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# M C C F L E X 2.0

*Innovating in  
the New Normal*

*Preparing for  
the Next Normal*

Action Plan for 2nd Semester  
A.Y. 2020-2021

Mabalacat City College  
Mabalacat City,  
Pampanga

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## **Introduction**

Mabalacat City College (MCC) envisions itself to be the top choice in the community it serves for quality education and training. Accordingly, its mission is to meet the needs of its community as a center of learning aiming for open admissions policy. As the College enters another semester, MCC formulated its objectives and strategies for the second semester of A.Y. 2020-2021, taking into consideration the health and safety of its students in light of the COVID-19 pandemic. In so doing, all its units set out objectives, as well as strategies to accomplish them, in preparation for the incoming semester.

The Administration and Support Services handles the organization's support unit, including Finance, Human Resources Management (HRMO), Security, Building & Maintenance, and Supply. The objectives of the Finance unit are to continue providing assistance to students in terms of payments, registrations and other inquiries. They also plan to implement effective voucher monitoring. Meanwhile, Human Resources targets to improve their attendance monitoring, payroll processing and leave application processes. Moreover, the unit came up with strategies in encouraging a positive organizational culture among its employees. HRMO also aims to continually adapt to the new normal, such as modifying its recruitment process to cater to applicants despite the current circumstances. On the other hand, Security Division aims to improve their services by upgrading the College's security measures and requesting for additional manpower, among others. Building & Maintenance aims to effectively maintain and prolong the lifespan of the College's facilities, to purchase a power generator, and to implement the same plans and strategies in M.C.C. Dapdap. Finally, the Supply Division aims to improve the process of inventory and procurement.

External Affairs, on the other hand, manages the organization's network and linkages. For the second semester, the unit's goals are to develop a standardization system, to strengthen the College's network and linkages, and to continue providing scholarships and grants. It also aims to increase visibility and positive publicity of the College, to establish relevant facilities to promote the College's identity, and to activate units under External Affairs.

The institution's Academic Affairs & Student Services Office handles academic operations. With this, it has come up with strategic plans for the second semester, which are executing the online enrolment, implementing the learning approach in the new normal, improving faculty's modules and outcomes-based teaching and learning (OBTL) plan, creating a new semester format & course scheduling, proposing alternatives for on-the-job trainings, preparing for accreditation, applying for new programs and hiring of additional staff. It also set out strategies in assigning courses to faculty members, distributing faculty loading and scheduling, faculty reporting and evaluation, and submitting monthly accomplishment reports per unit. With regards to Student Services, the unit plans to continue to fasten the conveyance of e-services and to propose to the management an on-site faculty-student consultation.

The Research & Development and Community Extension Offices handle the research and extension activities of the College that will have a positive impact in the Mabalacat community. These units formulated objectives, both current and new, that shall be implemented

on the second semester. In Research and Development, the unit provided strategic plans to ensure that it has educationally qualified and competent staff. It aims to develop a functional research program, intensify the College's research capability, to establish a research council, and to ensure the integrity of research output and protecting intellectual property. In Community Extension, the unit's objectives are to ensure that it has highly qualified staff, to revise the Community Extension Services (CES) Manual, to ensure smooth implementation of the unit's programs and services, and to revisit the College's NSTP/ROTC Program. It shall also fulfill one of its missions to adopt and engage the community.

The Planning & Legal Office shall assist in creating policies, including, but not limited to, vulnerability and disaster risk management, and other financial policies that are subject to the approval of the Board of Trustees (BOT). It also aims to produce the Data Privacy Manual and ensure that MCC is data privacy compliant. Another plan is to produce the re-entry plan of the College should the traditional face-to-face classes ensue. The New Normal shall be the working basis for the development of the said plan. Including in the office's planning is system development.

Assigned in implementing the plan on system development is the Management Information System (MIS) unit. MIS works on the communication, system and programming development and administration of the College. With this, the unit aims to develop its organizational structure, adapt to the new normal, provide administrative and management support, develop the school system and the College's website, provide technical support and network improvement, and establish MCC's presence on social media.

For the second semester, the Quality Assurance unit aims to ensure smooth workflow of the College's units, prepare for this year's accreditation, and educate employees on the importance of the quality assurance function. It shall also conduct its role as the College's internal audit in preparation to the upcoming accreditation by ALCUCOA. Moreover, the unit aims to launch innovative competitions and awards, and to conduct the evaluations of performances and office processes. On the other hand, the Records and Archives unit aims to develop and improve the College's Record Management, organize the College's archives, and educate employees on the significance of data privacy.

With these objectives in mind, the succeeding strategies were developed by the College to improve its services during the transition period to the New Normal.

## **I. Administration and Support Services**

The units of the College offering administrative and support services are Finance, Human Resources Management, Security and Utility & Maintenance Units. These units put together a set of objectives and strategies for the second semester of the academic year, both current and new.

### **A. Collection/IGP/Finance**

The Finance Unit provided a number of strategies to be implemented for the second semester, which address matters regarding student inquiries, payment processes, registration processes, scheduling of refunds, and monitoring of vouchers.

#### Student Inquiries

In light of the current situation, the Finance unit utilized the use of social media in accommodating students on their queries regarding their balances and other payments. The unit created a Facebook page, Mabalacat City College – Finance Unit, which allows students to raise their concerns to the unit from their respective homes. This shall encourage students to easily reach the office by sending a private message on the said page, whose concerns were addressed by any of the unit's representatives within the day the query was made. In this way, the health and safety of the students are ensured since they no longer have to leave their homes and engage in physical contact. In effect, this helps the community in minimizing the risk of contracting and transmitting COVID-19.

The unit's Facebook page will continue to be active should the quarantine end, since it provides convenience to students in reaching the unit through their mobile phones.

#### Payment Process

To assist the students in settling their payments conveniently, the unit created Online Billing Slips. The slip is given to students once they send a private message to the unit's Facebook Page stating their student number and the type of payment that they wish to make. Then, the slip will be presented the teller of the City Treasurer's Office at the Mabalacat City Hall. With this, the College helps the environment by creating a paperless transaction. This also lessens face-to-face contact and travel of students.

With the efforts of minimizing physical interactions and creating a faster processing of transactions, the unit proposes to implement the use of online payment starting the second

semester. Payments shall be made in the form of G-cash, mobile banking, etc. This shall be implemented until the College becomes independent of the Local Government Unit (LGU) or once it becomes a Local Economic Enterprise.

### Registration

With the objective of minimizing physical contact and reducing the number of people entering the premises, the unit implemented the use of a drop box for the submission of Registration Forms for UniFAST Billing Requirement and proposes to implement the use of e-signature in registration forms.

One of the requirements of the Commission on Higher Education (CHED) in enrolling for UniFAST is a scanned signed Registration Form of the students. Since students cannot come to the College because of quarantine regulations, the unit came up a solution to place a drop box at the guard's office. On behalf of the students, parents will drop the signed registration form on the drop box, which shall eventually be collected by the registrar for processing of enrolment. Afterwards, the registrar shall sign the forms and forward the same to the Finance Office for checking of the billing. Once the forms are signed and checked, they will be scanned and forwarded to CHED UniFAST to comply with the requirements in availing the free tuition fee.

In addition to this, the unit also proposes the use of E-signature for registration forms. Until such time that restrictions on physical contact has been lifted, the College's current set-up will continue to be adopted to guarantee the safety of the employees and students. To implement this, the Certificate of Registration (COR) of students shall be submitted online, instead of through a drop box, starting the second semester.

Furthermore, the unit shall continue a reverse procedure of enrolment wherein the student shall automatically be enrolled. It shall also continue to work alongside MIS in improving the student portal, making it more informative and useful. These strategies shall promote convenience and efficiency in conducting the registration for the incoming semester.

### Refunds

Since COVID-19 pandemic started, many scheduled programs of the College were postponed. One of the said programs is the ITE shirt program, wherein a total of 521 students paid PhP 390 for their institute shirt. Also, the supposed graduation of senior high school students— 234 graduate students of M.C.C. Dapdap and 72 from M.C.C. Dolores—at Royce Hotel was also on hold. Because of this, a total of 827 students requested for a refund.

In order to minimize physical contact and to reduce the number of people entering the premises, the College proposes to schedule refunds of the College's income-generating projects (IGP).

### Voucher Monitoring

The Finance unit implemented the use of transmittal/routing forms in monitoring vouchers, and plans to continue the use of such in the incoming semester. With this, the unit can easily monitor the process and progress of vouchers issued per office/department. The unit implemented this by attaching the said form with the voucher per office/department. In any case the transmittal form is lost, the office/department that is responsible shall post the updated status of the voucher to have monitoring by filling the date so that said office can easily trace their vouchers.

## **B. Human Resources Management (HRMO)**

The Human Resources Management manages the hiring, training, payroll, disciplinary actions and other labor relations functions. In the conduct of their duty, the unit came up with strategies on improving attendance monitoring, payroll processing, leave applications, recruitment process, boosting employee morale, and adapting to the new normal. The unit also aims to improve business processes of all units. Another objective of the unit is to encourage a positive organizational culture through motivational activities and green spaces.

### New Normal Practices

To cope with sudden changes in the workplace, HRMO shall implement strategies for the incoming semester to adjust to such changes. One of the strategies implemented by the unit is adapting a flexible work arrangement for the College's Faculty members. They also implemented online faculty evaluation of Deans, online dissemination of office memoranda, online orientation through Microsoft Teams and online recruitment process.

HRMO aims to deliver flexible work arrangement in a combination mode of delivery that involves the use of both digital and non-digital technology to ensure the continuity of accessible education in case of national emergencies. The unit adapted flexible work arrangement for the College's Faculty members. With this, faculty members were not required to physically report at the campus on a daily basis. They were also given the privilege to conduct their online classes to their convenience, provided that they follow their respective schedules. Moreover, since faculty members were no longer confined within the limits of their class schedules, they have become more accessible to both the administration and the students.

The unit also implemented conducting an online faculty evaluation of Deans. The evaluation is conducted online, wherein a link directing faculty members, both full-time and part-time, was provided using the MCC faculty portal. Then, other details of the evaluation are sent through Microsoft Teams. This allows all involved individuals to prevent engaging in face-to-face contact. Moreover, this promotes paperless transactions and a fast output.

In promoting reduced use of paper, the unit also started disseminating office memoranda online using media platforms. With this, all employees were required to activate and utilize their free Microsoft account, which allows the unit to distribute memoranda to all concerned parties through Microsoft Teams. This enables more accessibility to new policies and a real-time dissemination of information.

In addition, the unit conducted an online orientation on the College's policies, employee benefits and the presentation of College officials. The said orientation was conducted through Microsoft Teams, wherein a recorded video presentation was produced. With this, new employees were made aware of school policies and current employees remained updated.

### Recruitment

The unit's hiring process includes posting of vacancies online, collecting application forms consisting of Letter of Intent, Personal Data Sheet and Resume, interview and other assessments (e.g. drafting of memorandum for Clerks and demo teaching for Instructors). Forms furnished by the unit are application forms for applicants, interview forms for interviewers, and demo teaching evaluation form for Instructors.

Due to the limitations brought about by the pandemic, the unit implemented an online recruitment process to address the gap on the staffing needs of the College. Interviews were conducted online via Zoom during the Enhanced Community Quarantine (ECQ) and demo videos from applicants—mostly from part-time instructors—were submitted electronically, if they cannot attend personally.

Although, face-to-face interviews shall now be conducted for applicants since quarantine restrictions have become more lenient. However, applicants shall not be required to do a physical interview a physical demo teaching in special cases, such as in cases wherein the applicant will have to travel long distance for said interview. These exceptions mostly apply to applicants of part-time instructor positions, since they are not required to report daily to the College.

### Employee Well-being

The College not only looks after the well-being of its students, but also of its employees. In fact, the HRMO unit has introduced interactive ways in improving employee morale, health and well-being.

In particular, the unit implemented the Employee Wellness Program, which was implemented on September 25, 2020. This program is scheduled every Friday from 3:00 p.m. to 5:00 p.m., with the following activities: sports and fitness, cooking demonstrations, board games, film-showing, online computer games, and counseling and group dynamics. In this way, the unit helped increased awareness of employees on mental health. It has also provided opportunities on work-life balance and in building team spirit and camaraderie among colleagues.

Aside from the Employee Wellness Program, green spaces were also provided to employees. It is true that work may be taxing, but having access to refreshing green spaces helps in reducing stress and therefore boosting mental and physical health. With this, the College has in its premises open spaces where employees can relax and destress.

The unit also implemented giving out birthday greeting cards to celebrants in order to express appreciation to employees for their contribution and to increase employee morale as well. On each birthday, the unit notifies the celebrant to visit the office to receive their birthday card. This simple act makes employees feel appreciated and remembered.

