creating authentic assessment tasks are just few of the training and webinars participated by DPRE faculty members as recorded in the [AVMC Report of Activities](#).

DPRE and DSME also commit to [adequately prepare students](#) for the Licensure Examination for Teachers. Faculty members of DPRE serve as members of the [standing committee on LET Synthesis](#). An online classroom for LET review was also developed so that students can access review materials. Even during the pandemic, lectures were conducted online. DPRE Faculty served as lecturers and there were also invited speakers from Philippine Normal University. In the 2017 LET, CED ranked 3rd Place and in 2019 ranked 7th Place as Top Performing School in the Philippines (see this [document for BEED LET Performance](#)).

### **Student Support**

The College of Education considers the students' welfare and development as foremost in all its endeavors to prepare them as professional teachers with strong professional education foundation, adequate co-curricular and extra-curricular activities to develop their leadership skills and to equip them with proper values and desirable characteristics to enable them to cope



with the demands of their profession and their social environment. It focuses on developing individuals to become a whole person so that they will be able to enjoy fuller lives and become useful members of society.

The College believes in the Philosophy that not everything is learned in the classroom. In implementing the Outcomes-Based Curriculum of the College of Education, the Student Services Program aims to develop leadership and management skills of the students, making them more competitive in the world of professionals. Moreover, the College subscribes that the holistic formation of the love of God, country and neighbor entails exposure of students in different areas of life such as social, cultural, spiritual and political panorama, with an end of forming them as responsible citizens.

Pursuant to its vision as a model of academic excellence in Elementary Education Program in the region, CED has continuously strived to carry out development efforts and changes to keep up with the challenges of the times.

CED continues to be the Top Performing Teacher Education Institution in the Philippines with its performance of graduates in the Licensure Examination for Teachers in the Bachelor of Elementary Education Program. A higher percentage of passing significantly indicates the increase in the level of performance among the graduates in the BEED Program. In the 2014 Licensure Examination for Teachers, the Elementary Program ranked 11th Place, in 2015 ranked 9th place, in 2016 ranked 7th Place, in 2017 ranked 3rd Place and in 2019 ranked 7th Place, as Top Performing School in the Philippines (see [LET Performance Narrative Report](#)). Activities are continually conducted to improve performance of BEED graduates such as [in-house LET Review with invited speakers](#) and [LET Synthesis](#) spearheaded by the LET Coordinator. In this time of pandemic, LET Synthesis Program is currently enhanced and designed utilizing virtual/online sessions through and implemented for first takers and repeaters to sustain and improve performance.

In the implementation of Remote Teaching and Learning (RTL) during the pandemic, some webinars were conducted with the aim of helping the students. There was a [webinar on parents' involvement in students' mental health](#) and one on [technology integration if portfolio making](#).

### **Research**

Based on the Commission on Higher Education Memorandum Order (CMO) 74, s. 2017, the BEED is an undergraduate teacher education degree that prepares individuals to teach at the elementary level and allows for the teachers to be competent in content and pedagogy for elementary education. As such, the BEED program draws from the allied disciplines of social sciences, science, math, technology, languages, and humanities for a multi-disciplinary approach in content and pedagogy. Mindanao State University-Iligan Institute of Technology sees research, instruction, and extension necessary in producing quality graduates. Of the three, research is a basic requirement for an institution to improve the quality of education and the practice of professionals in the discovery of new knowledge done in an investigative process.

The Research Agenda of the College of Education or CED is in turn derived from the Institute Research Agenda. All research conducted in the College is aligned with the CED Research Agenda. The College of Education upholds the following approved [Research Agenda](#): sports emotions, cognition, and somatic indicators; fitness and health; curriculum development & evaluation; pedagogical innovations: development, validation and efficacy assessment; ICT integration; teachers' well-being; learners motivation, attitudes, and perspectives; positive education; social and cultural dimensions of education; development, processing, and innovation of products, materials, and models; career adaptability, employability and performance of graduates; gender-related studies; community resilience. Faculty members of the BEED program plan their research based on the agenda. To illustrate this, below are some examples:



1. increasing pre-service teachers' multicultural sensitivity is aligned with: social and cultural dimensions of education; pedagogical innovations; and ICT integration
2. lived experiences of student-teachers during practice teaching is aligned with: learners motivation, attitude, and perspectives
3. online review training course for the Licensure Examination for Teachers is aligned with: ICT integration and pedagogical innovations.
4. assessment of the Reading Curriculum in Basic Education is aligned with: curriculum evaluation
5. prevalence and associated factors of mental health concerns among Basic Education Teachers during COVID-19 pandemic is aligned with: teachers' well-being
6. examining the latent dimensions on the reasons why teachers leave the teaching profession is aligned with: teachers' well being being

The conduct of research is overseen by the [CED's standing committee on research](#) consisting of faculty from the college with members renewed yearly to facilitate the CED in producing quality and the practice of ethics. A review board on ethics was established to protect the rights of privacy, the anonymity of the participants/respondents including the vulnerable population (women, senior citizens, and children). Internally funded research projects are monitored and are required to submit [quarterly progress reports](#) to the Research and Extension Information System (REIS) in My.IIT monitored by the Department of Research of the Office of the Vice Chancellor for Research and Extension (OVCRE). Project leaders are also to submit/upload an accomplishment/terminal report with the format prescribed to the Research and Extension Information System (REIS) in My.IIT monitored by the Department of Research, OVCRE within thirty (30) days after the completion of the research project.

