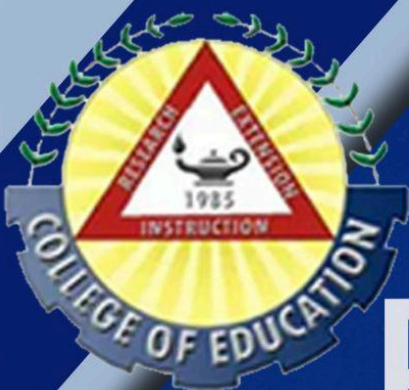


COLLEGE OF EDUCATION
CHED-CENTER OF EXCELLENCE IN TEACHER EDUCATION

**TECHNOLOGY
AND LIVELIHOOD
EDUCATION PROGRAM**



NARRATIVE REPORT
**WELL DEVELOPED
PLANNING PROCESS**

MINDANAO STATE UNIVERSITY- ILIGAN INSTITUTE OF TECHNOLOGY, COLLEGE OF EDUCATION, SINCE 1985



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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 Sukarno D. Tanggol, DPA supported by different offices governed by the Board of Regents of the MSU System. The Chancellor is supported by highly qualified Vice Chancellors with different functions.

MSU-IIT 's impact has always been towards global competitiveness. This is evidenced by its different programs and activities. 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.



NARRATIVE OF THE 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 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 Summit*](#) 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 well crafted BOR Approved [Institute Five-Year Development Plan \(2019-2023\)](#) which serves 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 promotions. 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](#) was crafted in the period of years since 2015. 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.

At the core of the vision of the Institute towards becoming an internationally renowned research university is its commitment 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.



THE PLANNING PROCESS



MSU-IIT
PLANNING PROCESS



THE INSTITUTE PLANNING PROCESS

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.

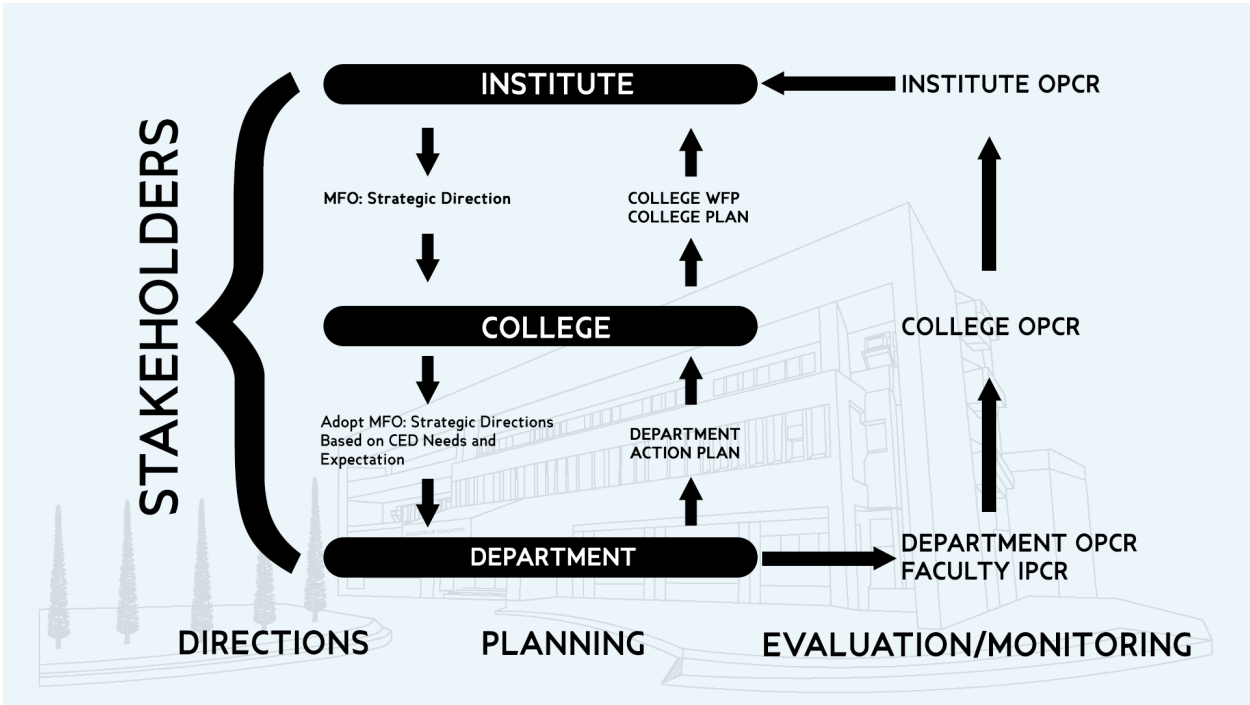


Figure 1. The flow of the institute planning process

Figure 1 shows the flow of the summary of the institute planning process. The Institute also upholds its core values which are: Accountability, Commitment, Excellence, Transparency, Integrity, Teamwork, and Participation. 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.

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.

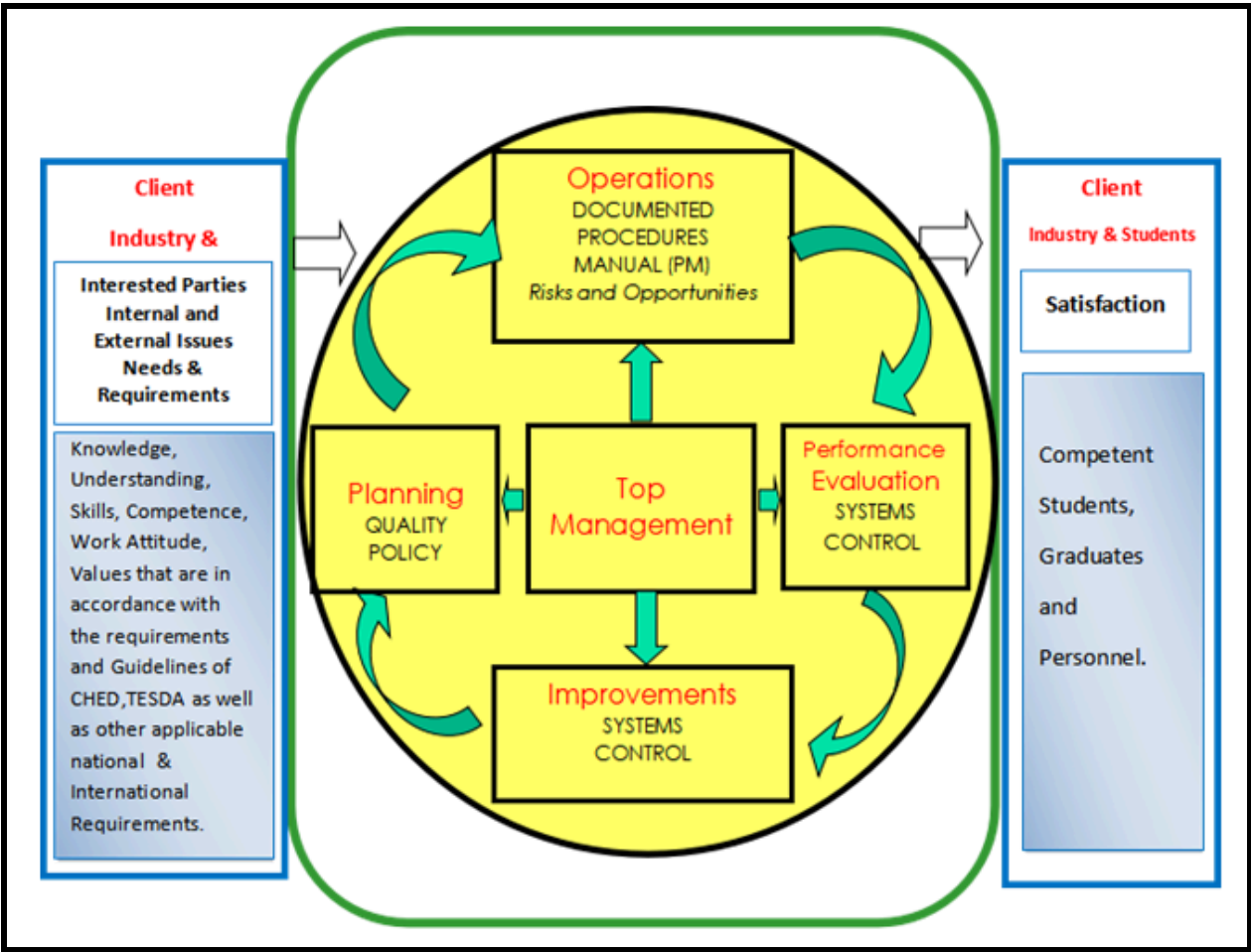


Figure 2. The PDCA Cycle of MSU-IIT’s Quality Management System

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).