Finally, the unit started a practice of welcoming and introducing new employees. HRMO conducts a Courtesy Call for both newly-hired and re-hired employees. This includes welcoming them to the organization and introducing them to the College President. Also, new employees are introduced to employees in different units, allowing them to familiarize themselves with their co-workers as well as the many offices of the College.

### Payroll

In the efforts of reducing paper usage, as well as minimizing the volume of documents being processed at the City Hall, the HRMO unit implemented a monthly payroll schedule for part-time instructors, instead of bi-monthly. In doing so, part-time instructors no longer have to travel as much, therefore also minimizing exposure to the risk of contracting COVID-19.

### Attendance Monitoring

In order to monitor employee attendance during the pandemic, HRMO implemented the use of log sheets. This provided easy access on the daily monitoring of employee attendance. Through these log sheets, the unit is able to track employees' daily attendance, as well as their body temperature on that day.

Furthermore, the unit aims to improve efficiency in the attendance monitoring of employee and to avoid crowding when leaving the premises. In support of this objective, the unit plans to implement the installation of an additional biometric finger scanner. With this, the unit shall submit a request for purchase of an additional biometric finger scanner. This second scanner shall be placed on the other side of the entrance gate to avoid crowding of personnel. The said scanner is proposed to be installed during the first week of January 2021.

### Leave Application

In order to sustain the smooth operations of all units and offices, HRMO aims to implement the utilization of forced leave and special leave privileges. In doing so, HRMO shall implement the use of calendar of leave applications. Employees shall plot their desired dates for the rest of the year, which shall then be noted by their immediate supervisor. This shall be

submitted not later than January 15 every year. These leave applications are, however, still subject to approval.

Additionally, the unit proposes the implementation of online leave applications. This shall facilitate the accessibility and ease in the processing of leave applications. Once this is approved, the unit shall closely coordinate with Management Information Systems (MIS) regarding the details of said program. The target launch of the program's beta version shall be on June 2021.

### Improve Business Processes

As HRMO continuously supports various offices in the performance of their duties and responsibilities, it shall implement strategies in improving business processes of each office. With this goal, it shall require all offices to post their attendance outside their offices every day. Also, the unit shall require all offices to provide their manuals of operation, as well as their process flow.

## **C. Security**

The Security Division ensures the safety and security of the College. Having said that, the unit has come up with objectives and strategies for the second semester, both in matters of Internal Security and in the CCTV Office.

### Internal Security

In the conduct of the unit's duties and responsibilities, security personnel have continually enforced rules and regulations in the entry and exit of persons in the premises. Moreover, the unit implemented the practice of securing and filling out the required forms before entering the school premises (e.g. vehicle's pass and visitor's pass).

In fact, the unit has successfully installed 39 functional CCTV cameras for surveillance and monitoring. The unit was also able to issue ten (10) two-way radios, as well as smart phones, to security personnel for easier and prompt communication. Also, there is an existing security monitoring at M.C.C. Dapdap branch. Security personnel were also willing to work longer hours.

To address the risks encountered by the unit, which are possible repetitive negligence and unsystematic delegation of work protocol, the unit plans to improve their implementation of strategies by providing proper training and seminars to their subordinates.

In addition to abovementioned strategies, the Security Division also plans to request for additional well-trained security personnel/supervisor. This shall entail systematic security

processes and shall require less supervision on security personnel since they would already be well-trained and proficient on their duty.

The unit also proposes salary increase for security personnel in order to encourage them to work properly since their duty is 12 hours a day.

### CCTV Office

As previously mentioned, the Security Division has installed a total of 39 CCTV cameras—32 units placed in M.C.C. Dolores and 7 at M.C.C. Dapdap. These high-definition cameras operate 24 hours every day. The unit has also created a CCTV Policy for the purposes of protecting the footages, should there be a need for future legal use. Aside from this, the unit required securing forms before reviewing and/or requesting copy of footages during unexpected events.

Key results area of this strategy are the availability of remote viewing, proficient CCTV Operator, available installer and maintenance. On the other hand, the risks and threats in the use of these equipment is the possible shut down of the Digital Video Recorder (DVR) since it is already old and overused. However, this can be mitigated by proper maintenance of the units every quarter.

To further improve the implementation of this strategy, the units plans to upgrade the existing devices and cameras.

On top of the abovementioned, the unit also proposes additional strategies to be implemented starting the incoming semester.

In addition to the existing CCTV cameras already installed in both branches, the unit plans to request additional updated devices for the incoming semester. This shall address the concerns regarding having blind spots within and around the premises. This shall also provide more defined video footages due to a better specification of cameras.

Another additional strategy proposed by the unit is to request additional staff for maintenance to make work faster and easier.

Lastly, the Security Division plans to change the location of the CCTV Office in order to make the office more accessible, in case of emergencies.

## **D. General Services/Building & Maintenance**

The function of the General Services/Building & Maintenance is to manage the facilities and utilities of the College. As part of their duties and responsibilities, the unit put together objectives and strategies that shall be implemented on the second semester of the academic year. The unit aims to effectively maintain and prolong the lifespan of the College's facilities, to purchase a power generator, and to implement the same plans and strategies in M.C.C. Dapdap.

With the objective of effective maintenance of facilities, the unit implemented several strategies, with key results areas, which are having a safe and comfortable facilities and environment, a set of skilled maintenance personnel, proper job assignment based on the skills of the personnel, a fast and quality workmanship, and an efficient use of materials.

In doing so, the unit assessed the current status of the facilities. Based on the assessment, the materials, tools/equipment, personnel and the required skills were determined. Then, the unit purchased materials, supplies, and additional tools and equipment, and constructed a Tool and Supply room.

To have the right people for the right job, all casual employees of the Maintenance Unit were required to re-apply for the positions needed and were assigned positions as per the skills and trades experience that they have. Aside from this, additional skilled personnel were hired. Then, sections/departments were established, namely Electrical, Carpentry and Mason, Aircon, Supply and Store Keeper, Landscape and Utility. Finally, the unit conducted a seminar for proper housekeeping.

However, the challenges encountered by the office in the execution of the strategies are the (a) damage of facilities due to natural calamities and (b) an increased number of new student enrollees. With this, the implementation of said plan shall be improved by purchasing additional power tools and by providing additional skill trainings to personnel.

The unit shall also implement resizing of offices. In this way, office assignment shall be strategically allocated according to the function of each office. Related offices shall be placed adjacent to each other, therefore improving workflow and promoting an efficient use of common resources.

Moreover, the unit shall conduct risk-proofing of the College's properties. This involves storing of valuable equipment and properties in more secure locations. This shall ensure the safety of the College's properties should there be an emergency or disaster that may cause damage to said properties.

On top of the implemented strategies, the Utility & Maintenance unit proposed new strategies that shall be implemented in the incoming semester. These are the purchase of a new power generator and the implementation of the same plans and strategies at the Dapdap Campus.

Should the purchase of a new power generator be approved, the unit shall start the construction of an Electrical Room, and the installation of said power generator with Automatic Transfer Switch (ATS).

Lastly, Utility & Maintenance also targets to implement the same plans and strategies, not only in M.C.C. Main, but also in M.C.C. Dapdap, thereby allowing the said campus to have better facilities as well.

## **E. Supply Division**

Supply Division deals with the management of supplies and inventory of the College. With this, the unit proposed several strategies in terms of property and inventory, as well as procurement.

### Property and Inventory

In property and inventory, the Supply Division implemented the procedure in the proper inventory of the College's property and equipment, which are accounting all the property and equipment, identifying them, and documenting delivered items. In addition, the unit plans to systematize the inventory processes and an additional manpower starting the second semester of the academic year.

To account all of the College's property and equipment, the unit conducted a manual counting of items, issuing stickers for each equipment. Then, inspection is done per office/unit. This allowed a systematic process of inventory since all equipment were accounted for.

In identifying equipment being inventoried, the unit made use of stickers especially on new items. In implementing this, the unit secured properly stickers on the items and educated employees and students on the importance of doing such.

In order to improve the process of identification of inventory, the unit plans to use a barcode scanner and reader. Furthermore, the unit proposes to create an inventory management system, with the help of the MIS, in order to systematize the inventory processes of the College. The target for this system is on the second quarter of the year, depending on the availability of the College's programmers.

In terms of documenting delivered items, the unit conducts inspection once they have accepted items delivered. Moreover, the unit issues an Acceptance and Inspection Report (AIR) for every delivery. Then, to be posted on newly delivered and newly transferred items, the unit regularly updates their inventory worksheet. For every change, new data is inputted in said file. Finally, in identifying items issued to employees, the unit implemented the issuance of Memorandum Receipts (MR) to employees. Every new issuance of an MR will merit an update on the file of the employee.

With the objective of assisting in the mandate of the Property Unit Help in the inspection and storage of items, the office plans to request for additional manpower. The unit targets to hire or re-assign employee(s) on the first quarter of 2021.

## Procurement

In implementing the use of a standard document in making purchase requests, the unit made use of Requisition Forms (RF), with attachments (e.g. program proposal). The RF summarizes the whole request of the end-user with complete specification of said request. The process in submitting an RF is as follows:

1. The end-user (employee) will prepare the RF and submit it to his/her immediate supervisor for evaluation.
2. The RF will be reviewed by the Vice President of the end-user's respective department.
3. Then, the form will be submitted to the Budget Officer for the assessment of the availability of funds.
4. Finally, the RF will be submitted to the College President for approval, along with other necessary documents.

In addition to submitting an RF in making a purchase request (PR), the unit also requires that the end-user provide images of his/her preferred item(s). In doing so, the end-user's preferred item is being delivered. This also helps the Procurement Coordinator, as well as the Bids and Awards Committee (BAC), in identifying the requested item(s).

The unit also requires that the end-user make an advance notice of PRs. While the proposal and RF are being processed for approval, the end-user should inform the Procurement Coordinator in advance that a request is being processed. In this way, the Procurement Coordinator is given more time in processing the requests.

For easier tracking and processing of purchase requests of different units and offices of the College, the Supply unit made use of various procurement tools. One of these tools are PR Monitoring Status, which helps in monitoring the budget of the organization. Another is the Inventory of LGU Staff for Procurement, which the unit uses to identify the respective office that made a particular purchase request. Other tools that the unit uses are the PR Monitoring for Pricing and Inventory of Suppliers and Contractors. These tools are updated weekly and monthly for easier monitoring of requested items.

In the efforts to further improve the procurement process, the unit has started using Facebook as medium of communication with the Bids and Awards Committee. Aside from communicating via text, phone calls and emails, the use of social media has helped the unit in the efficient delivery of their services, therefore improving the College's overall procurement process.

Since the Procurement Coordinator is the main person responsible in procurement-related matters of the College, the unit found it necessary that the said coordinator be assisted by another personnel. With this, the unit targets to hire a Budget Coordinator for the procurement-related work. In this way, tasks in procurement are distributed to two personnel, instead of one.

Finally, the unit also has plans of hiring a Procurement Assistant. He/She shall be assisting the Procurement Coordinator by focusing solely on the purchasing of items, therefore allowing up-to-date status of all procurement requests and a smooth processing of documents.

## **II. External Affairs**

The External Affairs unit manages the external relations and linkages, such as partnerships with certain government agencies, non-government organizations, funding agencies, private sectors, foreign institutions, and other universities and colleges. The office also handles the admissions office and its functions. With this, the office has set out strategic goals in support of their function, which includes developing standardization system, strengthening the College's network and linkages, increasing visibility and positive publicity of the College, establishing relevant facilities to promote the College's identity, and activating units under External Affairs.

### Development of a Standardization System

In developing a Standardization System, External Affairs aims to ensure that the placement of systems and procedures have standard, effective and sustainable office management and services. In this regard, all offices and units identified their respective services and systems, and developed their Manual of Procedures as well. Procedures were also drafted by the Admissions Office and were approved by the Board of Trustees (BOT) for implementation.

In creating a manual of procedures, the relevance of each unit is established. Forms, templates and other documents are ready for implementation. Also, the Admission and Scholarship and Grants Units procedures become more systematic with the aid of technology. However, the Manual of Procedures has not yet been communicated among the offices. It still requires a formal approval of the Board of Trustees (BOT). Moreover, the systems and procedures have not been tested in a series of simulation procedures.

The threats and risks encountered by the unit in the implementation of this strategy are technological glitches, the lack of personnel to implement and monitor the systems, and the approval to be sought from the Institution and the BOT. Despite these risks, the unit shall continue to implement this on the second semester. To improve the execution, the unit plans to conduct publications of the manuals and forms, as well as inter-departmental consultations.

### Strengthening Institutional Network and Linkages

As one of the main responsibilities of the unit, External Affairs continually strengthens the College's network and linkages. The strengthening of partnerships plays a vital role in the exploration of opportunities and future investments for the College. With this, the unit developed virtual programs that foster acquaintances and linkages. Also, the unit established professional partnerships with various stakeholders with the same vision and commitment, through MOA/MOU signing.