Interestingly, the research and publication of the College is strengthened by its strong Linkages and Consortia. The partnership of CED with Asian Universities such as the Faculty of Education, Khon Kaen University Thailand significantly increased the number of paper presentations of the BEED faculty in national and international fora. This also resulted in the College's co-hosting of various international conferences. The strong linkages of the College has increased the number of its scholarly publications in the last 5 years. It resulted in the conduct of more research capability building activities, increase in the number of collaborative researches conducted, and number of completed researches. Furthermore, the increase in the number of paper presentations and scholarly publications of the faculty resulted in an increase in Google Scholar citations. The increased visibility of the BEED faculty in education and STEM education research likewise resulted in faculty members tapped as members of editorial boards and reviewers in international journals. There is also improvement in research mentoring of BEED students' in their undergraduate theses. Proof to this significant impact is the increased number of students presenting their research in international conferences and publication in international journals. The increased number of paper presentations and scholarly publications have resulted in more BEED faculty members receiving monetary research incentives and promoted to higher academic ranks. The BEED faculty members have consistently won in MSU-IIT's Annual In-House Review of R and D projects while others are recipients of the annual PRAISE awards for research. ([See list of publications.](#))

When the pandemic hits academic institutions, the situation is not a hindrance but an opportunity to invite more valuable speakers through online research webinars and workshops. In 2020 several research workshops with very competent international speakers and speakers from partner international universities were conducted and participated such as the webinar series of "Better Universities & Knowledge for All" or the BUKA project in partnership with UP Diliman and Professors from Asian Universities. A research writeshop webinar series was also

conducted and was attended by the BEED faculty members. These research writeshops and consultation with competent researchers had helped the faculty members in writing more research for publication.

### Community Engagement and Linkages

The BEED program offered by the College of Education as TEI and COE in teacher education designed to offer such program in a teacher education curriculum that impacts life-long learning and precise battery of holistic pedagogical rudiments both in formal instruction and field exposure that prepares and equips pre-service teachers to the actual teaching field. As such, in the implementation or conduct of extension activities, students participated with the faculty members and extension partners.

Curricular/Program	Extension Projects/Activities	Complementation
BEED Science and Mathematics	<ul style="list-style-type: none"> <li>Project STAR</li> <li>Improving Science and Mathematics Teaching Through Community of Learning</li> <li>Local Potential of STEM Education</li> </ul>	<ul style="list-style-type: none"> <li>The students are recipients of the pedagogy and were trained through their Practice Teaching and Teaching Science subjects. In turn, these students implemented these pedagogies when they were deployed in DepEd Schools.</li> <li>Graduates of the program are also major catalysts in cascading these pedagogies on the field after employment.</li> </ul> <p>Evidence:  <a href="https://sites.google.com/g.msuiit.edu.ph/ced-extension/">https://sites.google.com/g.msuiit.edu.ph/ced-extension/</a></p>
BEED-Language Education	<ul style="list-style-type: none"> <li>Harnessing Reading Skills across Subject AreasIt is important in an extension engagement for the extension partners and linkages and MSU-IIT, there will be an execution of Memorandum of Agreement (MOA)/Memorandum of Understanding (MOU). And before this level is reached, design meetings, and consultative meetings are held in order to identify the needs and the roles of stakeholders. To add, a needs</li> </ul>	<ul style="list-style-type: none"> <li>The students are exposed to the extension activity as they partook in the planning and creation of the instructional materials which were utilized by the teachers at the Luinab Elementary School. A turn-over of the Instructional Materials was done with the teachers and the School Principal.</li> </ul> <p>Evidence:  Complete reports with pictures</p>



	<p>assessment survey is conducted; and like in training-workshops or webinar-workshops, their participation in the design of topics to be given is catered.</p> <ul style="list-style-type: none"> <li>Students’ Immersion Program and Livelihood Skills Training with Spiritan Academic Incorporated</li> </ul>	<p><a href="https://drive.google.com/drive/folders/13mLm58KKII1fOuV_cV_5A8V6rQ-qVh7r?hl=en">https://drive.google.com/drive/folders/13mLm58KKII1fOuV_cV_5A8V6rQ-qVh7r?hl=en</a></p> <p>The conduct of reading classes to the school’s learners who belong to the frustration level by the senior and junior pre-service teachers under the BEED Language Education and MAED-Reading as part of the exposure and practice teaching requirement.</p>
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One best practice that the program can boast of is its initiative in creating [linkages with international partners](#). In 2014, the chairperson of DSME made a benchmarking visit to Khon Kaen University Thailand. This marked the strategic and historic turn of the Department to leverage its partnerships to become more visible in the international academic community. Since 2014, varied activities have been conducted affecting all strategic areas in the Development Plan. With the [MOA signed between MSU-IIT and KKU](#), the department found other opportunities to maximize the partnership: student and faculty exchange programs, co-hosting and participation in international conferences. Now, these partnerships have been sustained and are instrumental in increasing the faculty members’ research productivity. As [expertise](#) from both universities is exchanged, pedagogies are also exchanged. To date, innovative pedagogies such as the STS Approach to STEM Education is now fully integrated into the curriculum of the BEED Science and Mathematics. The open approach is integrated into the Mathematics Majors along with the practice of Lesson Study. DSME plans to host another International Linkage Activities by sustaining current international and national partnerships with KKU.

Part of the linkages that the College has established with universities abroad is the realization of the following consortia: The BUKA Project and the Faculty Exchange Programs. The [BUKA Project is also known as Equity and Access to Higher Education Through Open and Distance Learning](#). It aims to promote equity and access to higher education in Malaysia, Indonesia and Philippines through the use of inclusive instructional design (ID) and learning analytics (LA) in online and blended learning, especially in the context of Open and Distance Learning (ODL). In terms of faculty exchange, Dr. Chokchai Yuenyong and Assoc Prof Auijit Pattanjak of the Faculty of Education, Khon Kaen University (KKU), Thailand came as visiting professors to the College in 2019. Dr. Chokchai Yuenyong conducted a series of lectures and research capability seminars on STEM education and research consultations while Assoc Prof Auijit Pattanjak had a series of lecture-workshop to strengthen mathematics educators’ community and conduct classroom-based action research to improve teaching practices on open approach lesson implementation in various fields. Dr. Amelia Buan, a faculty member of the College, was also invited as a visiting scholar to KKU for the following engagements: discussion





on ICT integration in Math Education, actual laboratory experience, and visits to high schools that have been mentored by KGU on Open Approach for the last 15 years. Aside from the linkages and consortia mentioned above, the College has been reaching out to other experts and research professors from abroad. The College has invited these experts through the Visiting Research Professor Program of the Institute. The visiting professors include Dr. Ronnel B. King, Dr. Bill Atweh, Dr. Ir. Wim Van Petegem, and Dr. Orhan Agirdag.