2. 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 62nd 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 equivalent to the Academic Planning Committee (APC) of the Institute which is composed of:

Chancellor of the Institute – Chair
Vice Chancellor of Academic Affairs – Vice Chair
Vice Chancellor of Research and Extension
Vice Chancellor of Finance and Administration
Vice Chancellor for Planning and Development
Vice Chancellor for Students Services
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 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

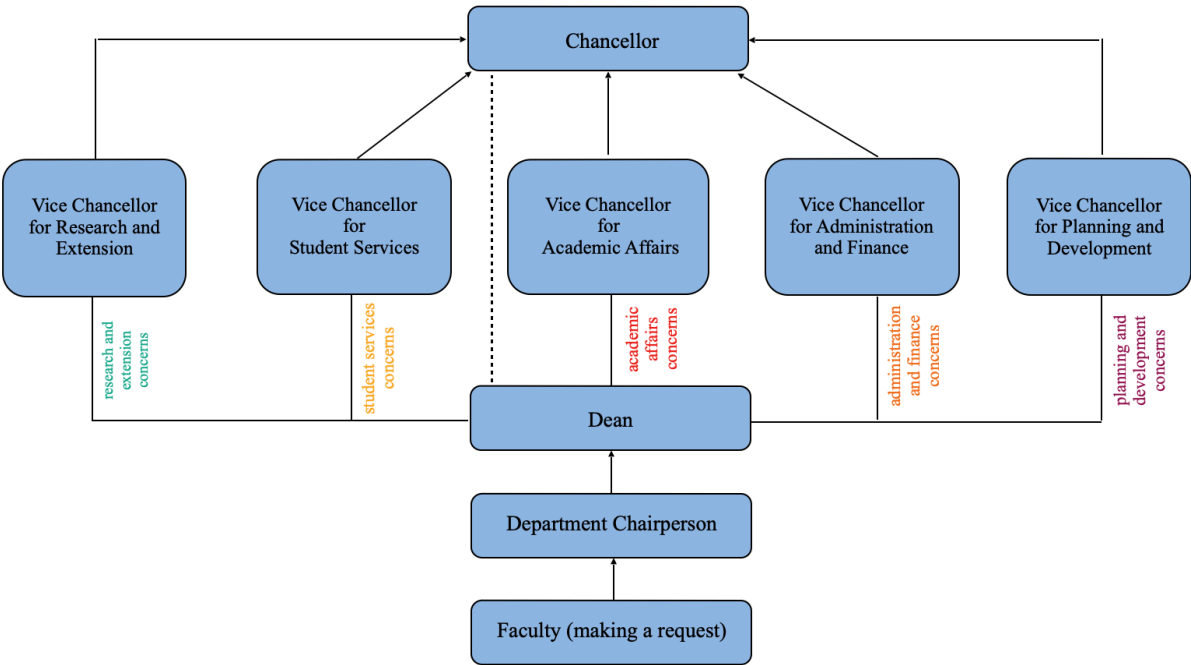


Figure 3. Communications Going Up the Academic Structure

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 on the basis of 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 shall be appointed by the President of the University; (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 pertaining to instructional, curricular, research, extension, student, academic personnel and library matters of the campus;
- c. perform such other functions as the chancellor may assign.

OVCAA supervises the following academic service support service units:

- Office of the Institute Registrar
- Center for MSU-IIT e-learning
- Office of the Institute Librarian
- Office of Admissions and Scholarship Administration
- Office for Alumni Relations and Placement
- Office of the National Services Training Program

OVCAA functions as the umbrella of the following offices and their functions:

1. Office of the Director for Undergraduate Programs (OUS)

The *Office of the Director for Undergraduate Programs (ODUP)* is the implementing unit of the academic engagement of the Office of the Vice Chancellor for Academic Affairs. It monitors the academic development of all undergraduate students, supervises and coordinates academic support services of the faculty members and staff, and counsels students to ensure their academic success and retention.

2. Office of the Director for Graduate Programs

The Office of the Director for Graduate Studies (OGS) caters to the delivery of the graduate programs of the five colleges of the institute.

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. MSU-IIT Center e-learning (MICeL)

MICel champions the use of e-learning technology for both on-campus and off-campus delivery of courses by providing assistance in the creation of e-learning courses and online instructional materials.

MICeL also offers e-learning training and workshops for both MSU-IIT constituents and external clients in the areas of course management systems, module production, online market-driven courses. It also provides consultancies about e-learning to interested institutions.

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 and Scholarship Administration**

The Office of Admissions and Scholarship Administration ensures the conduct of the MSU-SASE testing and efficient implementation of the various scholarships and financial assistance programs offered by the institute. 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 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 Extension

The Vice Chancellor for Research and Extension shall perform the following functions:

- a. provide the leadership in the recommendation, monitoring, and review of campus research and extension programs, policies, projects, systems, and directions;
- b. initiate and maintain linkages with public and private agencies or institutions for cooperative research and/or extension service programs.

The composite structure of the OVCRE consists of the following:

- **Department of Research (DR)**

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

- **Department of Extension (DE)**

The Department of Extension (DE) is an integral unit of the Office of the Vice Chancellor for Research and Extension dedicated to the promotion, development and conduct of extension programs and services within and outside the immediate environs of MSU - Iligan Institute of Technology.

- **Technology Application and Promotion Unit (TAPU)**

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.

- **Knowledge and Technology Transfer Office-Innovation and Technology Support Office (KTTO - ITSUO)**

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.

- **Mindanao Center for Resiliency (MCR DRRM-CCA)**

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

- **Center for Human Rights Education (CHRE)**

The Center for Human Rights Education (CHRE) designs and implements a human rights education for MSU-IIT constituents and assists other government agencies and non-governmental organizations in the preparation and implementation of their human rights and education programs. It works for the integration into the extension programs of the Institute and assists the Commission on Human Rights Region 10 for the adoption of Human Rights-based approaches in governance.

- **Gender and Development Center (GADC)**

The Gender and Development (GAD) Center was established pursuant to Republic Act 7192 (an Act Promoting the Integration of Women as Full and Equal Partners of Men in Development and Nation Building and for other Purposes) and the Memorandum Circular of the National Commission on the Role of Filipino Women (NCRFW), the National Economic Development Authority (NEDA) and the Dept. of Budget and Management (DBM) to implement the Philippine Plan for Gender Responsive Development 1995-2025; and to institutionalize the Institute's commitment to mainstream gender and development in its policies and programs.

- **Commission on Higher Education-Philippine Higher Education Research Network (CHED-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 Vice Chancellor for Administration and Finance

- 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 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.

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.



Institutional Planning and Development

Composition, functions and responsibilities of the Planning Office / Unit

The Office of the Vice Chancellor for Planning and Development

As the world hurtles into more interesting times and with the growing vogue and upscaling changes in the national and international academic market, MSU-IIT has given its full attention in its pursuit to continually excel in making MSU-Iligan a haven in providing quality education in the areas of Mindanao, Sulu, and Palawan. As a chartered campus, MSU-IIT 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. During the 205th 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.

The Quality Assurance Management Services (QuAMS) Office was established (BOR Resolution No. 23, S.2015) to be the central coordinating office for all quality assurance endeavors of the Institute 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 Office of International Affairs was also established to serve as the Institute’s central coordinating hub for all international affairs of the Institute. The office will coordinate 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.

Composition of the Office of the Vice Chancellor for Planning and Development

As with any successful educational program, MSU of Iligan 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 grants MSU-IIT constituents to actively involve in the educational enterprise some measure of control over the future.

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



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.

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



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



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 in support of academic instruction intended to facilitate holistic and well-rounded student development.

Office Core and Main Function:

The 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.

List of Offices under the OVCSS:

Office of Student Development Services (OSDS)

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

Office of Residential 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.

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 over his faculty;
- 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.



3. 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 also 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.



4. 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.

The 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 OF DOCUMENTED INFORMATION	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 OF DOCUMENTED INFORMATION	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



**THE QUALITY ASSURANCE
MANAGEMENT SERVICES**



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 Institutional Planning and Development Services Office (IPSDO) and Office of International Affairs (OIA).

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 in placed in an online quality assurance manual in a google site :<https://sites.google.com/g.msuiit.edu.ph/iso90012015/home>.

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.





THE PLANNING PROCESS



THE COLLEGE OF EDUCATION
PLANNING PROCESS



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 [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.