Since inviting speakers have become more accessible online, the unit continues to foster acquaintances and linkages for the College through virtual programs. However, the downsides of these programs are the possibility of connectivity issues and the implementation of new normal systems. With these flaws in the strategy, the unit may put the trust and confidence of the College's stakeholders at risk. To address this, the unit plans on initiating small face-to-face programs, and establishing academe-industry forum and meetings.

Moreover, the unit established professional partnerships with various stakeholders through MOA/MOU signing. This creates more sustainable opportunities for the College, but the weakness of this strategy are the exchange deals with stakeholders. Also, the risk identified in implementing this strategy are other beneficiaries of grants and opportunities. However, the unit shall still adopt the strategy and improve it by developing more competitive exchange deals.

### Scholarships and Grants

The unit shall continue to provide students an opportunity to pursue their education through scholarships and grants. With this, External Affairs shall continue to foster its relationships with the prominent members of the community. This shall allow the College to provide students opportunities to continue their studies, especially those who come from a low-income household. In this way, the College shall continue to be in service of the community through the youth.

### Increasing the Visibility and Positive Publicity of the College in Various Levels of Communities

In relation to strengthening the College's linkages, the unit aims to increase the visibility and positive publicity of the college in various levels of communities. The positive image and regular presence of the Institution in local, national and global networks shall strengthen partnerships and trust.

In attaining this goal, unit capitalizes on local, national and global events and/or opportunities to captivate communities. Because of this, the institution was well-identified and recognized. It also added the College's presence in the community. However, the weaknesses of this strategy are poor connectivity, the unavailability of college profile, and a non-active website. Moreover, the threats identified by the unit are the current pandemic and technology. Despite this, the unit still plans to adopt this strategy for the incoming semester.

Secondly, the unit collaborates with local, national and global agencies in promoting advocacies. This allows the Institution to foster new alliances, linkages and opportunities. However, the weaknesses and threats of said strategy are the unavailability of college profile and unresponsive agencies.

Additionally, organizes and participates in various academic and non-academic gatherings and associations that represent the Institution. Participation in such gatherings and

associations paves a way for the College in various relevant programs and opportunities. However, the weaknesses of the strategy are poor connectivity issues and the limitations brought about by the pandemic. Also, the threats encountered are budget constraints and bureaucratic processes.

To improve these three (3) strategies in the incoming semester, the unit shall conduct proper planning to increase number of programs, establish stronger, more intensive and effective marketing, and conduct more explorations and research.

Another strategy to increase the College's visibility and positive publicity, the unit developed promotional materials and advertisements that advance the Vision and Mission of the school. Promotional items improve the positive branding of the school, and provide a positive, respectable and professional outlook from the community. However, the challenges that arose in the implementing this strategy are limited personnel, budget constraints, limitations due to the pandemic, and sustainability of the project. However, the unit continues to adopt and improve this in the second semester by developing more captivating branding styles and marketable advertisements

Finally, the office utilizes various media such as in social media sites in promoting the Institutions. With these media platforms, the College's level of presence gained an unprecedented increase. However, the unit found that the use of social media may not be maximized due to limited personnel, inactive website, quality control, and limitations in technology. However, the unit shall continue to adapt this by venturing into other facets of social media other than Facebook, on top of the existing strategy.

#### Establishment of Relevant Facilities Promoting the Institution's Identity

In support of promoting the College's identity, External Affairs proposes to establish relevant facilities where various programs and events shall be held, starting on the second semester. In fact, the unit plans to utilize the Center for Mabalacat Cultures, Arts and Studies to become a resource center that shall develop and promote the identity of Mabalacat City through programs such as cultural events, art exhibits, research paper publications, newsletter publications, etc. However, the office needs personnel and budget in implementing this strategy.

#### Activation of Units under the External Affairs

On top of the discussed objectives and strategies, the unit also aims to implement the activation of units under the External Affairs, namely the Alumni Office and the Advancement Office, starting the second semester of A.Y. 2020-2021. These units shall contribute to the total development of the Institution as a progressive Higher Education Unit (HEI). To implement this, the unit needs a coordinator and budget allocated for the project.

### Admissions

In matters related to admissions, the unit shall continue to adapt current guidelines on New Admissions Policy (please refer to *Annex A* for said guidelines), which has been recently applied due to the COVID-19 pandemic. The same requirements shall still be applied for the incoming semester. However, an interview for applicants shall be conducted in addition to the existing requirements. Interviews shall be done online, except for applicants of the HRM program.

Moreover, the unit shall prioritize Mabalacat residents in admissions. This shall not, however, restrict non-residents from applying. Non-resident applicants will be encouraged to provide voluntary contribution to the College should they opt to apply. Then, applicants shall be further filtered by ranking based on their Grade Point Average (GPA).

As for the incoming academic year (2021-2022), the unit has projected a total of 1,200 incoming freshmen to be admitted for A.Y. 2021-2022.

### **III. Academic Affairs and Student Services**

The Academic Affairs Division is mainly responsible in the delivery of education to students. In this manner, the unit sought insights from students in order to provide quality education. From the information gathered from students, the unit formulated their objectives and strategies for the second semester of the academic year.

#### **A. Academic Affairs Division**

For the second semester, the Academic Affairs unit focuses on two (2) main objectives, which are in matters of governance and management, and faculty.

#### **Governance and Management**

##### **Enrolment**

On December 18, 2020, class schedules and faculty loading were submitted to give sufficient time in the preparation of the MIS for the students' online enrolment and to give enough time for teachers in the preparation of modules for the upcoming semester. With this, the Unit required the Institute Deans and/or Field of Study Heads to prepare and submit the class schedules and faculty loading following the scheduled date of submission.

The unit also scheduled the uploading and submission of the semestral grades from the previous semester on January 6 to 8, 2021. This is to ensure that all grades are completed and available before the enrolment for the second semester, since these grades will be used in the evaluation of students

As previously mentioned, the unit shall implement an online student enrolment/enlistment and evaluation from January 11 to 22, 2021. This allows the Unit to provide the students a fast and safe enrolment/enlistment and evaluation for the incoming semester. This also provides an efficient delivery of enrolment/enlistment and evaluation services to the students.

To implement online enrolment, the Unit shall prepare a schedule of enrolment/enlistment of students per year level. Then, they shall update the list of students for "Hub" and "Home" for the semester. Finally, they shall prepare the list of students enrolled as scheduled, for purposes of monitoring.

### Learning Approach in the New Normal

Due to the pandemic, Academic Affairs had to shift to sudden and major changes in the delivery of their services to students. With this, the unit implemented the use of a Modified Hybrid Learning Modality and Digital Hubs, and utilized as well the use of online platforms.

On a meeting held with students and the management, the students raised their concern regarding the difficulties they encountered in adopting to changing strategic approach to instruction caused by the transition from one instructor to another.

To address this concern, the unit implemented Modified Hybrid Learning Modality for the second semester, which provides better opportunities for collaborative learning and gives flexible access to resources for students and the faculty. It also gives students more freedom to choose from the type of delivery of instructions. With the help of the Dean and the Field of Study Heads, the unit plans to integrate digital, printed, recorded, and traditional activities in a planned, pedagogically valuable manner. The unit also reviewed and redesigned the OBTL Plan focusing on online modular delivery to streamline the most essential learning competencies to be developed among the students.

On the same meeting, the students raised their concern regarding the lack of modules in the Hub for students who do not have access to internet at home. This may cause late submission of requirements due to lack of materials.

Since all matters concerning digital hubs are now under Academic Affairs, the unit came up with strategies for an organized and effective delivery of services in the hubs. This aims to provide students with no access to internet to be able to use recorded lectures and instructions of Faculty. This also provides an accessible venue for students to get their modules per course.

In effectively implementing the use of digital hubs for the incoming semester, the office shall request for the list of staff that will serve as the Digital Hub Custodian(s) from the OVPA. Academic Affairs also plans to provide proper orientation for these Custodians on matters related to the management of activities in the digital hubs. It shall prepare the list of students assigned to the different hubs upon student's enrolment. Finally, the unit plans to prepare the schedules of students per hub, and eventually implement proper dissemination of schedules to the students.

For online classes, Academic Affairs aims to implement the use of different media platforms for the second semester. The use of these platforms (e.g. Zoom, Google Meet, Facebook Messenger and Edmodo) allows flexibility and convenience to both the students and instructors. Also, it will give teachers freedom to use platforms based on their students' technological capacity and convenience.

Furthermore, the unit plans to conduct a webinar on the use of Microsoft Teams (MS Teams). This aims to encourage all students and the members of the unit to use MS Teams and to maximize the utilization of premium account given to Faculty.

The Unit shall initiate the webinar/training for Faculty members and Students for using the Microsoft Teams and request MIS to provide the said training. Then, Academic Affairs shall prepare a schedule, which is tentatively set from January 28 to 29, 2021. Finally, the Unit shall request the students to create an account on MS Teams.

Moreover, the Academic Affairs Unit plans the creation of the Institute's Youtube channel for the second semester. This guarantee having a proper platform where all the students can still have the chance to watch the video recorded lectures of teachers per module at their own time. With this, teachers shall be required to submit/upload the recorded lectures to their respective Institute Youtube channel. Consequently, Institute Deans shall also be required to submit the summary lists of uploaded videos/recorded lectures from their respective Youtube channel for monitoring purposes.

For the semester, another strategy proposed by Academic Affairs is to conduct limited face-to-face classes on-site. This aims to partially provide the necessary laboratory requirements of courses with laboratory. This shall also give opportunity for the major courses/board courses to have a face-to-face discussion even for a limited time.

In implementing the said strategy, the Unit shall prepare a proposed schedule of limited face to face classes for courses with laboratory requirements and board courses. They shall also prepare guidelines in the conduct of limited face to face classes to ensure strict compliance with the physical distancing requirements. Lastly, the Unit shall identify the allowed number of students per class or session (e.g. 20 to 25 students per class).

### Modules and Outcomes-based Teaching and Learning (OBTL) Plan

The students of the College expressed their concerns regarding the occurring problem on complicated instructions on worksheets, which makes it difficult for students to comply. Also, they expressed their concern on faculty making sudden changes in instructions stated in their modules. To address these concerns, the unit determined strategies that aims to improve the preparation and execution of these materials.

For the second semester, the Unit shall continue to adopt the modular approach. It gives students an opportunity to take courses and study at their own pace and time. It also helps to test the students' critical thinking and problem-solving skills in coming up with the required final output of the course. With this, modules for each course shall be prepared in advance. The Unit shall also make sure that these modules are in accordance to the content indicated in the OBTLs. Likewise, the Unit shall ensure that the modules comprise of discussions and other learning materials that will help the students in the learning process. Finally, the contents of the modules per courses shall be carefully reviewed by the respective Dean or Field of Study Heads.

In preparation, the Unit released of the standard format of Modules and OBTL Plans on December 18, 2020. This standard format will be used by teachers as basis in writing their modules and plans. This shall ensure that the materials that instructors will use for the semester are in line with the industry-relatedness curriculum of the College.

In fact, for a more realistic approach, there shall be a physical simulation of the business industry in the College. Moreover, there shall be lecturers that are industry practitioners, so that students may not only learn theories, but also learn the actualities and realities of the industry.

In line with this, the unit plans to conduct a module writing workshop on January 11 & 12, 2021. The purpose of this workshop is to help teachers in preparing modules and to provide guidelines on how to prepare modules, especially for teachers from the industry or are industry practitioners.

To conduct said workshop, the unit shall prepare a proposal, which shall be subject for approval of the College President. Then, a request letter shall be prepared for the resource person who will provide the training/workshop. Afterwards, the unit shall prepare the schedule of the training. Finally, they shall prepare another request letter, addressed to the Office of the Vice President for Administration, for possible manpower that the Unit may need during the course of the training.

In January 2021, Academic Affairs aims to ensure the effective and organized distribution of modules and retrieval of worksheets of the students. With this, the Unit shall provide an orientation on the distribution of modules and retrieval of worksheet to the hub custodian with the approval of the Office of the Vice President for Administration. Moreover, they shall also prepare and submit the schedule of distribution of modules in the hub to the OVPA for the deployment of Hub Custodian.

For timely collection and distribution of modules and OBTL plans, the unit set a deadline for these materials as provided in the calendar of activities. The deadline of submission for these materials are strictly implemented by the unit. This is to ensure that the required materials (modules, OBTLP, etc.) are submitted as per the schedule indicated for the second semester of A.Y. 2020-2021. Also, this gives sufficient time in checking, reproducing, and sorting of said modules. Moreover, this allows the availability of modules for reproduction before the scheduled distributions to the Hubs.

### Semester Format & Course Scheduling

Since students need more time to process the content of lessons delivered by instructors, especially in major subjects, the unit came to a solution that courses in a semester shall be distributed in two (2) cycles. The unit proposes to divide the semester in two (2) cycles, with nine (9) weeks per cycle, which totals 18 weeks per cycle.