Recently, the MSU-IIT has a new [\*partnership\*](#) with IAIN KUDUS. The Department plans to leverage this partnership to promote the Graduate Studies of the College and to provide avenues for collaborative research and student exchange programs.

### **Governance and Management**

Governance and Management is one of the very essential components of planning. In the Department of Professional Education and the Department of Science and Mathematics Education, a regular monthly meetings are conducted to facilitate concerns and challenges of the faculty members and students and lay-out the plans every month. A standing committee is created and updated every year to address various needs of the Department. A semestral Individual Performance Commitment Report and yearly Individual Development Plan is required by the Department for the faculty members to submit. The IDP and IPCR are aligned with the Office Performance Commitment Report which is also crafted to align with the Work and Financial Plan of the Department and the plans of the College. These documents are created and prepared as part of the planning processes of the Department.

Furthermore, these documents serve as faculty members' guide on how to link to their individual achievements and make meaningful contributions in the attainment of the Departments' goals and to align in the strategic directions of the College and the Institute. DPPE and DSME aim to continuously provide quality education through its program offerings. Thus, to ensure efficiency a quality assurance action plan was created to ensure efficiency and effective program implementation.

### **Quality Assurance Plan**

In response to the revised program policy standards and guidelines (PSG) of the BEED Programs by the Commission on Higher Education (CHED), the newly revised curriculum indicates the need for continuous program monitoring and improvement.

Aligned to the Institute Goals, Vision, and Mission, the BEED Program of the Department of Professional Education and the Department of Science and Mathematics Education adopt the following program educational outcomes (PEOs):

- A. Demonstrate in-depth understanding of the diversity of learners in various learning areas;
- B. Manifest meaningful and comprehensive pedagogical content knowledge of the different subject areas;
- C. Utilize appropriate assessment and evaluation tools to measure learning outcomes;
- D. Manifest skills in communication, higher order thinking and use of tools and technology to accelerate learning and teaching;
- E. Demonstrate positive attributes of a model teacher both as an individual and as a professional;

F. Manifest a desire to continuously pursue personal and professional development

These Program Educational Outcomes are based on the following:

1. CHED Program Policy Standards and Guidelines
2. Philippine Professional Standards for Teachers
3. Institute Mandate, Vision, and Mission and Outcomes
4. College of Education Goals and Objectives

This document attempts to document the measures by which these outcomes are achieved and monitored, from the program's inception to graduation of the students.

### Institute Core Values



### Institute Vision

A university committed to the holistic development of the individual and society.

### Institute Mission

To provide quality education for the development of Mindanao and the country through relevant programs in instruction, research, and community engagement.

### College of Education Goal

To produce highly competent teachers who will provide leadership in various disciplines through quality instruction, research, and extension; to enable them to meet the demands of their social environment and its diverse cultures; thus, making them productive agents of change in response to the countries quest for global competitiveness.

### Institutional Outcomes

- Leader: Exercise leadership in the field imbued with the MSU-IIT Core Values
- Innovator: Conduct research-based innovations for human development
- Excellent: Maintain excellence as a way of life
- Peacebuilder: Work for peace and total well-being of all.
- Cultural and Gender-Sensitive: Imbibe true sense of mutual understanding and respect for gender equity and cultural diversity.
- Environmentally responsible: Practice sustainable measures under all circumstances.

### Teacher Education Outcomes

- Articulate the rootedness of education in philosophical, historical, socio-cultural, psychological and political contexts;



- Facilitate learning using a wide range of teaching methodologies and delivery modes appropriate to specific learners and their environments;
- Develop innovative curricula, instructional plans, teaching approaches, and resources for diverse learners;
- Apply skills in the development and utilization of ICT to promote quality, relevant, and sustainable educational practices;
- Demonstrate a variety of thinking skills in planning, monitoring, assessing, and reporting learning processes and outcomes;
- Practice professional and ethical teaching standards sensitive to the local, national, and global realities;
- Pursue lifelong learning for personal and professional growth through varied experiential and field-based opportunities, and
- Undertakes effective integration of technology through ICT enhanced instructions

### **Elementary Education Outcomes**

- Demonstrate in-depth understanding of the diversity of learners in various learning areas
- Manifest meaningful and comprehensive pedagogical content knowledge (PCK) of the different subject areas
- Utilize appropriate assessment and evaluation tools to the measure learning outcomes
- Manifest skills in communication, higher-order thinking and use of tools and technology to accelerate learning and teaching
- Demonstrate positive attributes of a model teacher, both as an individual and as a professional
- Manifest a desire to continuously pursue personal and professional development
- Ability to generate new knowledge in the form of research or development projects to support national, regional or local development places

Mapping of Courses to Outcomes

BEED Language Education

General Education / Electives / Mandatory Courses	PROGRAM OUTCOMES																				
	Common to all Programs						Common to the Discipline								Common to Sub-discipline & Major						
	PO1	PO2	PO3	PO4	PO5	PO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO1	PO2	PO3	PO4	PO5	PO6	PO7
GEC101			I																		
GEC102		I																			
GEC103				I																	
GEC104			I																		
GEC105					I	D															
GEC106						D															
GEC107					I																
GEC108				I																	
GEC109																					
HIS003					I	I															
FPE101																					
Filipino Courses																					
FIL101																					
FIL102																					
FIL103																					
Legend: I = Introduced (The students get introduced to concepts and principles) P = Practiced (The student practices the competencies with Supervision) D = Demonstrated (The student practices the competencies across different classroom settings with minimal supervision)																					