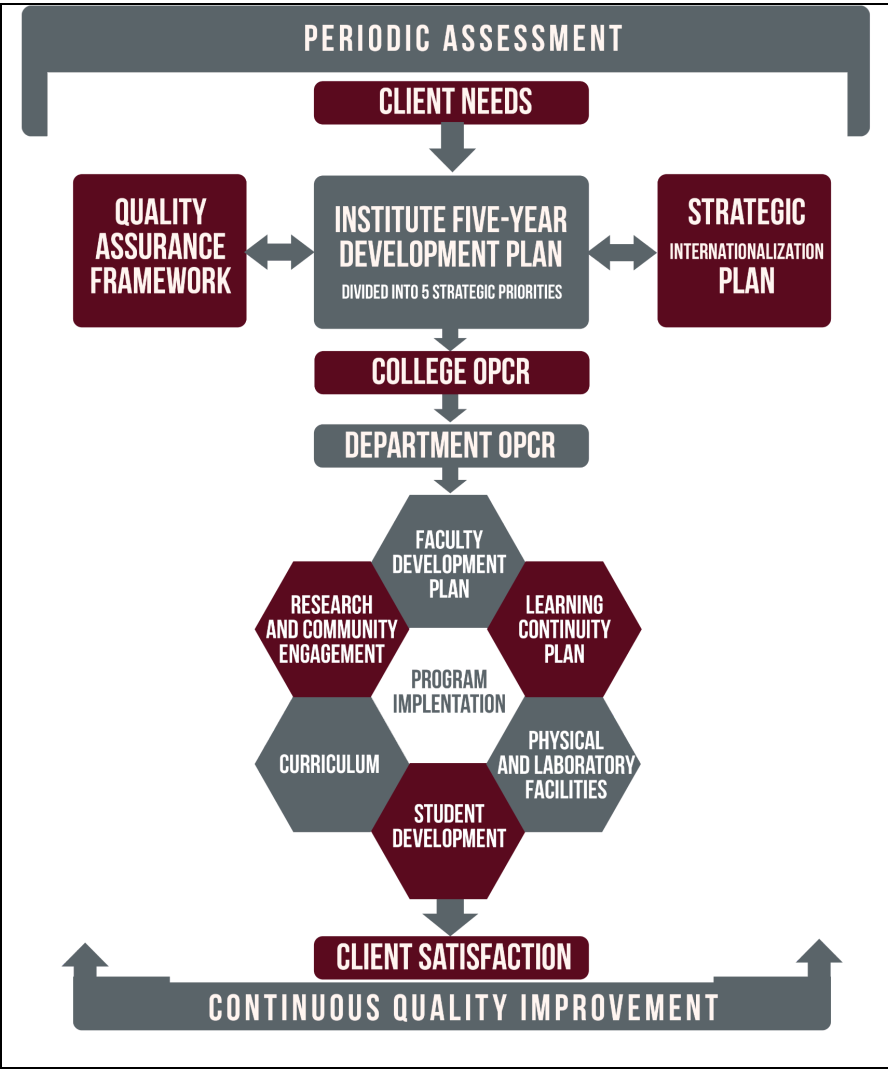


Figure 5. The College Planning Process

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 COLLEGE OF EDUCATION ORGANIZATIONAL STRUCTURE

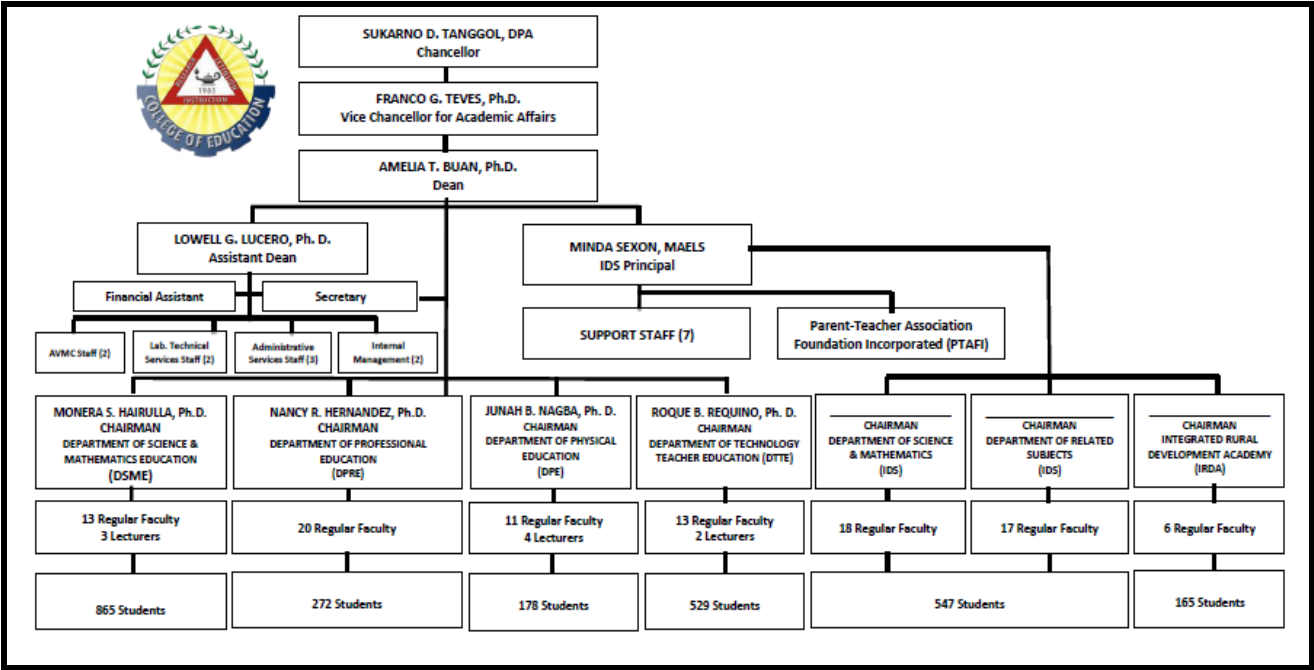


Figure 6. The College of Education Organizational Structure



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 advise 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

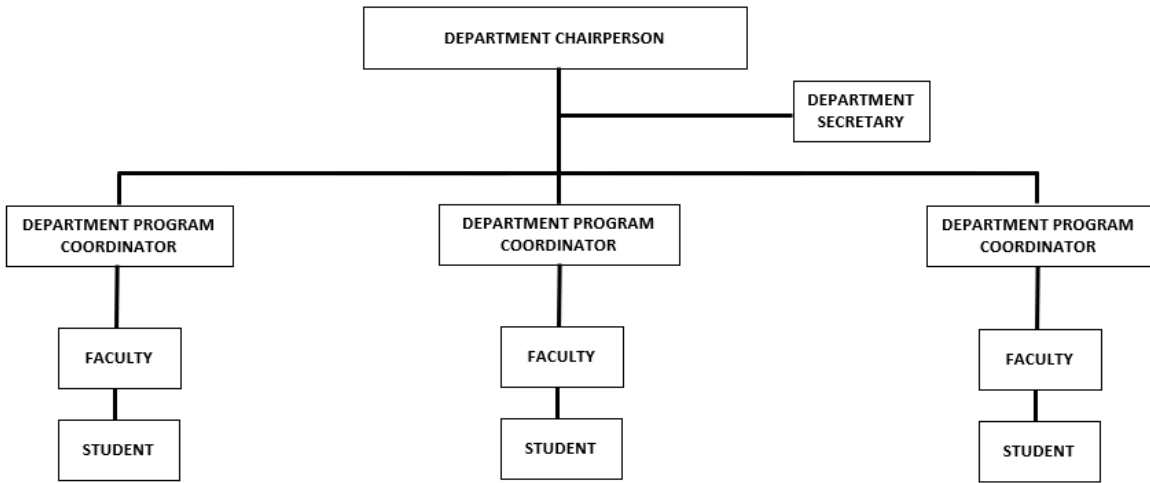


Figure 7. Department Organizational Structure

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 AACCUP 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



THE DEPARTMENT PLANNING PROCESS

The successes and recognitions that an organization has achieved have 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 the desired vision, mission, and goals guided by strategic directions and core values, and 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 the Departments just like the Department of Technology Teacher Education.

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. These strategic directions serve as the road map of the College and the Department.

The Department of Technology Teacher Education is one with the College and the Institute in the attainment of its plans. The Department is guided with the instruments and manuals as a result of thorough planning and as crafted by the members of the administration namely the Institute Development Plan and Commitments, Major Final Outputs (MFO’s), Strategic Internationalization Plan, and the identified Strategic Areas and Priorities. Along with these documents is the College of Education Strategic Action Plan for 2019-2023 to guide the Department in the planning and implementation of its targets. Figure 1 below shows the Department of Technology Teacher Education strategic planning output for 2022 which shows the Department commitments and priorities.

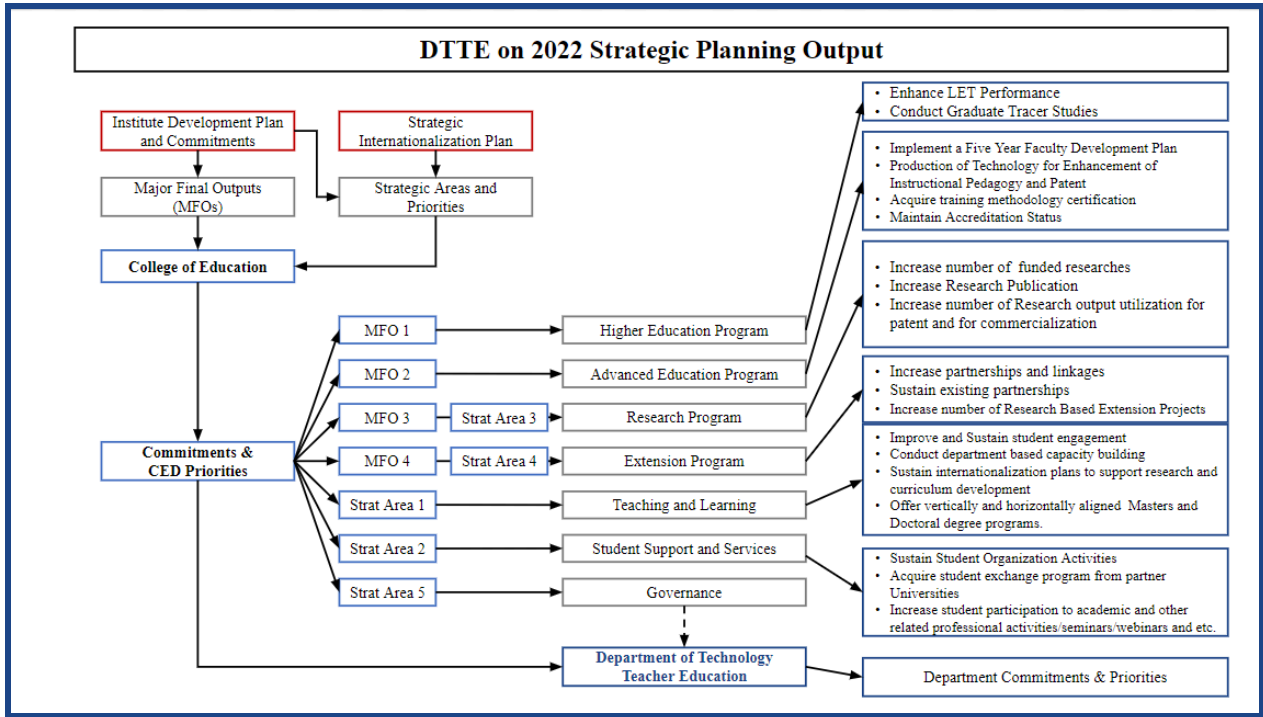


Figure 8. DTTE Strategic Planning Output 2022

The Department of Technology Teacher Education is congruent with the College of Education in the implementation of the plans for the different strategic areas. The Department aims to be one of the best in the implementation of the Technical Vocational and Livelihood Education areas. As shown in the figure the Department, since 2017 has aligned itself with the