In the matter of course scheduling, the Unit aims to ensure an equal distribution of courses to be taken by the students. This also aims to allow students and teachers to have more focus in studying each course per cycle. With this, the Unit identified the minor and major/board courses. Courses were also divided in 2 cycles to balance the difficulty of courses assigned in a semester of a respective program. Moreover, the Unit prepared an equal distribution in the number of courses per cycle.

With this semester format, teachers will be given more time to prepare their courses per cycle. It will also lessen the workload of both student and teacher in the semester. Moreover, faculty members will have the time to check and monitor the students output when they are assigned for one cycle only.

In fact, several programs drafted their proposed distribution of courses for the second semester of the academic year. These programs are the Institute of Business Education, Institute of Computing Studies, Institute of Hospitality and Tourism Management, and the Institute of Arts, Sciences and Teacher Education. Below are the institutes' proposed distribution of courses per cycle for the incoming semester.

- Institute of Business Education

The Institute of Business Education (IBE) offers two programs, namely, Bachelor of Science in Accountancy (BSA) and Bachelor of Science in Customs Administration (BSCA). In both colleges, the courses are distributed in two cycles for the first to third year level. However, the courses in BSA will be covered in the whole semester. The distribution of courses per cycle in IBE is discussed further in *Annex B*.

- Institute of Computing Studies

The Institute of Computing Studies (ICS) comprises of two programs, Associate in Computer Technology (ACS) and Bachelor of Science in Information Technology (BSIT). Both of these programs offer students the same courses in the first and second year level. However, the courses for the third and fourth year are only available for students in BSIT. The number of units to be taken in the first cycle is 216, while in 174 units will be taken at the latter. The total units in all levels for the semester is 390. The breakdown of courses per cycle in the second semester is herein attached as *Annex C*.

- Institute of Hospitality and Tourism Management

The Institute of Hospitality and Tourism Management consists of two programs, namely, Bachelor of Science in Hospitality Management (BSHM) and Bachelor of Science in Tourism Management (BSTM). In both programs, the courses from the first to third level will be distributed in two cycles. On the fourth year, practicums for both colleges are to be taken on the first cycle only. The distribution of courses per cycles of both programs are discussed in *Annex D*.

- Institute of Arts, Sciences and Teacher Education

The Institute of Business Education offers eleven programs, including AB History (ABH), Bachelor of Science in Biology (BS BIO), Bachelor of Science in Secondary Education (BSED)—English, Mathematics, Filipino, Science, and Social Studies—Bachelor of Elementary Education (BEED), Bachelor of Physical Education (BPED), Bachelor of Technical - Vocational Teacher Education (BTVTED) and Bachelor of Early Childhood Education (BECED). For the second semester of the academic year, the Institute prepared the

distribution of courses for AB History from the first to the fourth-year level. Then, courses distribution was also prepared for the first to third year level in several programs. This includes BS BIO, BSED-English, BSED-Mathematics, BEED and BPED. Finally, the Institute prepared the distribution of courses on the second and third year level only for the following programs: BSED-Filipino, BSED-Science, BSED-Social Studies, BTVTED and BECED. The distributions of courses per year per program are attached as *Annex E*.

### Alternatives for On-the-job Trainings

Due to the limitations on trainings brought about by the pandemic, the Unit proposed alternatives in conducting the on-the-job (OJT) training of IHTM and IASTE students.

To comply with the requirements for graduation, fourth-year-level students are to accomplish their OJT training in the second semester of the academic year. The said training shall give the students practical applications of the theories they have previously learned in the course of study.

In light of the COVID-19 pandemic, the Dean of the Institute of Hospitality and Tourism Management (IHTM) and the Fields Study Head of the Institute of Arts, Sciences, and Teacher Education (IASTE) proposed alternatives for the students' OJT training in consideration of the current situation.

- Institute of Hospitality and Tourism Management (IHTM)

The IHTM faculty proposes that the institute conduct a virtual practicum as an alternative to deploying students to hotels and restaurants for their OJT training. The program will be developed by the IHTM faculty themselves and it shall come with a minimal fee. Note that in the proposed practicum, the faculty shall be sourcing lecturers that have in-depth experience and knowledge of the industry. This shall allow students to accomplish their training without the risk of being exposed COVID-19. Students can also practice their advance computer skills and management skills, both of which are highly necessary in the industry.

Before deployment, students will be given an orientation for the virtual practicum. For students without access to internet and computer at home but are willing to join the virtual OJT, the OJT Coordinator/Dean shall coordinate with ICS and MIS for access to computer laboratories. Then, a schedule will be developed for students using the computer laboratories.

Aside from this alternative, the institute may also opt to deducting a certain number of training hours of the students, given the conditions mentioned in the table below:

No. of Hours to be Deducted	Requirement
100	For students taking up Practicum for the 2nd Semester AY 2020-21
150	For students working in any customer-service companies (e.g. BPO)

	<ul style="list-style-type: none"> <li>• The student must be working at least 6months in the company</li> <li>• A certificate of employment is needed for the approval of the deduction of practicum hours</li> <li>• At least a Rank-and-file employee</li> </ul>
250	<p>For students working in any restaurant and travel agencies</p> <ul style="list-style-type: none"> <li>• The student must be working at least 6months in the company</li> <li>• A certificate of employment is needed for the approval of the deduction of practicum hours</li> <li>• The establishment should have a business permit to operate</li> <li>• At least a Rank-and-file employee</li> </ul>
350	<p>For students working in any hotel/lodging establishment (at least 3-star) and airline/airport</p> <ul style="list-style-type: none"> <li>• The student must be working at least 6months in the company</li> <li>• A certificate of employment is needed for the approval of the deduction of practicum hours</li> <li>• The establishment should have a business permit to operate</li> <li>• At least a Rank-and-file employee</li> </ul>
	<p>For students with a supervisor/team leader position in any company (e.g. BPO)</p> <ul style="list-style-type: none"> <li>• The student must be working at least 6months in the company</li> <li>• A certificate of employment is needed for the approval of the deduction of practicum hours</li> <li>• The establishment should have a business permit to operate</li> <li>• At least a Supervisory level position</li> </ul>
600	<p>For students in a supervisory/manager-level in any restaurant (Chain, Casual, Fine Dining), luxury hotel, travel agency, airline, airport or any related hospitality and tourism industry.</p> <ul style="list-style-type: none"> <li>• The student must be working at least 6months in the company</li> <li>• A certificate of employment is needed for the approval of the deduction of practicum hours</li> <li>• The establishment should have a business permit to operate</li> <li>• At least a Supervisorial or Managerial level position</li> </ul>
	<p>For students who are entrepreneurs/business-owners, with business(es) related to any hospitality and tourism industry.</p> <ul style="list-style-type: none"> <li>• A business permit and licenses are needed under the name of the student for the approval of the deduction of practicum hours and licenses</li> <li>• Provide the following documents <ul style="list-style-type: none"> <li>○ BIR TIN</li> <li>○ Department of Trade and Industry Business Name Certificate</li> <li>○ Mayor’s Permit/ Business Permit</li> </ul> </li> </ul>

- Institute of Arts, Sciences, and Teacher Education (IASTE)

As for the IASTE, the Field of Study Head (FOSH) of the institute proposed two (2) alternatives that BS Biology may take in accomplishing the students' OJT training requirement.

On the premise that the Administration allows the students to do their OJT training on campus, the institute will deploy students with the following roles on weekdays from 8am to 5am:

1. Research Assistant

In collaboration with the Office of the Vice President for Research and Extension Services, BS Biology students will be expected to perform research work in archives, through interviews, online or whatever method applies. Also, students shall help their superior to prepare literature reviews, gather data and analyze data. Other related duties of the students may be determined by the directive of the Vice President of Research and Extension Services and by the OJT coordinator. The students must observe good behavior, attitude, values, and proper decorum as they comply their OJT inside the campus and they should obey the proper health protocol instructed by IAFT and DOH for the safety of the community.

2. Laboratory Technician

Laboratory technicians are the backbone of a scientific research lab. Their work is almost entirely laboratory-based and technicians may work alone or as part of a team of scientific staff. The OJT students are expected to maintain the environment of the science laboratory rooms, evaluate the chemicals, primary maintenance of the equipment and organize the necessary documents in the science laboratory. In addition, tasks related to aquaculturing, which is a part of ALCUCOA Evaluation Tool, shall also be considered as the aquarium in the science laboratory is deployed. The task of the OJT students inside the science laboratory will be instructed by their Field of Study Head to avoid direct contact to hazardous materials. With this, the OJT student should strictly follow the proper protocol in handling the chemicals and wear appropriate PPE inside the science laboratory especially in area prone to hazards.

3. Assistant Waste Management Officer

The assignment of the OJT students is to regulate the disposal, collection and recycling of the wastes on science laboratory rooms. In addition, they shall develop and implement rules and evaluate the compliance with existing legislation. Also, OJT students shall prepare the necessary documents set by the third-party company in relation to the proper waste disposal of the chemicals. The task of the OJT students as waste management officer will be instructed by their Field of Study Head in order for them to avoid direct contact to hazardous materials. Also, the OJT student should strictly follow the proper protocol of NFPA when they are inside the science laboratory rooms.

4. Greenhouse Assistant

In compliance to the ALCUCOA evaluation tool for the accreditation in BS-Biology program, it is highly recommended in BS-Biology program to have live specimens of the plants, specifically biological model used in research and empirical observation during discussion. The majority of the tasks of the OJT students will be performed in the garden and

greenhouse. These encapsulate, planting and transplanting seeds, cultivation of seedlings and plantlets, and clippings including inspecting plants, watering appropriately, weeding, cultivating, and screening.

#### 5. Nurse Assistant

In coordination with the Health Office Personnel, the BS-Biology students are expected to help, assist, and render number of hours for their on-the-job course. The duties of the OJT students may be determined by the Head Health Department and by the OJT Coordinator. In the conduct of this role, OJT students are expected to take extra precautions, observe social distancing, and wearing of face-mask and face-shield in the campus to follow the health protocol of COVID-19.

However, in any case that the first alternative will not be allowed by the Administration, as per CMO-49-s.2017, the institute may opt to have the students attend webinar sessions, generate a research compendium of theses by the program's alumni, or prepare self-directed activities such as Capsule, Journal Review and Special Problem.

As an alternative to cover the required training hours, graduating students will be required to attend webinar sessions, both local and international, that are related to their 10 core subjects—FUNCORE101 (General Zoology), FUNCORE102 (General Botany), FUNCORE103 (Systematics), FUNCORE104 (Microbiology), FUNCORE105 (General Ecology), FUNCORE106 (Evolutionary Biology), FUNCORE107 (Genetics), FUNCORE108 (Cell and Molecular Biology), FUNCORE109 (General Physiology) and FUNCORE110 (Developmental Biology). With this, students will be given the option to choose their preferred webinar. Nonetheless, 2 international and 3 local webinars are required in order to comply with the required training hours. As proof of attendance, students shall submit to the OJT Coordinator their e-certificate signed by the head/organizer of the webinars of their choice, with the correct name of the participant.

Alternatively, the institute may opt to require students to generate a research compendium of the previous theses conducted by BS Biology graduates, which will be assigned by the OJT Coordinator. They shall generate a journal format of the manuscript and compile it in a hardbound copy. This shall evaluate the student's competency in terms of their knowledge, understanding and what they learned in their core subjects. Also, this activity targets the B – S criteria under the curriculum mapping of BS-Biology Program. For the output, a rubric will be provided as guide and it will also serve as the tool for the evaluation of this activity (please refer to *Annex F* for a sample rubric).

As an alternative, the institute may require students to create self-directed activities, such as Capsule, Journal Review and Special Problem (please see *Annex G* for a sample journal review). The titles of the OJT students for the capsule, journal review and special problem will be approved by the OJT coordinator and the instructor that will assign in the Thesis courses under Mathematics and Natural Sciences Department. This activity may be considered as practice for the students for their thesis-writing courses in their Senior Level. The capsule will be presented online to complete the criteria in the rubric (Please see *Annex H* for a sample capsule rubric). Furthermore, a sample rubric for the journal review is provided herein as *Annex*

I. The format will be given to students by the OJT coordinator for their capsule, journal review and special problem. More importantly, the topics of the OJT students should be related to their core subjects.

### Preparation for Accreditation

For the first quarter of 2021, Academic Affairs shall prepare for the College's accreditation, which is scheduled on the last month of the year. This aims to ensure that all the recommendations from the previous accreditation are being complied with, and to make sure that all the necessary documentations, supporting evidences and exhibit requirements are available before the scheduled accreditation.

In preparation, the unit shall provide the institute a copy of recommendations of all the program under application for level 2. At the same time, the unit shall also assess the accreditation status of each program applied for level 2 based on its actual compliance of the requirements. Furthermore, the unit shall prepare requirements for accreditation of programs to be applied for candidate status. Then, it shall require Deans of all programs to submit report of compliance for accreditation requirements to identify the necessary resources and the status of its completion. Finally, it shall conduct self-evaluation/self – assessment/self-accreditation on the level of preparedness of the college for accreditation of all programs to be applied using the Standard Evaluation Instrument/Tool.