Professional Education Courses	PROGRAM OUTCOMES																				
	Common to all Programs						Common to the Discipline (Teacher Education)								Specific to Sub-discipline & Major (Elem. Education)						
	PO1	PO2	PO3	PO4	PO5	PO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO1	PO2	PO3	PO4	PO5	PO6	PO7
Foundation/Theories & Concept Courses																					
CPE100	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
CPE101	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
CPE102	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
CPE103	I	I					I	I							I		I				
Pedagogical Content Knowledge Courses																					
CPE104	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
CPE105	I	I	I				I				I				I		I				
CPE106	P	P	P				P				P				P		P				
CPE107	I	I	P	I			P	I	P	P					P	P		P			
CPE108	I	I					I	P	P						I	P	P				
CPE109	I	I					I	P	P						I	P	P				
Experiential Learning Courses																					
ELC101		D	D					D	D	D	D	D	D	D	D	D	D	D	P	P	P
ELC102		D	D					D	D	D	D	D	D	D	D	D	D	D	P	P	P
ELC197		D	D					D	D	D	D	D	D	D	D	D	D	D	P	P	P

Content Courses	PROGRAM OUTCOMES																			
	Common to all Programs						Common to the Discipline								Common to Sub-discipline & Major					
	PO1	PO2	PO3	PO4	PO5	PO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO1	PO2	PO3	PO4	PO5	PO7
English Courses																				
EED101	I	P						P		D		P	P			I	P	P	D	D
EED102	I	P						P		D		P	P			I	P	P	D	D
EED103	I	I					P	I	P						I	I	P	P		
EED104	I	I					I		I						P	P				
EED105		P					I			I	P	I	I	I		P		P		
Filipino Courses																				
EED106		P					I	I	I	I	I	I	I	I	I	P		P		
EED107		I						I	I	I	I	I	I	I	I	I	I	I	I	I
EED108		P						I	P	P	P		I	P	I	P	I	I	I	I
EED109		I					I			I	I	I	I	I	I	I		I	I	I
EED110		I						I		I	I	I	I	I	I	I		I	I	I
MTB-MLE Courses																				
EED111		I						I			I	I	I	I	I	I	I	I	I	I
EED112		I						I		I	I	I	I	I	I	I	I	I	I	I
EED113	I	I						I	I	I	I	I	I	I	I	I	I	I	I	I
EED114		I						I	I	I	I	I	I	I	I	I	I	I	I	I
VED/ Research/ Science/ Math/ MAPEH/ Social Studies/ Technology																				
EED115		P						P	P					P				I	I	I
EED116	I	P	P				I				I				P			P		
EED117		I									I	I	I		I				I	I
EED118		I									I	I	I		I				I	I
EED119	I	I	P				I	P	P	P	I				I	I	I	I		
EED120																				
EED121																				
SED105																				
MED103																				
Special Topic Course																				
STC101		I									I	I	I	P	I					

BEED Science and Mathematics Education

General Education / Electives / Mandatory Courses	PROGRAM OUTCOMES																			
	Common to all Programs						Common to the Discipline								Common to Sub-discipline & Major					
	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6
GEC 101			I																	
GEC 102		I																		
GEC 103				I																
GEC 104			I																	
GEC 105					I	D														
GEC 106						D														
GEC 107					I															
GEC 108				I																
GEC 109																				
GEC 110					I	I														
GEC 120																				
GEC 130																				
GEC 140																				
GEE 100					I															
GEE 101			I			I	I													
GEE 102		I																		
Legend:																				
I Introduced (The students get introduced to concepts and principles)																				
P Practiced (The student practices the competencies with Supervision)																				
D Demonstrated (The student practices the competencies across different classroom settings with minimal supervision)																				

Professional Education Courses	PROGRAM OUTCOMES																			
	Common to all Programs						Common to the Discipline (Teacher Education)								Specific to Sub-discipline & Major (Elem. Education)					
	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6
Foundation/Theories and Concept Courses																				
EDU 101	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
EDU 102	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
EDU 103	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
EDU 104	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
Pedagogical Content Knowledge Courses																				
EDU 105	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
EDU 106	I	I	I	I	I	I	I	I	I	P	I	I	I	I	I	I	P	I	I	I
EDU 107	I	P	I	I	I	I	I	I	P	P	I	I	I	I	P	P	I	I	P	I
EDU 108	I	I	I	I	I	I	I	I	P	P	I	I	I	I	P	I	I	I	I	I
EDU 109	I	P	I	P	I	I	I	I	P	P	I	P	I	P	P	I	I	I	I	I
EDU 110	I	P	I	P	I	I	I	I	P	P	I	P	I	P	P	I	I	I	I	I
Experiential Learning Courses																				
EDU 111		P	P					P	P	P	P	P	P	P	P	P	P	P	P	P
EDU 112		D	D					D	D	D	D	D	D	D	D	D	D	D	D	D