identified priority areas from the College, which is also translated from the Institute Development Plan. Therefore, with the participatory management exercised by the Institute, the department plans its strategic activities and directions one year in advance to provide direction for the **Work and Financial Plan** and these projected plans and key activities, later measured by the Office Performance and Commitment Review, are properly aligned. In 2019 the College of Education conducted its Strategic Action Plan for 2019-2023 where all of the departments and offices under it looked back on the years of experience it had and envisioned the next few years for the college's direction. The different departments conducted the Strength, Weaknesses, Opportunities, and Threats (SWOT) Analysis to start attuning the position of the college and anchor these experiences with respect to the development plan of the Institute. As a college, the constituents identified the different centers of interest based on the strategic directions of the college such as offering of more graduate degree programs, revision of existing Graduate Curriculum, expanding and sustaining of international linkages and partnerships. The Department of Technology Teacher Education then identified key strategic focuses which are the offering of a Master's degree program and increasing international and national linkages as found in its [Department Action Plan 2019-2022](#).

Starting the year 2019-2020, the departments have been involved in the development of the Office Performance and Commitment Review of the college, by identifying specific department commitments. As 2020 is a year of unprecedented disruption, all focus has been diverted into the [Learning Continuity Plan](#) and the development of the Innovative and Flexible Learning Modality along with its Implementing Rules and Regulations (IRR). Syllabus were redesigned from face to face to a remote teaching and learning modality. For the MFO1 on Higher Education Program, the Department commits to increase its performance in the Licensure Examination and conduct comprehensive tracer studies of its graduates. With the graduation of the new curriculum batch at the end of the 2021-2022 Academic Year, this focus once again has taken place in the Departments' Strategic Plans.

Teaching and Learning is one of the strategic directions, thus the Department of Technology Teacher Education (DTTE) is one with the College of Education as it works with the transitions which was applied as the implementation of the K-12 system. DTTE conducted its planning during the CED Academic Summit in 2016 and was able to implement its plans one by one. In 2016, ***several faculty of the Departments were sent for a study leave to pursue graduate degree programs both in Masters and Doctoral degrees***, in 2019 and 2021 these scholars have returned into service and in 2021 two (2) more faculty members were sent for study leave and two (2) faculty members have pursued their doctoral degrees on personal expenses to support the Department's desire in strengthening its faculty force and as part of the DTTE [Faculty Development Plans](#). ***The planning process in the revision and evaluation of the existing curriculum was also conducted.*** DTTE has crafted the revision of the existing curriculum which is aligned with the policies, guidelines and standards set by CHED and following the procedures for curriculum revisions as mandated by the BOR approved Curriculum Manual. In 2018, the revised [BTLED major in Industrial Arts and Home Economics](#) from the old curriculum Bachelor of Science in Technology Teacher Education was offered with the first batch of students who graduated in Senior High School of the K-12 program. In 2019, the implementation of an Outcomes Based teaching pedagogy approach has come into realization. DTTE faculty members have participated in training and workshops such as the three days [seminar-workshop on teaching pedagogy](#), the College of Education is also aligned with the MSU-IIT's [Outcomes Based Education Framework](#) 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 DTTE faculty members have also attended the training of [Designing Blended Classes](#) utilizing the MSU-IIT Online Learning Environment (MOLE) Classrooms. Two of the said pool of expert faculty trainers are from DTTE. This training is an offshoot of the Top Management's concerted efforts to contrive the MSU System Board of Regents Resolution No. 158, S.2013 granting 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 30% the least. With these concerted efforts of the administration and the College, faculty members of the Department have redesigned their syllabus into a [OBE-Blended Learning Approach](#).

When the Covid 19 Pandemic hit humanity, the challenges of conducting face to face classes were experienced by all academic institutions, however with the ***coordinated efforts of creating a plan for transitioning the teaching and learning modality into a remote teaching and learning approach-such difficulty was overcome***. 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 syllabus, development of modules, learning packets and instructional tools and innovations which is appropriate in the present modality. The implementation of the Innovative and Flexible (InFlex) Learning was adopted by all the Colleges and since DTTE faculty members were trained in the delivery of lessons using the institute's LMS, the process was not so difficult. DTTE has also shared its best practices in the use of the learning management system which is the ***MSU-IIT Online Learning Environment classrooms*** as most of the faculty members have utilized the said online classroom as a learning platform. 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. DTTE has also shared its best practices in conducting asynchronous and synchronous learning with other universities such as MSU-IIT Marawi campus and Christ the King College of Maranding. Webinar workshops on Innovative Teaching and Learning, Pedagogical approaches and creating authentic assessment tasks are just few of the training and webinars participated by DTTE faculty members as recorded in the ***AVMC Report of Activities***.

One of the challenges of the BTLED program is the implementation of the Supervised Industrial Training (SIT). With the guidance of the Department Chairperson, and the clear objectives of the programs that students will still undergo SIT despite the challenges of the Covid-19 Pandemic, the Department came up with the [Supervised Industrial Training guidelines](#) for implementation in the summer term of 2020-2021. Students choose categories of training to ensure safety from being infected with coronavirus. A [policy implementation proposal on the Supervised Industrial Training](#) of the department was also crafted for approval to specifically address concerns related to industry based training.

Strengthening and increasing research outputs and innovations is one of the major targets of DTTE in the last 5 years and onwards as presented in the [Department Action Plan 2019-2022](#) and [DTTE Directions for 2022 and Beyond](#). BTLED program have greatly benefitted by the opportunities from a well planned internationalization and linkages of the College of Education. Linkages with Universities which started with co-organization of research conferences followed by student and faculty exchange and visiting professorships made possible the mentorship and other capability building activities in research and innovations. Faculty members and students have increased engagement with paper presentations in the Local, National and significantly in the International Research conferences to include the "International Annual Meeting on STEM Education" or shortly known as IAM STEM since 2019, ICER or International Conference on Educational Research, ICHUSO, and ACPES. All of these International conferences are hosted and co-hosted by the College of Education of MSU-IIT. Faculty members have also increased in their Institute funded research and faculty collaborations with other Departments and partnership with International Asian Universities. Several institute funded researches are completed in 2019-2020 and another are currently being conducted in 2021, two (2) researches were published in a Scopus indexed journal in the same year, while the Department has also worked on research proposals being submitted for approval of implementation by 2022. This has tremendously improved the Department's research endeavors.

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 by the College of Arts and Social Sciences and the College of Education and was attended by the DTTE faculty members with speakers like Dr. Bill Atweh and Dr. Ronnel King. These research writeshops and consultation with competent researchers had helped the faculty members in writing more research for publication. In connection with the research niche, the Department of Technology Education is focused on product development which could be considered for patents and utility models. The **research and development projects** which are also being innovated for pedagogical support and classroom use of the Department are further improved and are submitted to the KTTO office and are applied for patents and utility models. These are consolidated and identified in the list of [faculty research engagements](#). This development of research capacities among faculty members is also a very visible progress in the Department of Technology Teacher Education and all of these engagements, implementations and successes stem from a well developed planning process.

Community Engagement and Linkages is continuously strengthened by the Institute and was also consistently made by the College of Education and that is the growth of a wider community of its community engagement programs. DTTE intends to widen its horizon in the implementation of its community engagements in terms of ICT Trainings, Peer Mentoring, Livelihood Skills Trainings and Environmental Protection. In the last 3 years and until now, DTTE commits to widen its linkages through partnerships with Universities in the National and International Level. At present, an extension project on livelihood skills training was approved for funding by the Institute, two (2) project proposals on **Home Safety Management** and **MSU-IIT STAC** projects which will be spearheaded by the DTTE Chairperson on creating sustainable livelihood training projects in collaboration with TESDA.

Governance and Management is one of the very essential components of planning. In the Department of Technology Teacher Education, a [regular monthly meeting](#) is 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. Lastly, the Department aims to continuously provide quality education through its program offerings BTLED Home Economics and Industrial Arts. Thus a [quality assurance action](#) was created to ensure efficiency and effective program implementation. To ensure quality assurance, evaluation and monitoring are conducted with the strategic action plans through the [Accomplishment of the Department Strategic Action Plan](#).



**MINDANAO STATE
UNIVERSITY- ILIGAN
INSTITUTE OF TECHNOLOGY**

COLLEGE OF EDUCATION

(CHED Center of Excellence for Teacher Education)



QUALITY ASSURANCE PLAN

Department of Technology Teacher Education

**TEACHER TECHNOLOGY EDUCATION PROGRAM
(BTLEd)**

2022



Quality Assurance Action Plan

The Department of Technology Teacher Education aims to continuously provide quality education through its program offerings BTLED Home Economics and Industrial Arts. Thus, a quality assurance action plan is created to ensure efficiency and effective program implementation. The program mission is translated into specific program educational objectives and student outcomes that are expected as a result of the educational process. Program educational objectives are consistent with the missions of the College and the University and the needs of programs' constituents.