### Application for New Programs

One of the unit's plans is to apply new program offerings to the CHED and TESDA to give the students more program of study/ career to choose from for the next academic year.

With this, the unit shall identify programs with available manpower resources that can be utilized, as well as programs that responds to the needs of the industry. Once identified, the unit shall prepare the proposal for the programs to be opened, which will be subject for approval by the College President and the BOT. Finally, they shall prepare and submit the requirements for application to the aforementioned institutions.

In fact, the unit has started preparing for documents required in applying for vocational courses, including a 2-year Associate Degree in Computer Technology, a 2-year Office Management Service Course (Bookkeeping NC III, Front Office Services NC II and Events Management NC III), and a 3-month course on Shielded Metal Arch Welding NC II. Per the unit's CAAD Coordinator, these programs shall be opened for admissions in A.Y. 2021-2022 once all requirements have been submitted and approved.

In addition, the unit shall also apply for 4-year programs, which shall immediately be applied for since the unit targets to open such programs for admissions in A.Y. 2022-2023. These programs are, but not limited to, Human Resource Management, Legal Management, Marketing & Advertising, and Public Administration.

### Hiring of Additional Staff

The unit plans to hire additional staff of VPAA and AVPAA on January 2021. This is to provide fast and effective delivery of services of Academic Affairs, a clear delineation of duties and responsibilities, and staff that will closely monitor the preparation of each unit for the accreditation requirements.

In doing so, the unit shall prepare a request for the staffing requirement of the OVPAA to the College President through the OVPA. Then, they shall prepare the job description of the requested OVPAA staff and submit the same to the OVPA/HRMO.

### Faculty

In matters concerning the College's faculty members, the Academic Affairs unit set out strategies in assigning courses to faculty members, distributing faculty loading and scheduling, faculty reporting and evaluation, and submitting monthly accomplishment reports per unit.

On December 18, 2020, the Academic Affairs unit conducted the assignment of courses among faculty members. Courses were assigned to instructors based on their area of specialization. Also, the unit equally distributed the assigned courses per cycle. The Unit also did not assign more than four preparations per cycle. This allows faculty members to focus on preparing the lectures and student activities. Moreover, this guarantees the mastery of subject matter.

For the second semester of A.Y. 2020-2021, the unit assigned faculty members on a per section basis, with 35-60 students per class, for every course that they will handle. In doing so, the unit provides a manageable number of students per class. This also enables effective monitoring of the students' learning progress.

In the same period, the unit shall require the faculty members to submit an accomplishment report and a progress/monitoring report of students at the end of each month to their respective Deans. This ensures that the faculty members are performing the task as expected. This also serves as a way of tracking the learning progress and process of the students. Moreover, this allows instructors to have a basis for evaluating the effectiveness of the strategy/methods being used in the delivery of instructions.

In the second semester also, the unit shall require the Deans of different institutes and other Heads in the Academic Division to submit an accomplishment report at the end of each month. The purpose of doing such is to ensure the delivery of services of each unit. It also ensures that the necessary tasks, policies, guidelines are being followed and implemented. Finally, this shall guarantee that all members of the academic division are meeting expectations in the performance of performing their duties and responsibilities.

Finally, the unit shall enforce the recently approved faculty merit system. The system shall ensure that the selection of employees adheres to the principle of merit and competence, fitness and equality. With this, faculty members will be given equal opportunities for career

development. In effect, the system shall help in developing qualified, committed and motivated academic staff.

## **B. Student Services Division**

The Student Services Division is the student support system, where the registrar, library, guidance counselling and medical services are under. For the second semester, the unit plans to continue to fasten the conveyance of e-services and to propose to the management an on-site faculty-student consultation.

In light of the pandemic, the Students Services unit fastened the conveyance of E-Services with careful considerations on the health and safety of the students. It also provides balanced, satisfactory and accessible services to all the members of the MCC community. In achieving such objectives, the Unit shall enhance collaboration in terms of posting, promotion and information dissemination through different Facebook pages of each unit under the SAS.

On the other hand, the unit proposes for an on-site faculty-student consultation to be made available for students. This shall give students with no access to internet at home a chance to consult their teachers on site regarding a lesson, within a particular schedule. With this, the Unit shall prepare a schedule for the reporting of Faculty members for on-site consultations of modular students who cannot attend online classes. Considering the quarantine restrictions, the Unit shall also ensure that scheduling of the consultation is in accordance with the physical distancing protocol. This objective, however, is still subject for approval of the College President.

## **IV. Research & Development and Community Extension Services**

The Research and Extension Services division plans, recommends, initiates, implements, coordinates, supervises and assesses the research and extension activities that will have positive impacts in communities. To serve such purpose, the unit set out objectives and strategies in research and development, as well as in community extension services.

### **A. Research and Development**

In the aspect of research and development, the unit has come up with several strategies that shall be implemented starting the second semester of A.Y. 2020-2021. These strategies aim to achieve the objectives of ensuring that the research and development unit has educationally qualified and competent staff, developing a functional research program, intensifying the College's research capability, and ensuring the integrity of research output and protecting intellectual property.

#### Ensuring an Educationally-Qualified and Competent Staff

In support of the College's vision and in compliance to accreditation requirements, the unit aims to ensure that it has a highly qualified and competent staff. To accomplish this objective, the unit came up with two strategies. First, the unit shall screen and hire personnel that are research-oriented, intelligent, skilled and motivated. Secondly, the unit shall develop a staff development plan.

In the conduct of hiring competent staff, the unit plans to start hiring by January of this year. It proposes to hire the following personnel: Statistician, Grammarian, Clerk/Data Encoder, and IT Skilled Personnel (Graphic Designer & Communication).

Additionally, the unit shall develop a staff development plan that will be implemented for the whole year. The unit aims to accomplish this by sending staff to capacity-building activities, or conducting such activities that will enhance their research and development skills.

#### Developing a Functional Research Program

For the first two months of the year, the unit plans to develop and implement a functional research program that is relevant to the program thrusts of the College. The unit shall revisit the manual of operation and existing research system and institutional format guidelines of the college. In doing so, the unit shall conduct a program and system review. It shall also evaluate the existing research agenda of the College as per the guidelines and priorities of the institution, LGU, and CHED-National Higher Education Research Agenda. This objective helps the College in complying with the CHED and the ALCUCOA's requirements in Research and Development.

### Intensifying Research Capability

The unit aims to intensify the College's research capability through utilizing the development of its manpower and physical resources. With this, MCC researchers are mentored, assisted, and sent to relevant research capability enhancement workshops and training bot in-house or off-shore. In fact, the unit set out four (4) strategies to accomplish said objective. These are to increase the number of faculty members engaged in research and strengthen their R&D skills, conduct in-house research capability programs, instill a culture of excellence in research, and to come up with effective research services.

From January to February, the unit aims to enable faculty-researchers to increase the number of faculty members engaged in research, and strengthen their R&D capabilities. In doing so, the office shall profile faculty researchers' qualifications and skills and assist them for research-related activities to attract research grants.

Aside from encouraging engagement of faculty member in research, the unit shall also implement the establishment of a research council for the College. The council shall develop the College's research aims. It shall also encourage students in their involvement in research by implementing a reward system.

Furthermore, the unit plans on initiating and/or participating in several in-house research capability seminars, training, and workshops. The unit plans on encouraging both Faculty and Non-Teaching Personnel in international, national webinars, online seminars, training, conferences, and presentations.

More importantly, the unit plans on cultivating a culture of excellence in research that includes supportive research activities for faculty researchers, personnel, and students in collaboration with institutions and other organizations. In fact, the unit plans to implement this by conducting webinars and trainings, providing consultation services, re-launching of journals, and collaborating with partners.

To further the stakeholders' appreciation of research, the unit plans to conduct webinars and trainings for the year 2021. They shall initiate webinars on Research Capability for Student Researchers and on Proper Research Etiquette. Accordingly, the unit plans to conduct research colloquia for the College's students, as well as employees. A Research Week, which comprises of an online exhibit, forum, conference, and presentation in a webinar format, shall also be conducted for the College's students and personnel. Furthermore, the office shall accomplish Training on Implementation of Student Research Programs Across Disciplines that Results in Publication, and initiate Training Webinar/Workshop on the Global Strategies in Proper Citation.

Aside from trainings and webinars, the unit shall provide consultation services on Technical Skills such as Statistical Data Analysis, assistance and endorsement to Research Presentations as well as Local and International Publication and other related forms of services to Researchers. It shall re-launch Research Journals Volume 6 & 7. Finally, there shall be a collaboration with community and industry partners for the conduct of researches that is geared toward the improvement of conditions in the community.

In terms of utilizing physical resources to come up with effective research services, the unit shall ensure the availability of equipment that would support research activities. On January, the unit shall begin the procurement of Licensed Softwares and other necessary equipment (scanner, photocopying machine) for activities and programs in the department.

#### Ensuring research output integrity and protecting intellectual property

To ensure ethical and quality research outputs, the unit shall guarantee that there are measures in place that ensure the integrity of the research output as well as protection of intellectual property rights. With this, the office shall establish a committee and guidelines that would evaluate all research proposals and outputs of the researchers as well as to guarantee that intellectual property rights will be observed. From February to March 2021, the office shall form an ethics review committee and develop guidelines on intellectual property rights, patents, and publication of research outputs.

#### Project Incubation

The CHED and ALCUCOA has requirements that the College shall comply with, in order to fund student projects. In compliance, the unit aims to establish a Project Incubation Unit under Research from January to February. With this, the unit shall be creating and implementing rules and regulations for the Project Incubation Unit, which will fund deserving Thesis/ Project/ Capstone of MCC Students. In so doing, the office shall facilitate a focus group discussion (FGD) for the crafting of the IRR for the Project Incubation with the Research Coordinators to be submitted for approval to the College President and/or the BOT.

The unit aims to start Project Incubation by the start of the next academic year (A.Y. 2021-2022). With this, the unit shall scout the best-suited Thesis/Capstone/Research of all the students that are enrolled in the Research courses.

#### Publication

The Research & Development unit shall conduct research publication every academic year. In doing so, the intellectual property rights of the College shall remain secure. Moreover, these shall be used by students, should they need references for their research papers or thesis. Lastly, this shall further cultivate excellence among the College's students.

### **B. Community Extension**

The Community Extension unit shall embrace its identity as the advocacy office of the institution, a unit which shall be known as *MCC Kayantabe*.

As part of a much larger community, the unit has set out goals and strategies that aims to contribute to the betterment of the community it belongs to. These objectives are ensuring that the unit has highly qualified staff, revising the Community Extension Services (CES) Manual, ensuring smooth implementation of the unit's programs and services, and revisiting the College's NSTP/ROTC Program.

#### Ensuring highly qualified staff

The Community Extension Unit of the College aims to ensure that highly qualified staff in the unit are designated and/or hired. Not only will the office be able to obtain highly qualified staff, they shall also be in full compliance with accreditation requirements. In fact, the unit plans to send its administrators and staff to capacity-building activities that will enhance their skills in community service. Set on January 2021, the office shall create a staff development plan for the unit.

#### Revision of the Community Extension Service (CES) Manual

In the efforts to properly implement and reflect the new direction of the Management, the unit shall revise the existing Community Extension Service (CES) Manual. Moreover, revision of the manual aims provides a more detailed and clearer processes and procedures of the unit. On January to February, the manual shall be drafted by the Director to be approved by the Vice President of the unit and the College President.

#### Community Extension Programs and Services

In developing community extension programs and services for the year, the unit aims to align the institution's educational philosophy, policies, programs and services provided for community services anchored on local and national development plans. In implementing such, the office shall develop and implement community extension plans anchored with the local and national development plans. Moreover, the unit shall implement outreach programs and activities for the rest of the year based on the following key development areas:

- 1) Culture presentation
- 2) Literacy enhancement
- 3) Environmental awareness

Furthermore, the office shall implement an integrated Community Extension Program that includes training programs, technical assistance and advisory services, communication/information services, community outreach activities, and technology transfer, utilization, and commercialization.

In ensuring the success in implementing community extension programs, the unit aims to solicit adequate support from MCC faculty, employees, and students in carrying out

community extension programs. In fact, the unit plans to involve all academic institutes and NTP in carrying out extension programs from March to October of 2021. With this, the unit shall identify possible programs/activities to be carried out by MCC, which are, but not limited to, the following:

- 1) Food Processing / Livelihood
- 2) Entrepreneurship / Business Training
- 3) Literacy Services (Academics)
- 4) Youth Programs (Leadership Training, Basic Computer Skills for Non-IT, and Others)
- 5) Environmental Programs (Student Forum on Climate Change)
- 6) Cultural Awareness Activities / Information Drive in - a collaboration with OSCA
- 7) Community Extension Forum for HEIs in the Region.