Course Number	COURSES	PROGRAM OUTCOMES																				
		Common to all Programs						Common to the Discipline								Specific to the BEEd Program						
		a	b	C	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u
Professional Education Courses																						
Foundation/Theories and Concepts																						
CPE100	The Child And Adolescent Learners And Learning Principles	I	I	I	I	I	I	I	I	I	I		I	I	I	I	I	I	I	I	I	
CPE101	The Teaching Profession	I	I	I	I	I	I	I	I	I	I		I	I	I	I	I	I	I	I	I	
CPE102	The Teacher And Community, School, Culture And Organizational Leadership	I	I	I	I	I	I	I	I	I	I		I	I	I	I	I	I	I	I	I	
CPE103	Foundation Of Special And Inclusive Education	I	I	I	I	I	I	I	I	I	I		I	I	I	I	I	I	I	I	I	
Pedagogical Content Knowledge																						
CPE104	Facilitating Learner-Centered Teaching	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	
CPE105	Assessment In Learning 1	I	I	I	I			I		I		I			I				I		I	
CPE106	Assessment In Learning 2	P	P	P				P				P				P			P	P		
CPE107	Technology For Teaching And Learning 1	I	I	P	I			I	P	P						I	P	P				

CPE108	The Teacher And The School Curriculum	I	I					I	P	P							I	P	P		
CPE109	Building And Enhancing New Literacies Across The Curriculum	I	I					I	P	P							I	P	P		
Experiential Learning Courses (Field Study and Practice Teaching)																					
SED195	Field Study In Science Education 1: Observations Of Teaching-Learning In Actual School Environment			D	D			D	D	D	D	D	D	D	D	D	D	D	D	P	P
SED196	Field Study In Science Education 2: Participation And Teaching Assistantship			D	D			D	D	D	D	D	D	D	D	D	D	D	D	P	P
SED197	Teaching Internship In Science Education			D	D			D	D	D	D	D	D	D	D	D	D	D	D		
Major Courses/Specialization																					
Science																					
SED100	Biology For Elementary Teachers (Lec)	P	P	I		I	I	P	D				D				I	P	P	D	D
SEED100.1	Biology For Elementary Teachers (Lab)		P	P	P			P	I				D				P	P	P	D	D
SEED101	Chemistry For Elementary Teachers (Lec)	I	P	I	P	I	I	P	D				D				I	P	P	D	D
SED101.1	Chemistry For Elementary Teachers (Lab)	I	P	P	P												P		P		D
SED102	Physics For Elementary Teachers (Lec)	I	P	P	P			P					D				I	P	P	D	D
SED102.1	Physics For Elementary Teachers (Lab)	I	P	P	P			P					D				P	P	P	D	D
SED103	Earth And Environmental Science (Lec)	I	P	P	P			P					D				I	P	P	D	D
SED103.1	Earth And Environmental Science (Lab)	I	P	P	P			P					D				P	P	P	D	D

SED104	Teaching Science In Elementary Grades 1-6 (Lec)	I	I	P				I	P	D			D	D			P	P	P	D	D
SED104.1	Teaching Science In Elementary Grades 1-6 (Lab)	I	P	P				I	P	D			D	D			P	P	P	D	D
SED105	Technology For Teaching And Learning In Science Education (Lec)	I	I					I	P												
SED105.1	Technology For Teaching And Learning In Science Education (Lab)		P	P				P					D	D			P	P	P	D	D
SED106	Anatomy, Physiology And Herbal Plants For Teachers	P	P	I		I	I	P	D				D				P		D	D	D
SED198	Methods Of Research In Science Education	I	P	P	D			I	P	I	I	I	I	I	I			P	P	P	P
SED199	Undergraduate Thesis In Science Education	P	P	P	D			I	P	D	P	P	P	P	P				D	D	D
Mathematics																					
EDM100	Algebra And Trigonometry For Elementary Teachers	P	P	P		I	I	P	D				D				P		D	D	D
EDM101	Arithmetic No. Theory And Business Mathematics For Elementary Teachers	P	P	P		I	I	P	D				D				P		D	D	D
EDM102	Geometry For Elementary Teachers	P	P	I		I	I	P	D				D				P		D	D	D
EDM103	Teaching Math In Elementary Grades 1-6 (Lec)	I	P	P		I	P	P	P				D	P	P		I	P	P	P	D
EDM103.1	Teaching Math In Elementary Grades 1-6 (Lab)		P	P	D		P	P	P	P	P	P	P	P	P			P	D	D	D
Content Courses																					
EED102	Teaching English In Elementary I	I	P						P		D		P	P			I	P	P	D	D

EED103	Teaching Beginning Reading	I	I						I	P							P	P			D
EED104	Teaching Literacy In The Elementary Grades Through Literature	I	I						I		I							P		D	
EED107	Pagtuturo Ng Filipino Sa Elementarya		I						I	P	P	P		I	P	I	P	I	I	I	I
EED111	Content And Pedagogy For The Mother-Tongue		I						I				I	I	I	I	I		I	I	I
EED115	Good Manners And Right Conduct		P						I								I		I	I	I
EED121	Teaching Social Studies For Elementary	I	I	I					I	P	P	P	I				I	I	I	I	
BPE100	Teaching Arts, Physical Education And Health	I	P	P					I	P	P	P	I	P	I	I	P	P		D	D
MUS100	Teaching Music In The Elementary Grades	I	I	I	I				I	P	P	P	I	P	I	I	P	P		D	D
STC101	Teaching In Multigrade Classes		I										I	I	I	P	I				D
TLE100	Edukasyong Pantahanan At Pangkabuhayan With Entrepreneurship	I	I	P	P				I		P	I	P	P					D	D	D

### Program Performance Indicators and Assessment

Performance Indicators and their respective assessments are indicated in the Program Curriculum:

#### Common to All Programs in All Types of School

Program Outcomes	Performance Indicators	Assessment
1. To keep abreast of latest developments in the <i>specific</i> field of <i>practice</i> (PQF Level 6 descriptor)	<ul style="list-style-type: none"> <li>Articulate recent developments or trends in the field of practice or discipline</li> </ul>	<ul style="list-style-type: none"> <li>Written reports on recent trends and developments in the field of practice or discipline</li> </ul>
2. Effectively communicate using English and Filipino, orally and in writing	<ul style="list-style-type: none"> <li>Render oral reports/presentations in English and Filipino</li> <li>Prepare written reports in English and Filipino</li> </ul>	<ul style="list-style-type: none"> <li>Presented oral and written outputs</li> </ul>
3. Work effectively and independently in multi-disciplinary and multi-cultural teams (PQF Level 6 descriptor)	<ul style="list-style-type: none"> <li>Engage in any collaborative work</li> </ul>	<ul style="list-style-type: none"> <li>Submitted reports on collaborative engagements</li> </ul>
4. Exemplify professional, social, ethical, and environmental responsibility	<ul style="list-style-type: none"> <li>Practice professionalism and social, ethical and environmental responsibility in the conduct of projects and other related activities</li> <li>Demonstrate professionalism and social and ethical responsibility in managing in a conducive learning environment</li> </ul>	<ul style="list-style-type: none"> <li>Submitted Evaluation Reports or Portfolios describing how students demonstrate professional, social, ethical and environmental responsibility in field studies, practice teaching and other curricular activities</li> </ul>
5. Preserve and promote “Filipino historical and cultural heritage” (based on RA 7722)	<ul style="list-style-type: none"> <li>Appreciate various elements of Philippine historical and cultural heritage</li> <li>Integrate Filipino historical and cultural heritage in exercising responsible citizenship</li> <li>Demonstrate professionalism and social and ethical responsibility in managing a conducive learning environment</li> <li>Uphold Filipino values by showing good examples at home, in school and in community</li> </ul>	<ul style="list-style-type: none"> <li>Participated in various local or national cultural activities</li> <li>Practiced responsible citizenship through positive civic-cultural traits</li> </ul>
6. Advocate for peace in multi-cultural settings	<ul style="list-style-type: none"> <li>Promote sensitivity to multi-cultural differences</li> <li>Work effectively as a member of multi-cultural teams</li> <li>Explain cultural and racial differences in the context of sustainable peace-building</li> <li>Participation in peace dialogues and fora</li> </ul>	<ul style="list-style-type: none"> <li>Submitted reflection paper on peace activities</li> </ul>

**Common to the Discipline (Teacher Education)**

<b>Program Outcome</b>	<b>Performance Indicator</b>	<b>Assessment</b>
1. Articulate the rootedness of education in philosophical, historical, socio-cultural, psychological and political contexts	Apply integrative and interactive strategies for meaningful and holistic development of learners	Demonstrated appropriate and innovative teaching strategies in practice teaching
2. Facilitate learning using a wide range of teaching methodologies and delivery modes appropriate to specific learners and their environments	Exhibit language literacy, numeracy, skill and values development in his/her subject area	Attained very satisfactory performance evaluation rating in the subject areas
3. Develop innovative curricula, instructional plans, teaching approaches, and resources for diverse learners	Employ teaching methods, learning activities and instructional materials or resources appropriate to learners	Engaged in teaching demonstration utilizing variety of methods and strategies responsive to learner's needs
4. Apply skills in the development and utilization of ICT to promote quality, relevant, and sustainable educational practices	Align with lesson objectives the teaching methods, learning activities and instructional materials or resources appropriate to learners	Submitted different types of lesson plans
5. Demonstrate a variety of thinking skills in planning, monitoring, assessing, and reporting learning processes and outcomes	Create, utilize, and evaluate alternative teaching approaches for effective learning	Presented research outputs in education in local/regional/national/international conferences
6. Practice professional and ethical teaching standards sensitive to the local, national, and global realities	Manifest personal and professional qualities of a teacher	Attained very satisfactory rating in practice teaching Observed professional ethics and standards in teaching profession
7. Pursue lifelong learning for personal and professional growth through varied experiential and field-based opportunities	Participate actively in continuing professional education	Attended seminars and pre-service training in local/regional/national/international Registered as members in professional organizations Participated in any community extension activities
8. Undertakes effective integration of technology through ICT enhanced-instructions.	Integrate appropriate technology to enhance classroom instruction	Designed ICT-enhanced lessons for classroom instruction