In response to the revised program policy standards and guidelines (PSG) of the BTLED Program 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 BTLED Program of the Department of Technology Teacher Education adopt the following program educational outcomes (PEOs):

1. Exhibit an appreciation of the value of life-long learning.
2. Holding influential roles in organizations in academic institutions or in industries.
3. Engage in technical-vocational training as trainers and assessors.

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

Technology and Livelihood Education Outcomes

- Demonstrate the competencies required of the Philippine TVET Trainers –Assessors Qualifications Framework (PTTQF).
- Demonstrate broad, meaningful, and coherent knowledge and skills in Home Economics and Industrial Arts in technology and livelihood education.
- Apply with minimal supervision specialized knowledge and skills in Home Economics and Industrial Arts technology and livelihood education;
- Demonstrate higher level literacy, communication, numeracy, critical thinking, learning skills needed for higher learning.
- Manifest a deep and principled understanding of the learning processes and the role of the teacher in facilitating these processes in their students.
- Show a deep and principled understanding of how educational processes relate to larger historical, social, cultural, and political processes.
- Apply a wide range of teaching process skills (including curriculum development, lesson planning, materials development, educational assessment, and teaching approaches).
- Reflect on the relationships among the teaching process skills, the learning processing in the students, the nature of the content/subject matter, and other factors affecting educational processes in order to constantly improve their teaching knowledge, skills, and practices.

Outcome Specific for Industrial Arts and Home Economics

- Apply varied skills, knowledge, and attitude in various industrial trades and related disciplines.
- Exercise varied skills, knowledge, and attitude pertaining to family and home management



Objectives of the DTTE Programs (Undergraduate)

1. To provide students with broad frameworks wherein they can rationalize and reflect on the various methods and other matters related to the teaching profession.
2. To develop a wide range of skills to facilitate and evaluate learning among diverse types of students in a variety of learning environments.
3. To integrate ICT in teaching as an integral part of the methods and strategies to equip the teacher with competencies on the use of technology in teaching and in training.
4. To qualify prospective EPP/TLE teachers for the Philippine TVET Trainers Qualification Framework (PTTQF) to ensure their competencies in trade qualifications, training, and assessment methodologies.
5. To provide students with practical learning experiences where they can observe and reflect on their actual experience on the different components of the teaching-learning processes.
6. To explore special topics and current issues related to the student's field of study through conducting relevant research.
7. To equip the students with in-depth knowledge of the content and specific skills in the major field through industry immersion.



MAPPING OF COURSES TO OUTCOMES



Mindanao State University
Iligan City 9200
Philippines Republic of the Philippines



ILIGAN INSTITUTE OF TECHNOLOGY
COLLEGE OF EDUCATION
CHED Center of Excellence for Teacher Education
DEPARTMENT OF TECHNOLOGY TEACHER EDUCATION

SUBJECTS	Common to all programs in all types of schools						Common to the discipline (Teacher Education)								Specific to a sub-discipline and a major								
	POA	POB	POC	POD	POE	POF	POG	POH	POI	POJ	POK	POL	POM	PON	POO	POP	POQ	POR	POS	POT	POU	POV	POW
GEC101			I																				
GEC102		I																					
GEC103				I																			
GEC104			I																				
GEC105					I	D																	
GEC106						D																	
GEC107					I																		
GEC108				I																			
GEC109																							
FIL101					I	I																	
FIL102																							
FIL103																							
HIS003																							
FPE101				I																			
Foundation/Theories and Concept Courses																							
CPE100	I	I	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	I	I
TVE100	I	I	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	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
Pedagogical Content Knowledge Courses																							
TVE101	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	I	I	I	I	I	I	I	I	I	I	I	I	I	I
TVE103	I	P	I	I			I	I	I	P	I	I	I	I	I	I	P	I	I	I	I	P	I
CPE107	I	I	I	I			I	I	P	P	I	I	I	P	P	I	I	P	I	I	I	I	I
TVE104	I	P	I	P	I	I	I	I	P	P	I	I	I	I	P	I	I	I	I	I	I	P	I
TVE105	I	P	I	P	I	I	I	I	P	P	I	P	I	P	P	I	I	I	I	I	I	P	I
Experiential Learning Courses																							
ELC101		P	P					P	P	P	P	P	P	P		P	P		P	P	P	P	P
ELC102		P	P					P	P	P	P	P	P	P									
TTE197		D	D					D	D	D	D	D	D	D		D	D		D	D	D	D	D

Major Courses																							
HEE100	I	P	P	P	P		P										I	I	I	I	I	I	I
HEE101	I	P	P														I	I	I	I	I	I	I
HEE102	I	P	P														D	I					
HEE103	I	P	P														P	I					
HEE104	I	P	P														I	I					
HEE105	I	P	P														P	I					
HEE106	I	P	P	P	P		P										P	I	P				
HEE107	I	P	P	D	P		P	D									D	I	D	D		D	
HEE108	I	P	D														I	I					
HEE109																							
HEE110	I	P	P														I	I					
HEE111	I	P	P														P	I					
HEE112	I	P	P														P	I					
Common to BTLE Courses																							
TLE101		P	P					I				I					I	I		I		I	I
TLE102		P	P					I				I					I	I		I		I	I
TLE103		P	P	P	P			I				I					I	I		I		I	I
TLE104		P	P	P	P												I	I		I		I	I
TLE105		P	P								I			P			I	I		I		I	I
TLE106		P	P													I	P	I		I		I	I
TLE107		P	P								P			P			P	I		I			
TLE108																							
TLE109																		I		I			
TLE110		P	P														I						
Research Courses																							
TTE198		D	P				P													P			I
TTE199		D	D				D		D											D			P
Specialized Courses																							
TTE100		P	P							P							P						
Work-Experience																							
TTE187	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D

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)



SUBJECTS	Common to all programs in all types of schools						Common to the discipline (Teacher Education)								Specific to a sub-discipline and a major								
	POA	POB	POC	POD	POE	POF	POG	POH	POI	POJ	POK	POL	POM	PON	POO	POP	POQ	POR	POS	POT	POU	POV	POW
GEC101			I																				
GEC102		I																					
GEC103				I																			
GEC104			I																				
GEC105					I	D																	
GEC106						D																	
GEC107					I																		
GEC108				I																			
GEC109																							
FIL101					I	I																	
FIL102																							
FIL103																							
HIS003																							
FPE101				I																			
Foundation/Theories and Concept Courses																							
CPE100	I	I	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	I	I
TVE100	I	I	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	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
Pedagogical Content Knowledge Courses																							
TVE101	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	I	I	I	I	I	I	I	I	I	I	I	I	I	I
TVE103	I	P	I	I			I	I		P	I	I	I	I	I	I	P	I	I	I	I	P	I
CPE107	I	I	I	I			I	I	P	P	I	I	I	P	P	I	I	P	I	I	I	I	I
TVE104	I	P	I	P	I	I	I	I	P	P	I	I	I	I	P	I	I	I	I	I	I	P	I
TVE105	I	P	I	P	I	I	I	I	P	P	I	P	I	P	P	I	I	I	I	I	I	P	I
Experiential Learning Courses																							
ELC101		P	P					P	P	P	P	P	P	P		P	P		P	P	P	P	
ELC102		P	P					P	P	P	P	P	P	P									
ELC197		D	D					D	D	D	D	D	D	D		D	D		D	D	D	D	

[illegible]

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PROGRAM PERFORMANCE INDICATORS AND ASSESSMENT

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

Common to Teacher Education:

A. Common to all programs in all types of schools

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



BTLED Programs:

C. Specific to a sub-discipline and a major (Technology and Livelihood Education)

Program Outcomes	Performance Indicators	Assessment
o. Demonstrate the competencies required of the Philippine TVET Trainers –Assessors Qualifications Framework (PTTQF).	<ul style="list-style-type: none"> Conduct technical training and competency assessment; Design and develop curriculum, courses and instructional materials; Supervise and mentor technical students Extend the body of knowledge in the field of technology and livelihood education and training. 	<ul style="list-style-type: none"> Submitted Terminal Report of conducted Technical Training Submitted output on Instructional materials Submitted supervisory assessment reports Submitted acceptable research
p. Demonstrate broad, meaningful and coherent knowledge and skills in Home Economics and Industrial Arts in technology and livelihood education.	<ul style="list-style-type: none"> Demonstrate competence and mastery in either teaching or application of skills for the industry; Facilitate the teaching-learning of the subject; Relate lesson with other lessons in the course and with other disciplines. 	<ul style="list-style-type: none"> Submitted portfolio report which include Cooperating Teacher, Supervising Teacher and Internship Supervisor's Evaluation
q. Apply with minimal supervision specialized knowledge and skills in Home Economics and Industrial Arts technology and livelihood education;	<ul style="list-style-type: none"> Demonstrate competence in applying specialized knowledge and skills with confidence; Demonstrate mastery in teaching the subject 	<ul style="list-style-type: none"> Submitted portfolio report which include Cooperating Teacher, Supervising Teacher and Internship Supervisor's Evaluation
r. Demonstrate higher level literacy, communication, numeracy, critical thinking, learning skills needed for higher learning.	<ul style="list-style-type: none"> Develop one's own learning strategies to attain a learning outcomes; Reflect on learning strategies and skills to continuously improve on them; Communicate ideas clearly and accurately in oral and written form; Make sound judgment and decision after critical evaluation of ideas. 	<ul style="list-style-type: none"> Submitted and presented narrative reports, journals, researches, syntheses among others.