Another objective of the unit is to establish linkages with various public and private organizations for possible partnerships in the delivery of community extension services. The said objective, tentatively set to be executed on February 2021, shall be implemented by carrying out extension programs with partner private and government agencies. These agreements of involved parties shall be put in writing through MOA/MOU.

Then to come up with new and effective monitoring and evaluation system for community extension activities, the unit shall design a new tool/system that caters the need to monitor and evaluate community extension activities. This shall be executed in the months of January and February.

The Community Extension programs and activities of the unit are based on the key development areas that are intended for the full participation of the College stakeholders. Moreover, implementing these programs and services targets full compliance with accreditation requirements in Community Extension.

### Adoption of Communities

As part of the unit's objectives in the adoption of communities, the unit aims to re-assess the applicability of the existing adopted communities and consider other possible communities to be adopted by revisiting and identifying adopted communities. From January to April, the unit shall assess the communities in consideration of the Extensions Services direction of the College.

Moreover, the unit also aims to formalize the adoption of selected communities through MOA/ MOU, therefore allowing a formal adoption of selected communities. The unit also targets to identify the needs of the adopted community so that MCC may respond effectively to these needs and be able to positively contribute to its progress. This shall be done by conducting a Needs Assessment Survey in the College's adopted communities to further suit

the services that MCC can provide against the actual needs of these communities. These objectives are set to be accomplished for the whole year.

### NSTP/ROTC Programs

For the second semester of A.Y. 2020-2021, the unit aims to revisit and improve the current operational structure of the NSTP/ROTC Program and to review and revise the NSTP Component and adjustment to LTS and ROTC component.

In revisiting and improving the current operational structure of the NSTP/ROTC Program, the unit targets a reconfiguration of NSTP/ROTC Program of MCC from January to March. The unit shall introduce NSTP as a separate unit serving all the institutes. Also, NSTP shall have its faculty lined up under the Community Extension unit.

Also, the unit aims to review and revise the NSTP Component and adjustment to LTS and ROTC component. The unit shall review the NSTP Courses and delivery modality and adjust to the LTS and ROTC component. From January to March, there shall be a curriculum review of the NSTP Course (CWTS/LTS Component), focus group discussions on modifying the NSTP Manual of Operations, and Outcomes-Based Teaching and Learning Plan for AY 2021-2022 by Climate Change Advocacy and Community Involvement.



### Structuring the Unit

The Management Information Systems Unit aims to establish its structure for the purpose of having a clear foundation and proper structure to promote efficiency and effectivity of all MIS efforts. With this, the MIS office developed organizational charts stating different positions. With this, the duties and responsibilities of each staff were categorized. This also helped in implementing policies to have clear directions of work for executing the citizen's charter. This allows efficient execution of tasks, in accordance to the school's vision.

To fasten the development of all systems, the team plans to hire a new programmer. Once approved, the development of all systems will be distributed among personnel, and eventually the team's target timeline will be followed.

### Implementing the New Normal

In light of the New Normal practices, which proves to be a challenge for MIS, the unit still continued to implement several projects that aims to support the Academic Affairs in implementing distance learning to all MCC Students. This helped in giving students opportunities for flexible learning during the pandemic

To create a flexible learning for students, MIS implemented the use of Barangay Hubs for students and Recording Studio for teachers. Also, the MIS designed and install brandings for pathways hygiene, social distancing and barriers.

### Administrative and Management Support

In matters concerning administrative and management support, the MIS unit was designated as the main coordinator for the partnerships with different institutions for MIS improvement and support. In fact, MIS became the designated coordinator for DICT Partnership which resulted to the creation of the MCC Digital Hub, with 18 laptop units. Also, the unit became the main coordinator for Internet connections for the following hubs: Dau, Camachiles, Duquit, Mabiga, Atlu-bola and Macapagal Village. The team also coordinated the Smart Infocast partnership, which provided the College with 20 smart broadband pocket wi-fis, 110 sim cards, and different gadgets as prizes for the Smart Infocast raffle. The team also coordinated the Microsoft Go Philippines seminar for Microsoft Innovative Educator.

Seminars for systems and forms implemented by MIS were conducted for the familiarization of MCC employees. In particular, the team headed Youtube uploading and Recording studio training for Academic Affairs and organized faculty training for the faculty system.

In the execution of an over-all Academic and Management Support, MIS produced the Office of the Vice President for Administration Orientation video. They also supported MCC "The New Normal" in the workplace training. Moreover, the unit submitted a full inventory

report to Property Unit and for disposal of defective MIS equipment and finally, the unit implemented the following forms:

- Work Order
- System Development Form
- New ID Form

In the efforts to continually become active in the organization, the unit shall join the Management Committee every week to promote collaboration and coordination with other departments and to increase partnerships to provide the best possible resources and expertise.

Moreover, for the HRMO Unit to improve their efficiency in monitoring employee attendance, MIS plans to install an additional biometric finger scanner on January 2021. All biometrics equipment from HRMO will then be handled by the MIS staff for installation at the new guard house.

Finally, the unit also plans to develop an online program for leave applications to facilitate the accessibility and to provide ease in processing of leave application. In coordination with HRMO, once this project is approved, all details about the said program will be provided by HRMO. The target launching of the beta version is in June 2021.

### School System Development

School System intends to create an efficient working experience for the College's personnel in every unit. With the appropriate access level, all information needed will be available real-time. The said system is an automation of the old manual system integrated with the process of every office. With this, one of the main objectives set by MIS is the development of the school system.

As a matter of fact, MIS implemented the revamping of the student portal making it more convenient for students to view class lists and loadings, and for faculty members to upload grades. They also revamped the Faculty portal, thus allowing the uploading of information for ID, and the viewing of grades and registration. The team also designed new features for the College's enrollment system such as in the enlistment module for student and printing of the COR. These features also allowed the College to have a new enrolment procedure and a report generation for the enrollment list for CHED, enrollment figures, UniFAST form2, form2a, form2b

Also, MIS developed and developed the following school system:

- School ID Automation System
- Admission System - Applicant enrollment, Applicant updates, Control number generation
- HR System (SLVL report generation, and leave application feature)

Aside from this, MIS implemented the shift from Procedural to Laravel Framework for system development. The said shift made development easier and it also lessened the stand-

alone functions of all school system. Finally, the team developed a school voting system, with a real-time voting count feature, which was used during the previous election.

All of these systems are innovative and will still be used for the incoming semester. However, they must be constantly maintained and has to be up-to-date with the latest trends in technology.

### Technical Support and Network Development

In terms of technical support and network, MIS restructured the whole college network, upgraded office computers, installed new firewall and network infrastructure, implemented SSL for better browsing security, and upgraded network server hardware and web server hardware.

With the goal of making work fast and efficient at the same time, the team restructured the whole college network, which allowed a faster internet connection and reliable bandwidth. Moreover, office computers—12 printers in all offices and 30 office computers—were upgraded.

MIS also installed new firewall and network infrastructure, thus allowing efficient network management and the change from a wired to wireless network. The team also implemented SSL for better security in browsing.

Moreover, Network Server hardware was upgraded from Dual Core, 4GB RAM, HDD to Quad Core 16GB RAM, SSD. Before the upgrade was executed, only 40 devices can be connected to the server at once but after said upgrade, up to 2000 devices can be connected simultaneously. In terms of Web Server hardware upgrade, the team shifted from a dual core 4GB RAM, HDD to an 8 core, 32 GB RAM, NVME SSD. This also allowed upgrade of user-capacity from 50, real time, to 5000, real time. Ultimately, this improved the efficiency and reliability of the school system.

However, because of the fast-paced growth in technology worldwide, the College's equipment shall be up-to-date for better performance. With this, the unit plans to upgrade several equipment for the second semester.

### Website Development

In matters pertaining to Website Development, MIS produced all templates for the pages in the website. They also launched a new website beta landing page. Finally, they implemented the use of SSL, which gave the College a better security in creating new subscription to the new DNS server that has SSL features.

In relation to this, the unit suggests that MCC should hire writers as well as content manager personnel to write the website contents. Also, MIS, along with Facility, will request a power generator so the website is still accessible in case there is a power outage.

## Social Media

One of the many objectives of MIS is to establish a stand-alone page where the team can post important updates regarding the system, network or portal to easily inform students. The said page also allowed students to message MIS for any concerns, or should they need the unit's assistance.

As a matter of fact, the College's main Facebook page has generated a total of 327 posts since January 1, 2020, 7,207 likes, 243,505 total page engagements and 1,593,947 total page and post reach. Through the said page, the unit was able to assist 320 students regarding the school system and address other concerns. Not only that, the page has also produced several social media campaigns, which are as follows:

- #HomeTivities
- Library best reader
- Be part of our #OneTeamMCC
- We Are Here to Listen
- Thank You Frontliners Campaign
- #WeRiseTogether campaign
- Let Your Voice Be Heard
- DigiWho? Campaign
- Faculty Spotlight
- Smart Infocast Raffle

Since social media's foundation is mainly communication, collaboration and sharing, the unit shall maintain prompt response on students' queries and shall also post online tutorials regarding the College's system.

## **VI. Quality Assurance & Records Services**

For the second semester, the Quality Assurance and Archives Unit has identified objectives, as well as the strategies to accomplish these goals.

### **A. Quality Assurance**

The Quality Assurance unit aims to ensure smooth workflow of the College's units, prepare for this year's accreditation, launch innovative competition, conduct different evaluation systems on performance and processes and educate employees on the importance of the quality assurance function.

### Workflow analysis

In reviewing the current workflows of the various services of the College's units, the Quality Assurance Unit issued a memorandum to all units through their Vice Presidents requesting them to submit their service matrices. However, only a few units complied. Since the workflow analysis shall serve as a prelude to the plans of the Unit in the second semester, Quality Assurance required all units to comply. Should they fail to do so, the non-compliant unit will be reported to HR and may face sanctions for insubordination and/or neglect of duty.

Then, during the second quarter of the year, the unit proposes to assign a Mystery Client. The Mystery Client is a stakeholder that will procure various services of the Units, without introducing himself/herself, to verify if procedures and protocols submitted by the units are followed. He/She shall be provided a checklist of critical points to determine the effectiveness and efficiency of each unit.

The purpose of this strategy is to check the processes of the units, and to also check if they actually complied with the process matrices that they submitted, as well as their Citizen's charter. It shall also serve to check on the quality of the services rendered by the units. The budget proposed for the implementation of this strategy is PhP 5,000 for the Mystery Client's "purchase money" and for the token that he/she shall receive.

### Preparation for Accreditation

In preparation, the Quality Assurance unit initiated the accreditation groundwork. With this, the Office devised the plans for the College's accreditation. It has also secured the approval of Calendar of Activities, in which the said accreditation will be done in December 2021. Moreover, there have already been initial discussions with the Vice President for Academic Affairs regarding the matter. The unit has also started reviewing the accreditation files. In fact, the unit has already "touched-base" with Dr. Raymundo Arcega on possible Level III Accreditation and accreditation requirements.

To improve the implementation of this strategy, the unit plans to establish an Accreditation Committee, and to have frequent meetings with said committee. The unit plans for the said committee to conduct a meeting twice every month from the first quarter of the year until the Accreditation takes place.

Moreover, the unit shall facilitate internal audit before the scheduled mock accreditation. This shall be in preparation to the actual accreditation by ALCUCOA. The purpose of such is for the timely updating of the accreditation status and to guarantee a successful accreditation by the end of the year.

As the first LUC to undergo online accreditation by ALCUCOA, the Quality Assurance Unit proposes for the College to make Colegio ng Batangas its benchmarking standard since a lot of ideas and experiences may be gained from doing such. With this, Unit Heads, preferably with the members of the Executive Committee, shall travel to Colegio ng Batangas for this

activity, using the College Coaster. The proposed budget for the strategy is PhP 100,000, which shall cover expenses for gasoline, tokens, food and allowance.

### Launch of Innovative Competition

External Affairs plans to implement the launch of innovative competition within the institution. In fact, there shall be two (2) awards given to employees, which are “Best Employee Award” and the “Best Innovative Program”. These awards shall be given to winners on the College’s Foundation Day.

### Evaluation Processes

The evaluation process of faculty members was previously handled by the Academic Affairs unit. However, the Quality Assurance unit shall also be involved in assessing the performance of instructors starting the semester. It shall be in charge in the assessment of instructors through the students’ evaluation. The unit shall also evaluate the process and conduct of operations of the offices.

### Additional Manpower

As needed, the unit shall request additional manpower to assist in its mandate and to help prepare the College for the upcoming accreditation. With this, the unit proposes the transfer of an accreditation-experience employee, Ms. Marilyn Arcilla, to the Quality Assurance unit.