## Specific to a Sub-Discipline and a Major (Elementary Education)

Program Outcome	Performance Indicator	Assessment
1. Demonstrate in-depth understanding of the diversity of learners in various learning areas	<ul style="list-style-type: none"> <li>Identify various types of learners and provide them with appropriate, culturally relevant learning activities and experiences</li> <li>Develop and utilize relevant materials that match the learners' learning styles, goals and culture</li> <li>Select instructional strategies for the development of learners' critical and creative thinking skills</li> <li>Utilize developmentally appropriate activities in teaching the different learning areas</li> <li>Utilize appropriate technologies to achieve the learning outcomes</li> <li>Apply theories of learning in designing learning-teaching experiences</li> </ul>	Demonstrated the use of appropriate instructional materials/technologies, learning activities, and teaching strategies that promotes critical and creative thinking skills in practice teaching
2. Manifest a meaningful and comprehensive pedagogical content knowledge (PCK) of the different subject areas	<ul style="list-style-type: none"> <li>Explain subject matter content clearly, accurately and comprehensively</li> <li>Relate current content with past and future lessons</li> <li>Integrate recent developments in education and in the specific field to enrich learning</li> <li>Provide examples from real life to make learning meaningful</li> <li>Utilize appropriate teaching-learning methods and technology for specific subject matter content</li> <li>Keep abreast with educational issues, trends, and practices vis-à-vis local and global context to provide relevant learning experiences</li> </ul>	Demonstrated mastery of the subject matter taught in practice teaching
3. Utilize appropriate assessment and evaluation tools to measure learning outcomes	<ul style="list-style-type: none"> <li>Design authentic assessment, evaluation instruments and alternative assessment tools</li> <li>Interpret assessment results and use these to improve learning and teaching</li> <li>Keep accurate and update records of the learners' performance using technology tools where feasible and appropriate</li> <li>Provide timely feedback of assessment results to parents and other stakeholders</li> </ul>	Used varied and appropriate assessment tools in practice teaching
4. Manifest skills in communication, higher order thinking, and use of tools and technology to accelerate learning and teaching	<ul style="list-style-type: none"> <li>Demonstrate skills in creative and critical thinking, logical reasoning problem solving, and decision making in various classroom situations</li> <li>Create learning experiences that develop the learners' higher order thinking skills</li> <li>Provide opportunities that develop the learners' communication skills</li> <li>Use tools and technology to enhance learning and teaching</li> </ul>	Used appropriate technology for the instructional materials in practice teaching
5. Demonstrate positive attributes of a model teacher, both as an individual and as a professional	<ul style="list-style-type: none"> <li>Act according to the norms of the teaching profession in dealing with students, parents, colleagues and other stakeholders</li> <li>Manifest positive personal and professional qualities of a teacher</li> <li>Observe integrity and professionalism in handling issues, conflicts, and controversies related to student welfare as well as parents' and community concerns</li> </ul>	Demonstrated professionalism while participating practice teaching activities that involve the students, parents, teachers and the community
6. Manifest a desire to continuously pursue personal and professional development	<ul style="list-style-type: none"> <li>Pursue personal growth and professional development through attendance in seminar-workshops, participation in demo-fests, conducting action research, and other education-related activities</li> <li>Participate actively in the school's community outreach activities</li> </ul>	<p>Registered as members in professional organizations</p> <p>Participated in seminar-workshops, student-teacher congress, and in demo fests during practice teaching</p>
7. Demonstrate proficiency in teaching language education	<ul style="list-style-type: none"> <li>Utilize appropriate instructional materials, methods, approaches and strategies in teaching language education</li> <li>Utilize a variety of oral and written communication forms in order to become an effective model to learners</li> </ul>	Demonstrated the use of appropriate instructional materials and teaching strategies in practice teaching

Additional Outcome for the Graduates of BEED Language Education in MSU

Program Outcome	Performance Indicator	Assessment
Graduates of universities contribute to the generation of new knowledge by participating in various research and development projects	Conduct research relative to language education	Presented language education researches in research fora or conferences

Additional Outcome for the Graduates of BEED Science and Mathematics Education in MSU

Outcomes	Performance indicators	Assessment
u. Ability to generate new knowledge in the form of research or development projects to support national, regional or local development places	<ul style="list-style-type: none"><li>Generate new knowledge in the form of research or development projects to support national, regional or local development places</li></ul>	<ul style="list-style-type: none"><li>Completed Acceptable Thesis</li></ul>

### Program Educational Outcomes

The graduates of BEED-Language Education are expected to demonstrate the following:

Program Educational Outcome	Performance Indicator	Assessment
PEO 1 e as professional teacher in public and private elementary schools	<ul style="list-style-type: none"> <li>• employed as teachers in private or public elementary schools</li> </ul>	<ul style="list-style-type: none"> <li>• conduct employer / stakeholders' satisfaction survey of the graduates</li> </ul>
continuing professional development or advance training relative to language education	<ul style="list-style-type: none"> <li>• enrol in graduate degree relative to language education</li> <li>• participate in training, seminar-workshops and short term courses</li> <li>• register as member in professional organizations</li> </ul>	<ul style="list-style-type: none"> <li>• conduct tracer study of the graduates</li> </ul>
Has the ability to effectively craft language development programs based on individual language needs	<ul style="list-style-type: none"> <li>• develop and utilize language development programs based on individual language needs</li> </ul>	<ul style="list-style-type: none"> <li>• conduct interview to employers</li> <li>• documentation of language development programs made</li> </ul>
Occupy leadership positions in the private or public schools	<ul style="list-style-type: none"> <li>• appoint as school administrator</li> </ul>	<ul style="list-style-type: none"> <li>• conduct tracer study of the graduates</li> </ul>

The graduates of BEED-Science and Math Education are expected to demonstrate the following:

	Program Outcomes	Performance Indicators	Assessment
PO1	Assume teaching positions in elementary or other forms of employment related to science and mathematical education	Engage in teaching or other forms of employment related to science and mathematics education	Graduate Tracer and Curriculum Vitae
PO2	Leader in various schools who continuously mentor science and mathematics activities (eg. Science fair, Math Olympiad, MTAP)	Engage in community of learning in schools and other related communities	Graduate tracer study School profiles
PO3	Pursue advanced education or participate in continuing professional development programs.	Enrol in graduate studies or participate in In-service trainings	Graduate Tracer Study and Curriculum Vitae
PO4	Generate new knowledge to improve the teaching of Science and Mathematics in the classroom either through research or developmental projects in science and mathematics.	Produce new knowledge either through research or developmental projects in science and mathematics	Curriculum Vitae School profiles Graduate Tracer Study



DPRE and DSME adopt the following roster of activities to support quality assurance with some exhibited pieces of evidence. This set of activities is regularly conducted as indicated.

	Activity	Type	Sem.	Freq.	Remarks	Evidences
1	Department Strategic Action Planning	A - E	1	1/Y	Every December	<a href="#">Department Plan</a>
2	Strategic plan tasks progress review	A - E	1	Cont	Part of Reg. Monthly Department Meeting	<a href="#">Minutes of Meeting</a>
3	Teaching Load Preparation	A	1,2,& S	3/Y		<a href="#">OVCAA Form 2N</a> <a href="#">OVCAA Form 3</a>
4	Program Adviser Reporting	A	1&2	2/Y		<a href="#">ODUP Form 2</a> <a href="#">ODUP Form 3</a>
5	Academic Program Coordinator Reporting	A	1&2	2/Y		ODUP Form 3
6	Teacher Efficiency Rating	A	1,2,& S	3/Y		OLTER/TER <a href="#">Sem 1</a> <a href="#">Sem 2</a>
7	Faculty Peer Rating	A	1&2	2/Y		OLTER/TER <a href="#">Sem 1</a> <a href="#">Sem 2</a>
8	Superior Faculty Rating	A, E	1&2	2/Y		OLTER/TER <a href="#">Sem 1</a> <a href="#">Sem 2</a>
9	Syllabus Preparation & Updating	A	1&2	2/Y		<a href="#">Memo for Syllabus Submission</a>  <a href="#">Syllabus Repository</a>
10	Syllabus Review and Approval	A, E	1&2	2/Y		<a href="#">Syllabus Repository</a>