s. Manifest a deep and principled understanding of the learning processes and the role of the teacher in facilitating these processes in their students.	<ul style="list-style-type: none">• Facilitate learning by applying time-tested principles of learning;• Employs interactive, collaborative, integrative, and reflective teaching-learning activities;• Teach based on sound principles and philosophies of education;	<ul style="list-style-type: none">• Submitted portfolio report which include Cooperating Teacher, Supervising Teacher and Internship Supervisor's Evaluation
t. Show a deep and principled understanding of how educational processes relate to larger historical, social, cultural, and political processes.	<ul style="list-style-type: none">• Explain how historical, social, cultural and political processes that impact on teaching-learning;• Relate teaching-learning to the historical, social, cultural and political context;	<ul style="list-style-type: none">• Submitted personalized journals which include critical essays and reflections which explain their experience in teaching demonstration
u. Apply a wide range of teaching process skills (including curriculum development, lesson planning, materials development, educational assessment, and teaching approaches).	<ul style="list-style-type: none">• Use varied teaching approaches and strategies relevant to the subject/ area of specialization;• Implement effectively the curriculum and assess its relevance and responsiveness to the needs of the clientele;• Observe alignment of outcomes, teaching-learning activities and assessment tasks in lesson planning;• Use appropriate traditional and authentic assessment tools to assess learning and to inform instruction;• Utilize varied and appropriate instructional technology to facilitate and enrich instruction;	<ul style="list-style-type: none">• Submitted portfolio which include the development of curriculum, lesson planning, materials development, educational assessment, and teaching approaches
v. Reflect on the relationships among the teaching process skills, the learning processing in the students, the nature of the content/subject matter, and other factors affecting educational processes in order to constantly improve their teaching knowledge, skills and practices.	<ul style="list-style-type: none">• Integrate principles of teaching and learning, theories on human development and social context of the learner for relevant and effective teaching.• Practice reflective teaching• Adapt innovative learning practices	<ul style="list-style-type: none">• Submitted portfolio which includes reflection paper on educational processes in order to constantly improve their teaching knowledge, skills and practices.



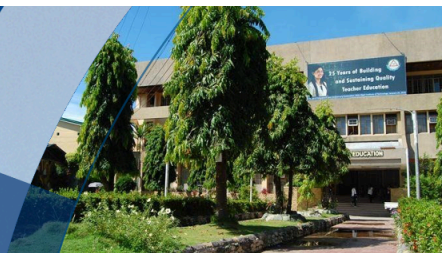
D. Additional outcome as a state university promulgated in CMO 46 s.2012

Program Outcomes	Performance Indicators	Assessment
w. Ability to generate new knowledge or developmental project to address the local/national/international conferences.	<ul style="list-style-type: none"> Produce new knowledge and research output related to technology education. 	<ul style="list-style-type: none"> Completed research output

E. Additional outcome Specific for Industrial Arts and Home Economics

Program Outcomes	Performance Indicators	Assessment
x. Apply varied skills, knowledge, and attitude in various industrial trades and related discipline.	<ul style="list-style-type: none"> Demonstrate varied skills, knowledge, and attitude in various industrial trades and related discipline. 	<ul style="list-style-type: none"> Submitted personal assessment reports on the trade with focus on knowledge, skills and attitude.
y. Exercise varied skills, knowledge, and attitude pertaining to family and home management	<ul style="list-style-type: none"> Practice varied skills, knowledge, and attitude pertaining to home and family affairs. 	

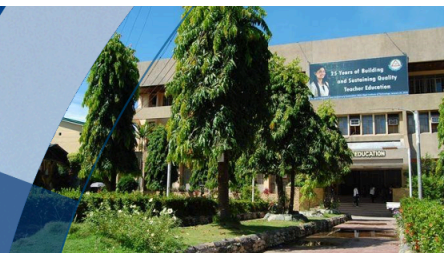
Program Outcomes	Performance Indicators	Assessment
PEO 1. Exhibit an appreciation of the value of life-long learning.	<ul style="list-style-type: none"> Pursuing advance studies in technology education or actively involved in professional organizations. 	<ul style="list-style-type: none"> Graduate Study Tracers
PEO 2. Holding influential roles in organization in the academic institutions or in the industries.	<ul style="list-style-type: none"> Being employed in respectable companies or schools, 	<ul style="list-style-type: none"> Graduate Study Tracers
PEO 3. Engage in technical-vocational training as trainers and assessors.	<ul style="list-style-type: none"> Being TVET trainers and assessors in various schools/training centers accredited by TESDA. 	<ul style="list-style-type: none"> Graduate Study Tracers



QUALITY ASSURANCE PLAN

The department adopts 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	Department Plan
2	Strategic plan tasks progress review	A - E	1	Cont	Part of Reg. Monthly Department Meeting	Minutes of Meeting July 01, 2021 July 07, 2021
3	Teaching Load Preparation	A	1,2,& S	3/Y		OVCAA Form 2-3
4	Program Adviser Reporting	A	1&2	2/Y		ODUP Form 1-2 Year Level Advisers Report
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 Sample TER
7	Faculty Peer Rating	A	1&2	2/Y		OLTER/TER Sample TER
8	Superior Faculty Rating	A, E	1&2	2/Y		OLTER/TER Sample TER
9	Syllabus Preparation & Updating	A	1&2	2/Y		Syllabus Repository DTTE Syllabus Repository
10	Syllabus Review and Approval	A, E	1&2	2/Y		Signed Syllabus Repository DTTE Syllabus Repository
11	PRAISE	A - E	1&2	1/Y		BOR Nomination Form SO Event News etc.



12	Department Peer Mentoring (InFleX)	A	1&2	Cont		SO (BUKA) Plan/ Screenshots https://drive.google.com/file/d/1mM9vsJdAnzyRzO_9XPHmXyekGjsTT6Z_/view?usp=sharing
13	Department Regular Meeting	E	1,2,& S	Cont	Monthly	Minutes of Meeting
14	Grades Submission	A	1,2,& S	3/Y		Calendar of Activities (Registrar) SO (if extended)
15	*Extension Plan				Included in Dept Strat Action Planning	Department Plan Report
16	Extension Report	C		4/Y	Quarterly Report, DE (OVCRE)	DE Progress Report
17	*Research Plan				Included in Dept Strat Action Planning	Department Plan Report
18	Research Report	C		4/Y	Quarterly Report, DR (OVCRE)	DR Progress Report
19	Department Student Organization Plan	B	1&2	2/Y	% Student Org Officers	Student Org Planning
20	Individual Development Plan	A, C - E	1&2	2/Y		HR - TDS Form 3 (IDP) & Repository IDP Jan-Dec 2021
21	Individual Performance and Commitment Review	A - E	1&2	2/Y		IPCR & Repository IPCR DTTE Faculty
22	Visiting Professor	A, C - D	1&2	2/Y		SO Special Order 00040-2021 Terminal Report BUKAtalk
23	Student Exchange	A, B	1 or 2	1/Y		SO



						MOA (?)
24	Office (Dept.) Performance and Commitment Review	A - E	1	1/Y		OPCR DTTE OPCR 2022
25	Department Program Advisers Meeting		1		Included in the Dept. Regular Meeting	Minutes of Meeting Sample Minutes
26	College Faculty General Assembly	E	1&2	2/Y		Minutes of Meeting https://docs.google.com/document/d/1mR1wrgSH4YqNK0K8rkTpdH2-8t0eQWaG/edit?usp=sharing&ouid=111085111509981830095&rtpof=true&sd=true
27	Department Accomplishment Report	E	1	1/Y		Department Chairperson Year-End Report
28	Accreditation (CHED and AACCUP) Meeting	A - E	1,2,& S	Cont		College Memo https://docs.google.com/document/d/1twVdgZwMA1D2mEEpXhKJnbm5f102tLUE/edit?usp=sharing&ouid=111085111509981830095&rtpof=true&sd=true Minutes
29	Curriculum Review	A			Included in the Dept. Regular Meeting	Minutes of Meeting (Stakeholders Meeting) Minutes of Meeting (Consultative Meeting)
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 Library Holdings



31	Summer Training Assessment ¹	A	S	1/Y		S.O. Designation for Summer OJT Coordinators Policy Implementation SIT
32	Faculty Development Plan	A, E	1	1/Y	Included in the Dept Strat Planning	FDP Sample FDP
33	Periodic Exam and Assessment	A				See Sample Syllabi Sample Syllabi
34	Class Observation	A - B, E	1&2	2/Y		
35	College Council Meeting	A - B, E	1&2	2/Y		Minutes of Meeting

Type (Strategic Area)	
A	Teaching and Learning
B	Student Support and Services
C	Research
D	Community Engagement and Linkages
E	Governance and Management