Ms. Arcilla has vast experiences in accreditation, having served major roles in the College’s two ALCUCOA accreditation. Moreover, she has served both in academics, as FOSH/Coordinator, and in student affairs, as ODS Head. She is well-respected in the College, both by teaching and non-teaching personnel. She is also strong-willed and very persuasive. Aside from that, she is also a go-getter, which makes her highly qualified for the role.

### Quality Assurance Seminar

For further appreciation of the importance of Quality Assurance, the unit plans to conduct a seminar for employees on the first quarter of 2021. This shall educate the employees not only on the significance of Quality Assurance, but also for them to be educated as well on the importance of working with quality outputs.

In the implementation of this plan, the unit plans to conduct a face-to-face seminar once the situation allows. The seminar shall be attended by all College units, and shall be facilitated by speakers from the field, preferably from ALCUCOA. The proposed budget for this seminar is PhP 50,000 and shall tentatively be implemented on the first quarter of the year.

## **B. Records & Archives**

The Records and Archives unit aims to develop and improve the College's Record Management, organize the College's archives, and educate employees on the importance of data privacy.

### Records Management

As mandated by the National Archives of the Philippines Act of 2007 (R.A. 9470), and in compliance to the Data Privacy Act of 2012 (R.A. 10173), all documents (memos, correspondences, etc.) must pass through the Records Office for stamping and collection of a duplicate copy for safekeeping and preservation.

With this, the Records & Archives unit has established a Records Management System that will be further adopted to the second semester. The unit requires that all documents stamped by the unit, be given a document number and be signed by the Records Officer indicating the time and date of the stamping. In improving the implementation of this strategy, the office shall conduct Records Management seminars.

With the threat of COVID-19, face-to-face transactions are discouraged. At times, employees worked from their respective homes. However, Records Management must be constantly performed and observed. Due to the sudden change of arrangements, the office implemented a new procedure for employees to comply with.

The employee shall send the scanned document for records either thru email or Facebook. Then, the Records Officer shall process the document and return the document by scanning it and sending it back to the employee through the medium he/she used. In coordination with MIS, the office shall improve this procedure through the creation and integration of Online Records System to email system.

In addition to these strategies, the unit also came up with other strategies that shall improve the unit's operations.

One of these is the design of an Automated Records Management System, which shall be implemented with the help of MIS. This shall allow to speed up the unit's process, and to ensure all documents, memoranda and correspondences go through the Records Office. This shall also minimize face-to-face transactions that may cause the spread of virus and disease.

In implementing this, MIS shall create the system. Before the recipient gets ahold of the document, it shall first pass through the system of the Records Office, which shall prompt the Office to stamp it with the seal of the Office. In this system, the document will not be directly sent to the recipient since it has to go through Records first.

In line with improving the implementation of the Records Management System, the unit also plans to conduct a Records Management Seminar, with a proposed budget of Php30,000. The purpose of such is to educate employees on matters concerning the safekeeping of documents. When the situation allows it, the office shall conduct a face-to-face seminar,

inviting speakers from the field of Archiving and Records Management. The said seminar shall then be attended by different units of the College.

### Archive

As the College enters its second decade, documents and files from the previous decade have accumulated and have begun to consolidate the old documents in one location. With this, the unit decided to scan all these documents. This paved a way to streamline the documents, save space, and allow the ease of searching for files. Also, this prevents the possibility of damage to the documents, given that the Philippines is prone to natural disasters such as flooding and typhoons.

Presently, the documents are kept in the Archive Room, and are meticulously scanned by the unit's personnel, saving them digitally into folders. On the other hand, boxes stored the hard copies of these documents, with a list attached itemizing the documents inside it. In the efforts of improving the implementation of this strategy, a memorandum was released, Memo-No.-QA-004-s.2020, to all units of the College informing of the requirements for archiving documents.

Moreover, depending on the availability of new archives repository, the unit also proposes to continue the sorting and arranging of archive documents on the second semester. This allows the unit to arrange and classify files that were hastily stored, and to de-clog the storage area. Should there be an available repository, boxing will no longer be needed, and arranging and indexing will be done as soon as the documents were scanned.

For better safekeeping of the College's documents, the Office proposes to create an Archive Library on the first quarter. This shall create a library-like filing of the documents and files submitted to Archives. Also, it shall help in preparation for accreditation and in ensuring the security of archive documents.

Once the construction of the Archives Room is finished, all files will be arranged per category after scanning. They shall be arranged per unit of origin, by classification of document, and finally, by year of creation. With the implementation of an Archive Library, each College unit will have its own designated shelf.

### Data Privacy

With many employees still selling used papers and/or indiscriminately disposing documents with sensitive data, the unit proposes to conduct a seminar on Data Privacy on the first quarter of 2021. For this seminar, the Office shall have a budget of PhP40,000 for the meals of the speakers and participants, the stipend/token of the speaker, and the certificates to be distributed. Once allowed, the Records Office will invite speakers from the field to facilitate a face-to-face seminar, which shall be participated by all units of the College.

## **Conclusion**

To ensure smooth operations of the organization, as well as to deliver quality education to students, Mabalacat City College continues to strive in aiming for excellence. With this, different units of the organization came up with objectives and strategies that are in line with the College's vision and mission.

Through the Administration and Support Services unit, the organization shall continue to provide assistance and support, both to the students and employees. In the conduct of their duty, the unit also plans on improving the services they provide the organization, which comes as a challenge during these times.

Despite the difficulty in establishing networks, the External Affairs Unit continues to build and strengthen the College's network and linkages. In fact, the unit still plans to increase visibility and positive publicity of the College and to establish relevant facilities to promote the College's identity, which are part of their goals for the semester. It also continues to provide students with opportunities through scholarships and grants.

In the efforts to continue delivering quality education to students, the institution's Academic Affairs & Student Services Unit came up with different strategies for the academe to be able to cope up with the new normal, and to support their students at the same time. The unit also set out strategies to continue to support the faculty members, as well as to ensure that they deliver quality education to students.

The Research & Development and Community Extension Offices has also set out goals for the second semester. In Research & Development, it aims to ensure that they will be able to provide the organization with exemplary services in terms of research. Accordingly, the unit aims to continually serve the community by ensuring smooth implementation on the delivery of their services and programs.

The Planning & Legal Office shall assist in creating policies for MCC, including vulnerability and disaster risk management, and other financial policies that shall be subject to approval of the Board. To ensure that the College is data privacy compliant, it shall aim to produce a Data Privacy Manual. Also, it shall prepare a re-entry plan for MCC based on the New Normal, should the circumstances allow face-to-face classes. Finally, including in the office's planning is system development.

To cope with the fast-paced growth in technology, the Management Information System (MIS) came up with several strategies in system development despite the challenges brought about by the pandemic. They aim to ensure smooth operations within their team, and to provide support to the organization. In fact, the unit has helped the institution in establishing its presence online.

Finally, for the second semester, the Quality Assurance unit aims to ensure smooth workflow of the College's offices and quality service of instructors, prepare for this year's accreditation, and educate employees on the importance of the quality assurance function. On the other hand, the Records and Archives unit aims to develop and improve the College's

Record Management, organize the College's archives, and educate employees on the importance of data privacy.

In light of the current situation, MCC continually aims to improve the services it provides by developing these strategies during the transition period to the New Normal.

## Annexes

### Annex A – Guidelines on New Admissions Policy

1. The existing admission policy on minimum GPA requirement as indicated in the student handbook (2016) shall be retained: IAS-82%, ITE-88%, IBE-85%, ICS-82%, IHTM-82%. This shall constitute 70% of the evaluation process. The average of the 12th Grade GPA in all grading periods shall be considered as the final GPA.
2. The applicant’s Senior High School (SHS) Track’s alignment with the program applying for shall have merits. It shall constitute 20% of the total evaluation process. For aligned programs, the applicants shall receive 10 points, while for non-aligned programs, the applicant shall get 5 points.
3. The final 10% of the total evaluation process shall be devoted to residency. As a local college run by the City, Mabalacat Local Government Unit recognizes that due priority to Mabalacat Citizens must have merits. 10 points will be credited to Mabalacat residents and 5 points for Non-Mabalacat residents.
4. Below is a sample of the **proposed matrix for evaluating applicants** and a sample table:

#### Sample of Computation of Points

Institute	A. Program Screening Requirement	B. Alignment of Academic Tract to Program Applied (20%)	C. Residency (10%)
	Required GPA (70%)	<b>ALIGNED ACADEMIC TRACK – 10 points</b>	<b>MABALACAT RESIDENTS – 10 points</b>
IAS	82	<b>NOT ALIGNED – 5 points</b>	<b>NON-MABALACAT RESIDENTS – 5 points</b>
IBE	85		
ICS	82		
IHM	82		
ITE	88		
NOTE: GPA from Grade 12 will be the basis for the screening.			
Program screening requirement from Student Manual 2016			

5. The total points accumulated by the applicant shall be the basis for ranking. Only the top-ranking students for each program shall be admitted. Admission shall be limited to the identified carrying capacity of each program.
6. In case of a tie, the socio-economic status of the student-applicant will be considered with the following pointing system: If applicant comes from a public school– 10 points and if applicant comes from a private school – 5 points. The points will be added to the total points accumulated by the student-applicant.
7. For Transferees and ALS Passers, the Dean for the Program applying for shall evaluate the credentials of the applicants.

Scanned / Photographed Images of the Grade 12 Progress Report Card (Form 138) shall be uploaded in the Admission Portal. For applicants who will have difficulty in accessing the internet, the admission office will assist them.

## Annex B – Distribution of Courses per Cycle of the Institute of Business Education

### A. Bachelor of Science in Accountancy

The total of units for cycle 1 is 80 and 58 for cycle 2. In total, the units in all year levels for the semester is 138. The breakdown of these cycles per year level is as follows:

#### First Year Level

Course Code	Course Description	Units	No. of Section(s)	Total No. of Units
<b>CYCLE 1</b>				
GEC 105	Mathematics in the Modern World	3	1	3
FILDIS	Filipino sa Iba't - ibang disiplina	3	1	3
BEACCTG2	Fundamentals of Accounting Part 2 (18 weeks - cycle 1&2)	6	1	6
BECORE 2	Principles of Marketing	3	1	3
NSTP 2	LTS with risk and disaster management	3	1	3
<b>CYCLE 2</b>				
GEC 104	The Contemporary World	3	1	3
MCC102	Mabalacat City College, Philosophical Foundation	2	1	2
PE 2	Fitness Exercises	2	1	2
MANECO	Managerial Economics	3	1	3
FIN 1	Principle of Money, Credit and Banking	3	1	3

#### Second Year Level

Course Code	Course Description	Units	No. of Section(s)	Total No. of Units
<b>CYCLE 1</b>				
GELEC 1	Environmental Science	3	1	3
GEC 109	RIZAL'S LIFE AND WORK	3	1	3
PE 4	Physical Activities Towards health and Fitness II	2	1	2
BECORE 3	International Business and Trade	3	1	3
BEACCTG 5	Intermediate Accounting - Part 1	3	1	3
<b>CYCLE 2</b>				
EcoDev	Economic Development	3	1	3
StatAn	Statistical Analysis with Software Application	3	1	3
FinMar	Financial Market	3	1	3
CBME 1	Operation Management (TQM)	3	1	3
StratCosMa	Strategic Cost Management	3	1	3

Third Year Level

Course Code	Course Description	Units	No. of Section(s)	Total No. of Units
<b>CYCLE 1</b>				
Research 1	Accounting Research Methods	3	2	6
BEActg 7	Intermediate Accounting Part 3	3	2	6
AIS	Accounting Information System	3	2	6
Aud 1	Auditing and Assurance Principles	3	2	6
ProfElec 2	Operations-Auditing	3	2	6
<b>CYCLE 2</b>				
Law 2	Business Law and Regulation	3	2	6
Aud 2	Auditing and Assurance Concepts and Application 1	3	2	6
CBME2	Strategic Management	3	2	6
BEAdvac 3	Accounting for Government and Non - Profit Organization	3	2	6
BECore5	Strategic Business Analysis	3	2	6

Fifth Year Level

Course Code	Course Description	Units	No. of Section(s)	Total No. of Units
<b>CYCLE 1 &amp; 2</b>				
Audrev	Audit Review -Problems/Theory	3	1	3
Acctg13	Advance Accounting Review	3	1	3
MASRev	Management Services Review	6	1	6
TaxREv	Taxation Review	3	1	3
BuslawRev	Business Law Review	3	1	3

B. Bachelor of Science in Customs Administration

The total of units for cycle 1 is 92 and 88 for cycle 2. The total units all year levels for the second semester of is 180. The breakdown of these cycles per year level is as follows:

First Year Level

Course Code	Course Description	Units	No. of Section(s)	Total No. of Units
<b>CYCLE 1</b>				
GEC 105	Mathematics in the Modern World	3	2	6
FILDIS	Filipino sa Iba't - Ibang Disiplina	3	2	6
NSTP2	LTS with Risk and Disaster Management	3	2	6
BEACCTG 1	Fundamentals of Accounting - Part 1	6	2	12
SCM1	Introduction to Supply Chain Management	3	2	6
<b>CYCLE 2</b>				
GEC 106	Art Appreciation	3	2	6
MCC102	Mabalacat City College: Philosophical Foundations	2	2	4
PE 2	Fitness Exercise	2	2	4