11	PRAISE	A - E	1&2	1/Y		<a href="#">BOR</a> Nomination Form SO <a href="#">Event News etc.</a>  <a href="https://drive.google.com/drive/folders/1y14JgwJydpTQGHuOEcVyhXQ3lIKr2oZR?usp=sharing">https://drive.google.com/drive/folders/1y14JgwJydpTQGHuOEcVyhXQ3lIKr2oZR?usp=sharing</a>
12	Department Peer Mentoring (InFleX)	A	1&2	Cont		SO (BUKA) Plan/ Screenshots  <a href="https://drive.google.com/file/d/1YNTAxP_UP2YlBx9HQu-cya68hQo-DJBg/view?usp=sharing">https://drive.google.com/file/d/1YNTAxP_UP2YlBx9HQu-cya68hQo-DJBg/view?usp=sharing</a>
13	Department Regular Meeting	E	1,2,&S	Cont	Monthly	<a href="#">Minutes of Meeting</a>
14	Grades Submission	A	1,2,&S	3/Y		Calendar of Activities (Registrar) <a href="#">SO (if extended)</a>
15	*Extension Plan				Included in Dept Strat Action Planning	Department Plan Report
16	Extension Report	C		4/Y	Quarterly Report, DE (OVCRE)	<a href="#">DE Progress Report</a>
17	*Research Plan				Included in Dept Strat Action Planning	<a href="#">Department Plan Report</a>
18	Research Report	C		4/Y	Quarterly Report, DR (OVCRE)	DR Progress Report <a href="#">Q1</a>

						<a href="#">Q2</a> <a href="#">Q3</a> <a href="#">Q4</a>
19	Department Student Organization Plan	B	1&2	2/Y	% Student Org Officers	<a href="#">Student Org Plan</a>
20	Individual Development Plan	A, C - E	1&2	2/Y		<a href="#">HR - TDS Form 3 (IDP)</a>  <a href="#">IDP Repository</a>
21	Individual Performance and Commitment Review	A - E	1&2	2/Y		<a href="#">IPCR Repository</a>
22	Visiting Professor	A, C - D	1&2	2/Y		<a href="#">VanPetegemSO</a> <a href="#">VanPetegemTR 1</a> <a href="#">VanPetegemTR 2</a>
23	Student Exchange	A, B	1 or 2	1/Y		<a href="#">MOA</a>
24	Office (Dept.) Performance and Commitment Review	A - E	1	1/Y		<a href="#">DPCR</a>
25	Department Program Advisers Meeting		1		Included in the Dept. Regular Meeting	<a href="#">Minutes of Meeting</a>
26	College Faculty General Assembly	E	1&2	2/Y		Minutes of Meeting  <a href="https://docs.google.com/document/d/1mR1wrgSH4YqNK0K8rkTpdH2-8t0eQWaG/edit?usp=sharing&amp;ouid=111085111509981830095&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1mR1wrgSH4YqNK0K8rkTpdH2-8t0eQWaG/edit?usp=sharing&amp;ouid=111085111509981830095&amp;rtpof=true&amp;sd=true</a>
27	Department Accomplishment Report	E	1	1/Y		Department Chairperson Year-End Report

						<a href="#">Research and Extension Accomplishment Report</a>
28	Accreditation (CHED and AACCUP) Meeting	A - E	1,2,& S	Cont		College Memo <a href="https://docs.google.com/document/d/1twVdgZwMA1D2mEEpXhKJnbm5f102tLUE/edit?usp=sharing&amp;ouid=111085111509981830095&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1twVdgZwMA1D2mEEpXhKJnbm5f102tLUE/edit?usp=sharing&amp;ouid=111085111509981830095&amp;rtpof=true&amp;sd=true</a>  Minutes
29	Curriculum Review	A			Included in the Dept. Regular Meeting	Minutes of Meeting (Stakeholders Meeting)  Minutes of Meeting (Consultative Meeting)  <a href="https://drive.google.com/drive/u/0/folders/1PclPlyydj0mc-oKMyV5zXu-HF1qSk6Ok">https://drive.google.com/drive/u/0/folders/1PclPlyydj0mc-oKMyV5zXu-HF1qSk6Ok</a>
30	Book and Reference Review (for Library)	A, B		1/Y	Included in the Dept. Regular Meeting; as Facilitated by the Library Staff	List of Books for Purchase
31	Summer Training Assessment <sup>1</sup>	A	S	1/Y		
32	Faculty Development Plan	A, E	1	1/Y	Included in the Dept Strat	<a href="#">FDP</a> FDP College

					Planning	Rep Report
33	Periodic Exam and Assessment	A	1, 2, S			
34	Class Observation	A - B, E	1&2	2/Y		
35	College Council Meeting	A - B, E	1&2	2/Y		Minutes of Meeting  <a href="https://drive.google.com/drive/u/0/folders/1PclPlyyqj0mc-oKMyV5zXu-HF1qSk6Ok">https://drive.google.com/drive/u/0/folders/1PclPlyyqj0mc-oKMyV5zXu-HF1qSk6Ok</a>

**Legend for Type / Strategic Areas**  
*A - Teaching and Learning*  
*B - Student Support and Services*  
*C - Research*  
*D - Community Engagement and Linkages*  
*E - Governance and Management*