¹ DTTE

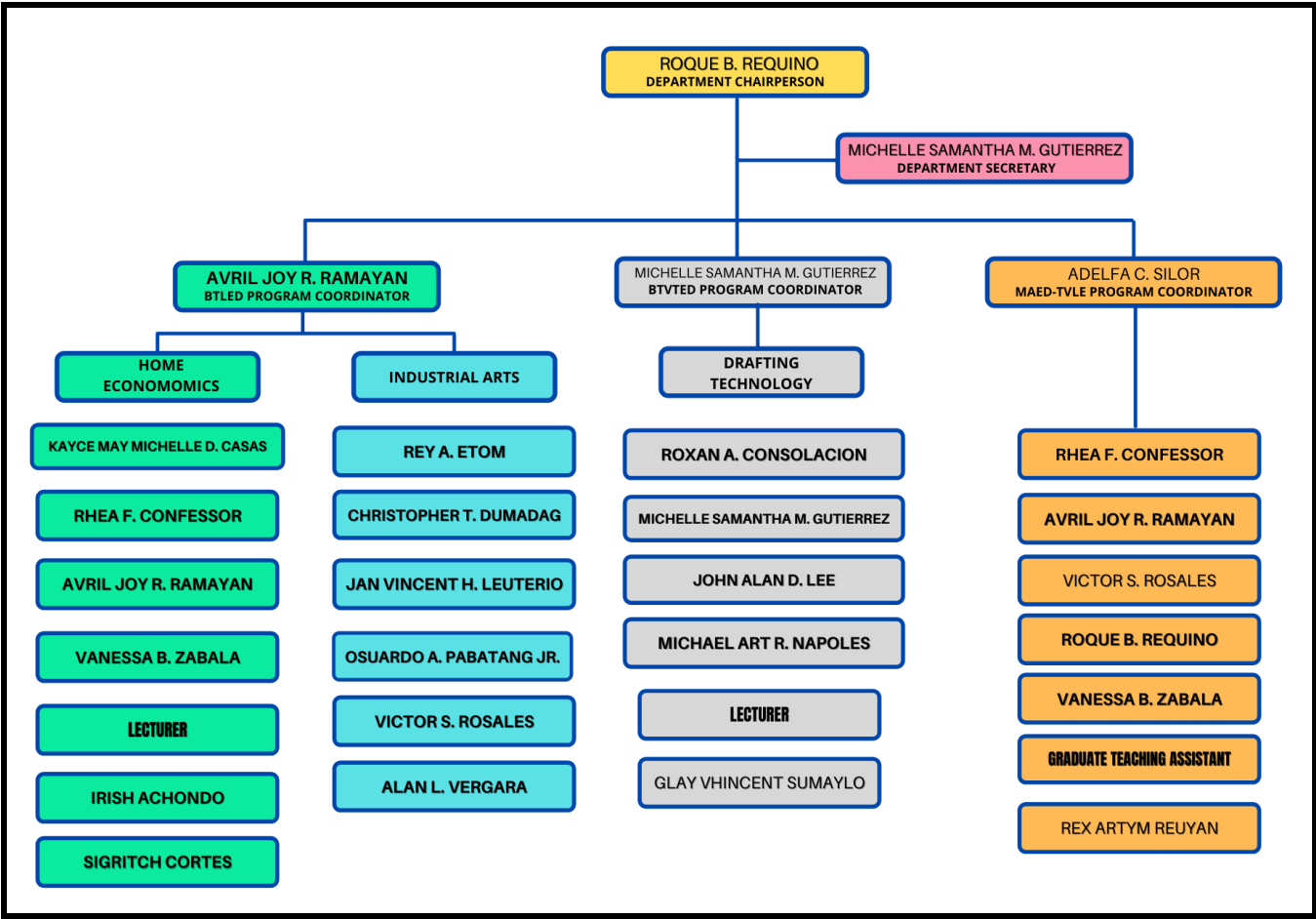


Figure 9. Department of Technology Teacher Education Organizational Chart

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 Secretary

- a. Keep the minutes, documents, proceedings and records of all meetings and relevant activities of the department;
- b. Perform such other functions as may be assigned to him by the chairperson.

Department Program Coordinators

- a. Assist the department chairperson in the preparation of the faculty loading, room utilization, and other pertinent documents necessary in the department operation.
- b. Prepare requisitions for each program such as tools, materials, equipment and supplies needed at the start of every semester.
- c. Formulate plans and activities that will foster teamwork and camaraderie among DTTE faculty.
- d. Assist the department chairperson during curriculum planning and other department activities.

The Faculty Members

The Faculty Members shall perform the following functions:

- a. give wholehearted participation to meetings held to study or evaluate existing policies and regulations, formulate new policies, discuss proposed policies, and solve instructional or educational problems;
- b. support and carry out Institute policies;
- c. report to classes, offices, and other Institute activities regularly and punctually;
- d. submit all required reports and records such as grading sheets, syllabi, etc. to concerned offices;
- e. attend faculty meetings called by the department Chair, Dean, or Institute Administrators;
- f. offer or accept to serve as a member in committees set up for Special School / Institute functions;
- g. participate in the evaluation and enrolment of students;
- h. participate in co-curricular activities of the Institute / School, e.g. Charter Day, Palakasan, Christmas Celebration, Foundation Day Celebration, Commencement Exercises, etc.
- i. perform other duties inherent in the position when requested by the higher authorities.



DEPARTMENT STANDING COMMITTEE

Department Memorandum Order
 No. 001 – DTTE CED
 Series of 2021

Subject: Amendments of Dept. Memorandum Order no. 001, series of 2020 Creation of Standing Committees of the Department of Technology Teacher Education for the S.Y. 2021-2022 and designating members therein.

In order to address the various needs of the Department of Technology Teacher Education (DTTE), Dept. Memorandum Order no. 001, hereby amended effective second semester, S.Y. 2021-2022. Each committee shall assist the DTTE chairperson in the administration of the department. Each committee shall also perform functions stipulated herein.

Committee	Chairmanship/Membership	Functions
Student Organization	Adviser: Asst. Prof. Jan Vincent H. Leuterio Asst. Adviser: Asst. Prof. Kayce Maye Michelle D. Casas Member: Mr. Glay Vhincent Sumaylo	<ul style="list-style-type: none"> Guide the STEP officers in setting up programs of work and sees to it that the work is carried up to its completion. Check that the STEP meetings are held regularly throughout the year and are conducted in a business-like manner. Make sure that all activities of the organization are carefully planned and carried out. Submit a report to the department chair at the end of the semester in all STEP undertakings.
Community Engagement	Department Community Engagement Coordinator: Asst. Prof. John Alan D. Lee Member: Asst. Prof. Avril Joy R. Ramayan	<ul style="list-style-type: none"> Plan and design extension programs of the department. Identify relevant extension programs and possible extension partners. Ensure all extension programs are properly supervised and monitored. Evaluates the effectiveness of the extension program. Submit a report to the department chair at the end of the semester in all extension undertakings.



Research	<p>Department Research</p> <p>Coordinator:</p> <p>Dr. Adelfa C. Silor</p> <p>Members:</p> <p>Dr. Michael Art Napoles</p> <p>Dr. Rhea F. Confesor</p> <p>Dr. Roque B. Requino</p>	<ul style="list-style-type: none">Plans and coordinates the initiation of research study and projects of the department align with the department, college and institute research thrust.Promotes research capacity building among faculty and students of the department.Propose research formats and procedures in the conduct of undergraduate thesis writing.Submit a report to the department chair at the end of the semester in all research undertakings.
Curriculum	<p>Department Curriculum</p> <p>Coordinator:</p> <p>Dr. Rhea F. Confesor</p> <p>Members:</p> <p>Asst. Prof. Michelle Samantha Gutierrez</p> <p>Dr. Roque B. Requino</p> <p>Asst. Prof. Avril Joy R. Ramayan</p>	<ul style="list-style-type: none">Coordinate with the College Curriculum Committee on curriculum updates.Conducts seminars/workshops on instructional material production.Ensures 100% participation of faculty members in the production of related instructional.Monitors the implementation of OBE in the College.Facilitates the offering of new curricular programs and revisions.
Faculty Development	<p>Department Training</p> <p>Coordinator:</p> <p>Dr. Roxan A. Consolacion</p> <p>Members:</p> <p>Asst. Prof. Avril Joy R. Ramayan</p> <p>Asst. Prof. Jan Vincent H. Leuterio</p> <p>Asst. Prof. Vanessa B. Zabala</p>	<ul style="list-style-type: none">Mapping out training plans and schedules, designing and developing training programs for the department.Conduct training needs assessment and identify skills or knowledge gaps that need to be addressedInform available training opportunities to faculty and students by providing necessary information.Assess the effectiveness and determine the impact of training on faculty and students.Submit a report to the department chair at the end of the semester in all training undertakings.



Internationalization and Linkages	<p>Department Internationalization and Linkages Coordinator</p> <p>Dr. Rhea F. Confesor</p> <p>Members:</p> <p>Asst. Prof. Vanessa B. Zabala</p> <p>Dr. Roxan A. Consolacion</p> <p>Asst. Prof. Victor S. Rosales</p>	<ul style="list-style-type: none"> • Coordinate and facilitate the visit of international partners in the Department through the College Internationalization and linkages committee • Facilitate in the invitation of research professors • Seek avenues for students and faculty exchange • Facilitate with the College representative in the students and faculty exchange program activities
TESDA Related Activities	<p>Department TESDA Coordinator</p> <p>Asst. Prof. Victor S. Rosales</p> <p>Members:</p> <p>Dr. Roque B. Requino</p>	<ul style="list-style-type: none"> • Create and implement project proposals in partnership with TESDA for students' training enhancements and livelihood trainings • Assist faculty members in acquiring national certificates and training methodologies • Integrate TESDA trainings in the curriculum
Grievance	<p>Department Grievance Committee Coordinator</p> <p>Asst. Prof. Victor S. Rosales</p> <p>Members:</p> <p>Dr. John Alan D. Lee</p> <p>Asst. Prof. Vanessa B. Zabala</p>	<ul style="list-style-type: none"> • Ensure that grievances within the department are dealt with effectively. • Investigate the facts and surrounding circumstances regarding the case investigated. • Actively look for a solution that will satisfy both parties involved. • Provide feedback for the parties involved about what can, and cannot be done to resolve the grievance. • Refer to higher authorities if grievances cannot be solved within the department. • Take necessary follow-up action on cases at hand.
Alumni Relations	<p>Department Alumni Coordinator</p> <p>Asst. Prof. Vanessa B. Zabala</p> <p>Member:</p> <p>Asst. Prof. Kayce Maye Michelle D. Casas</p> <p>Asst. Prof. Jan Vincent H. Leuterio</p> <p>Mr. Glay Vhincen Sumaylo</p>	<ul style="list-style-type: none"> • Ensure the existence of a comprehensive and up-to-date alumni database • Establish and build relationships with a wide range of alumni, locally, regionally, nationally and internationally; • Maintain regular communication with alumni via direct contact, email blasts, and alumni web pages. • Take charge of the department, college and institute alumni home-coming activities.



LET	<p>Department LET Coordinator</p> <p>Dr. Adelfa C. Silor</p> <p>Member:</p> <p>Asst. Prof. Jan Vincent H. Leuterio</p> <p>Asst. Prof. Michelle Samantha Gutierrez</p> <p>Asst. Prof. Kaycee Maye Michelle D. Casas</p>	<ul style="list-style-type: none">• Plans and implement mock LET review exams• Produce a LET review materials• Collects updated question banks from the involved faculty.
Secretariat	<p>Department Secretary</p> <p>Asst. Prof. Michelle Samantha Gutierrez</p>	<ul style="list-style-type: none">• Keep the minutes, documents, proceedings and records of all meetings and relevant activities of the department;• Perform such other functions as may be assigned to him by the chairperson.
Gender and Development	<p>Department Gender and Development Coordinator</p> <p>Dr. Adelfa C. Silor</p> <p>Members:</p> <p>Dr. Michael R. Napoles</p> <p>Dr. John Alan D. Lee</p>	<ul style="list-style-type: none">• Plan and design activities/programs related to gender and development.• Identify relevant research projects on gender and development.• Ensure all projects/programs are properly supervised and monitored.• Monitor and evaluate the impact of the projects and programs.• Submit a report to the department chair at the end of the semester in all gender and development undertakings.
Development and Innovations	<p>Department Development and Innovations Coordinator</p> <p>Dr. Michael Art R. Napole</p> <p>Members:</p> <p>Asst. Prof. Roxan A. Consolacion</p> <p>Asst. Prof. Kayce Maye Michelle D. Casas</p> <p>Mr. Glay Vhincent Sumaylo</p>	<ul style="list-style-type: none">• Coordinate with KTTO on conducting a workshop on Intellectual Property Rights.• Identify patentable/copyrightable research outputs and instructional materials.• Develop a feasible marketing scheme for patented products• Formulate a scheme to commercialize research outputs



Program Coordinators	<p>Bachelor of Technology and Livelihood Education- HE and IA</p> <p>Asst. Prof. Avril Joy R. Ramayan</p> <p>Bachelor of Technical-Vocational Teacher Education- Drafting Technology</p> <p>Asst. Prof. Michelle Samantha M. Gutierrez</p>	<ul style="list-style-type: none"> Assist the department chairperson in the preparation of the faculty loading, room utilization, and other pertinent documents necessary in the department operation. Prepare requisitions for each program such as tools, materials, equipment and supplies needed at the start of every semester. Formulate plans and activities that will foster teamwork and camaraderie among DTTE faculty. Assist the department chairperson during curriculum planning and other department activities.
Custodian	<p>DTTE Property Custodian</p> <p>Asst. Prof. Jan Vincent H. Leuterio</p> <p>Asst. Prof. Avril Joy R. Ramayan</p>	<ul style="list-style-type: none"> Take charge of the department properties such as cloth, tables, and chairs among others.

Committee members shall serve without additional compensation.

This order takes effect immediately and shall remain in force until July 31, 2022 unless modified or earlier revoked by competent authority.

Prepared by:



ASSOC. PROF. ROQUE B. REQUINO, Ph.D.

Chairperson, DTTE



DTTE FACULTY MEMBERS

Name of Faculty	Original	Birth Date	Tenure	Faculty	Educational Credential Earned			Field of Specialization
	Appt.			Rank	Baccalaureate	Masteral	Doctorate	
CASAS, KAYCE MAYE MICHELLE D.	06-01-21	03-11-93	Temp.	Asst. Prof. IV	BSE-Technology and Livelihood Education, MSU-IIT, 2013	Master in Technician Teacher Education major in Food Service Management, USTP, CDO, 2020		Home Economics, Educational Technology
CONSOLACION, ROXAN A.	06-01-09	04-21-79	Perm.	Assoc. Prof. V	BSIED Drafting Technology, MSU-IIT, 2000	MA Educational Planning and Management, MUST, CDO, 2014	Doctor of Education in Instructional System Resource and Management, 2019	Instructional System Resource and Management Drafting Technology
CONFESSOR, RHEA F.	06-01-03 -	01-11-81	Perm.	Assoc. Prof. V	BSE Home Economics, MSU-IIT, 2001	MSci. Education, MSU-IIT, 2008		Science Education, Home Economics, Educational Technology
ETOM, REY A.	06-01-09	05-28-82	Perm.	Asst. Prof. IV	BSIED Industrial Arts, MSU-IIT, 2004	MA Ind. Educ., TUP, Manila, 2014	Doctor of Philosophy major in Technology Management Cebu Technological University, Cebu City (On Study Leave)	Industrial Arts, Administration and Supervision
DUMADAG, CHRISTOPER	for BOR	01-17-90	Temp.	Instructor I	BSTTE Industrial Technology, MSU-IIT, 2015	Master in Technician Teacher Education major in Electrical Technology,	Doctor in Technology Education USTP Cagayan de	Industrial Arts, Electrical Technology



						USTP, CDO, 2020	Oro (on going)	
GUTIERREZ, SAMANTHA MICHELLE M.	11-14-05	04-26-77	Perm.	Asst. Prof. IV	BSIED Drafting Technology., MSU-IIT, 1999	MA Educt'l Planning Mgnt, MUST, CDO, 2013		Education Planning, Drafting Technology
LEE, JOHN ALAN D.	06-01-04	04-09-66	Perm.	Asst. Prof. IV	BSIED Drafting Technology, MSU-IIT, 1988	MA Educ., St. Peter's College, 2009	Doctor in Sustainable Dev't. Studies, MSU-IIT, 2019	Drafting Technology Sustainable Development
LEUTERIO, JAN VINCENT H.	06-01-21	01-28-86	Temp	Asst. Prof. IV	BSIED Industrial Arts, MSU-IIT, 2006	Master in Technician Teacher Education major in Electrical Technology, USTP, CDO, 2020		Industrial Arts, Electrical Technology
NAPOLES, MICHAEL ART R.	06-01-04	09-24-77	Perm.	Assoc. Prof. V	BSIED Drafting Technology, MSU-IIT, 1999	MA Educ'l Planning Mgnt., Bukidnon State College, 2008	Ph.D. Educt'l Adm., CMU, 2013	Education Supervision, Drafting Technology
PABATANG JR., OSUARDO A.	06-14-10	01-11-83	Perm.	Assoc. Prof. V	BSIED Industrial Arts, MSU-IIT, 2004	MA Ind. Educ., TUP, Manila	Doctor of Education major in Industrial Education Management (Ed.D-IEM) TUP, Manila (on-going) (On Study Leave)	Industrial Arts, Educational Technology, Technology Management
RAMAYAN, AVRIL JOY R.	06-02-09	04-24-80	Perm.	Asst. Prof. IV	BSE-Home Economics, MSU-IIT, 2001	MAEd Educational Administration, BSU 2016 MAEd – Home Economics, CNU, 2019		Home Economics, Educational Administration



REQUINO, ROQUE B.	01-04-16	08-16-69	Perm.	Asst. Prof. IV	BTTE-Electrical Technology, MUST, CDO, 2003	Master in Technician Teacher Education major in Electrical Technology, MUST, CDO, 2010	Doctor of Philosophy major in Technology Management, DMMMSU, La Union, 2020	Industrial Arts, Electrical Technology, Technology Management
ROSALES, VICTOR S.	09-01-20	05-06-76	Temp	Asst. Prof. IV	BSIED Electrical Technology, MSU-IIT, 1997	Master in Technician Teacher Education major in Electrical Technology, USTP, CDO, 2019	Doctor of Philosophy major in Technology Management, CTU (20 units)	Industrial Arts, Electrical Technology, Technology Management
SILOR, ADELFA	11-08-04		Perm.	Professor VI	Bachelor of Arts – English, MSU-IIT, 1987	MAEd – Educational Management, St. Peter's College, 1995	Ph.D. in Educational Management, CNU, 2001	English Linguistics, Educational Management
VERGARA, ALAN L.	06-02-14	01-15-72	Perm.	Assoc. Prof. III	Bachelor in Technician Teacher Education MPSC, CDO, 2003	Master in Technician Teacher Education MUST, CDO, 2014	Doctor of Philosophy in Technological Education DMMMSU, La Union (on going)	- Computer and Electronics Communication - Technology Livelihood Education
ZABALA, VANESSA B.	06-02-08	11-18-85	Perm.	Asst. Prof. IV	BSIED Food Technology, MSU-IIT, 2006	Master in Sustainable Development Studies, Environment Education, MSU-IIT, 2012 MAEd – Home Economics, CNU, 2019	Doctor of Education major in Industrial Education Management (Ed.D-IEM) TUP, Manila (on-going)	Food Technology, Home Economics Environmental Education,