CUSTOMS 2	Border Control and Security	3	2	6
TARIFF 2	Commodity Classification System	3	2	6

### Second Year Level

Course Code	Course Description	Units	No. of Section(s)	Total No. of Units
<b>CYCLE 1</b>				
GEC 108	Ethics	3	2	6
GEC 109	Rizal's Life and Works	3	2	6
BUSCORE	Business Communication and Report Writing	3	2	6
PE 4	Physical Activities Toward Health and Fitness 1	2	2	4
TARIFF 4	Customs Appraisal and Assessment	3	2	6
<b>CYCLE 2</b>				
CASCM3	Warehouse Operation Management	3	2	6
CUSTOMS 4	Customs Warehousing	5	2	10
MICROECO	Microeconomics Theory and Practice	3	2	6
GELECTIVE 2	Business Logic	3	2	6
FIN 1	Business Finance	3	2	6

### Third Year Level

Course Code	Course Description	Units	No. of Section(s)	Total No. of Units
<b>CYCLE 1</b>				
BECORE 3	International Business and Trade	3	2	6
SCM3	Transportation and Distribution	3	2	6
TARIFF 5	Excise Tax, Liquidation of Duty and Surcharges	5	2	10
ELECTIVE 1	International Marketing	3	2	6
BECORE 3	International Business and Trade	3	2	6
<b>CYCLE 2</b>				
CBME	Operation Management (TQM)	3	2	6
Law 2	Business Law and Regulations	3	2	6
CUSTOMS 6	Customs Proceedings	5	2	10
PDPR	Personality Development and Public Relation	3	2	6
CBME	Operation Management (TQM)	3	2	6

Annex C – Distribution of Courses per Cycle of the Institute of Computing Studies

First Year Level

Course Code	Course Description	Units	No. of Section(s)	Total No. of Units
<b>CYCLE 1</b>				
PROG 2	Programming 2	3	3	9
MMS	Multimedia Systems	3	3	9
RIZAL	Life and Works of Rizal	3	3	9
GEC102	Readings in Philippine History w/ Constitution and Taxation and Agrarian Reform	3	3	9
GEC103	Purposive Communication	3	3	9
NSTP 2	NSTP 2	3	3	9
<b>CYCLE 2</b>				
WEBDEV	Web Applications and Development	3	3	9
HCI	Human and Computer Interaction	3	3	9
MCC102	Mabalacat City College: Philosophical Foundations	2	3	6
PE 2	Fitness Exercise	2	3	6

Second Year Level

Course Code	Course Description	Units	No. of Section(s)	Total No. of Units
<b>CYCLE 1</b>				
COMORG	Computer Organization and Architecture	3	6	18
DBASE2	Advanced Database Management System	3	6	18
NET2	Networking 2	3	6	18
PHY	Physics	3	6	18
PE 4	Physical Activities towards Health and Fitness 2	2	6	12
<b>CYCLE 2</b>				
OS	Operating System Principles	3	6	18
SAD	Systems Analysis Design	3	6	18
IGAMEC	Introduction to Game Development	3	6	18
KOMFIL	Kontekstwalisadong Komunikasyon sa Filipino	3	6	18
PDPR	Personality Development and Public Relations	3	6	18

Third Year Level (BSIT only)

Course Code	Course Description	Units	No. of Section(s)	Total No. of Units
<b>CYCLE 1</b>				
DSTRUCT	Discrete Structures and Algorithms	3	4	12
MODEV	Mobile Game Development	3	4	12
CAP1	Capstone Project 1	3	4	12
ITELE6	IT Elective 6 (AI)	3	4	12

ENTERM	Entrepreneurial Mind	3	4	12
CYCLE 2				
NET4	Networking 4	3	4	12
PM	Project Management	3	4	12
ITELE4	IT Elective 4 (Web Server and Cloud Technologies)	3	4	12
ITELE5	IT Elective 5 (IOT)	3	4	12

Fourth Year Level (BSIT only)

Course Code	Course Description	Units	No. of Section(s)	Total No. of Units
CYCLE 1				
CAP2	Capstone 2	3	2	6
ELE4	IT Elective 4 (Mobile Game Development)	3	2	6
FE3	Free Elective 3 (Technopreneurship 2)	3	2	6
OJT	IT Practicum 2		2	0
CYCLE 2				
ELE3	IT Elective 3 (Networking 4)	3	2	6

Annex D – Distribution of Courses per Cycle of the Institute of Hospitality and Tourism Management

A. Bachelor of Science in Hospitality Management

The total of units for cycle 1 is 159 and 142 for cycle 2. The total units in all year levels for the second semester of is 303. The breakdown of these cycles per year level is as follows:

First Year Level

Course Code	Course Description	Units	No. of Section(s)	Total No. of Units
<b>CYCLE 1</b>				
BME2	Strategic Management & Total Quality Management	3	2	6
THC3	Quality Service Management in Tourism and Hospitality	3	2	6
GEC102	Readings in Philippine History	3	2	6
FILDIS	Filipino sa Ibat-Ibang Disiplina	3	2	6
NSTP2	LTS with Risk & Disaster Management	3	2	6
<b>CYCLE 2</b>				
HPC1	Kitchen Essentials and Basic Food Preparation	5	2	10
MCC102	Mabalacat City College: Philosophical Foundations	2	2	4
PE2	Fitness Exercises	2	2	4
ICT2	MMS (Multi-media system)	3	2	6

Second Year Level

Course Code	Course Description	Units	No. of Section(s)	Total No. of Units
<b>CYCLE 1</b>				
THC7	Tourism and Hospitality Marketing	3	5	15
HPC5	Supply Chain Management in Hospitality Industry	3	5	15
GEC105	Mathematics in the Modern World	3	5	15
PE4	Physical Activities Towards Health and Fitness 2	2	5	10
<b>CYCLE 2</b>				
THC6	Professional Development and Applied Ethics	3	5	15
HPC4	Applied Business Tools and Technologies	5	5	25
GEC104	The Contemporary World	3	5	15

Third Year Level

Course Code	Course Description	Units	No. of Section(s)	Total No. of Units
<b>CYCLE 1</b>				
HPC9	Research in Hospitality	3	5	15
HPC8	Foreign Language 2	3	5	15
HPC10	Introduction to Meetings, Incentives, Conferences and Events Management	3	5	15
GEC108	Ethics	3	5	15
<b>CYCLE 2</b>				
HMPE1	Fundamentals of food Science and Technology (interface of food science and food service preservation of food)	5	5	25
HMPE3	Gastronomy	5	5	25
HMPE4	Catering Management	3	5	15

Fourth Year Level

Course Code	Course Description	Units	No. of Section(s)	Total No. of Units
<b>CYCLE 1 ONLY</b>				
PRAC1	Practicum A (Hotel Phase)	4	2	8
PRAC2	Practicum B (Restaurant Phase)	3	2	6

B. Bachelor of Science in Tourism Management

The total of units for cycle 1 is 83 and 55 for cycle 2. The total units in all year levels for the second semester is 138. The breakdown of these cycles per year level is as follows:

First Year Level

Course Code	Course Description	Units	No. of Section(s)	Total No. of Units
<b>CYCLE 1</b>				
BME2	Strategic Management & Total Quality Management	3	1	3
THC3	Quality Service Management in Tourism and Hospitality	3	1	3
GEC102	Readings in Philippine History	3	1	3
FILDIS	Filipino sa ibat-ibang Disiplina	3	1	3
NSTP2	LTS with Risk & Disaster Management	3	1	3
<b>CYCLE 2</b>				
TPC1	Global Culture and Tourism Geography	3	1	3
MCC102	Mabalacat City College: Philosophical Foundations	2	1	2
PE2	Fitness Exercises	2	1	2
ICT2	MMS (Multi-media system)	3	1	3

Second Year Level

Course Code	Course Description	Units	No. of Section(s)	Total No. of Units
CYCLE 1				
THC7	Tourism and Hospitality Marketing	3	3	9
TPC5	Tourism Policy Planning and Development	3	3	9
GEC105	Mathematics in the Modern World	3	3	9
PE4	Physical Activities Towards Health and Fitness 2	2	3	6
CYCLE 2				
THC6	Professional Development and Applied Ethics	3	3	9
TPC4	Transportation Management	3	3	9
GEC104	The Contemporary World	3	3	9

Third Year Level

Course Code	Course Description	Units	No. of Section(s)	Total No. of Units
CYCLE 1				
THC10	Entrepreneurship in Tourism and Hospitality	3	2	6
TPC8	Research in Tourism	3	2	6
TPC10	Introduction to Meetings, Incentives, Conferences and Events Management	5	2	10
GEC108	Ethics	3	2	6
CYCLE 2				
TPC7	Foreign Language 2	3	2	6
TMPE3	Tour Guiding	3	2	6
TMPE4	Philippine Gastronomical Tourism	3	2	6

Fourth Year Level

Course Code	Course Description	Units	No. of Section(s)	Total No. of Units
CYCLE 1 ONLY				
PRAC1	Practicum A (Airport/Airline)	4	1	4
PRAC2	Practicum B (Agency/Promotion)	3	1	3

Annex E – Distribution of Courses per Cycle of the Institute of Arts, Sciences and Teacher Education

A. AB History

In AB History, courses are distributed in two cycles for the first, second and third year level. However, the fourth-year level only has one cycle since there is only one course to be taken on said level. The total number of units to be taken on the second semester in this program is 84, in which 47 units is allocated on the first semester and 37 on the second.

First Year Level:

Course Code	Course Description	Units	No. of Section(s)	Total No. of Units
<b>CYCLE 1</b>				
GEC 102	Readings in Philippine History	3	1	3
GEC 105	Mathematics in the Modern World	3	1	3
FILDIS	Filipino sa Iba't Ibang Disiplina	3	1	3
NSTP 2	LTS with Risk and Disaster Management	3	1	3
ELECTIVE 2	Facilitating Learner-Centered Teaching	3	1	3
<b>CYCLE 2</b>				
GEC 101	Understanding the Self	3	1	3
MCC 102	Mabalacat City College: Philosophical Foundations	2	1	2
PE 2	Fitness Exercises	2	1	2
CORESPAN 1	Spanish 1	3	1	3

Second Year Level

Course Code	Course Description	Units	No. of Section(s)	Total No. of Units
<b>CYCLE 1</b>				
GEC 107	Science, Technology and Society	3	1	3
HISTM 4	Survey of Western Civilization	3	1	3
HISTM 5	Cultural History of the Philippines	3	1	3
PE 4	Physical Activity Towards Health and Fitness II	2	1	2
CORESPAN 3	Spanish 3	3	1	3
<b>CYCLE 2</b>				
ICT 2	Computer Application 2	3	1	3
HISTM 6	Diplomatic History of the Philippines	3	1	3
HISTM 7	Modern East Asia	3	1	3
ELECTIVE 4	The Child and Adolescent Learners and Learning Principle	3	1	3

### Third Year Level

Course Code	Course Description	Units	No. of Section(s)	Total No. of Units
<b>CYCLE 1</b>				
HISTM 13	Mainland Southeast Asia	3	1	3
CORESPAN 5	Spanish 5	3	1	3
HISTM 15	Philippine Social History	3	1	3
HISTM 19	Heritage Interpretation	3	1	3
ELECTIVE 8	Research Methodology	3	1	3
<b>CYCLE 2</b>				
SINESOS	Sine Sosyedad/Pelikulang Panlipunan	3	1	3
HISTM 14	Pre-16th Century Philippines	3	1	3
HISTM 17	Modern and Contemporary Europe	3	1	3
HISTM 18	Philippine Economic History	3	1	3
ELECTIVE 7	The Teacher and the School Curriculum	3	1	3

### Fourth Year Level

Course Code	Course Description	Units	No. of Section(s)	Total No. of Units
<b>CYCLE 1 ONLY</b>				
THESIS	Thesis Writing	3	1	3

## B. Bachelor of Science in Biology

The total units of courses in cycle 1 is 36 and 31 for cycle 2. The total units that students in the first to third year levels will take for the semester of is 67. The breakdown of these cycles per year level is as follows:

### First Year Level

Course Code	Course Description	Units	No. of Section(s)	Total No. of Units
<b>CYCLE 1</b>				
FUNCORE103	Systematics	5	1	5
BIOTOOL 101	Chemical Organic 1 (Organic Molecules)	3	1	3
NSTP 2	LTS with Risk and Disaster Management	3	1	3
GEC 103	Purposive Communication	3	1	3
<b>CYCLE 2</b>				
MCC 102	Mabalacat City College: Philosophical Foundations	2	1	2
GEC 104	The Contemporary World	3	1	3
GEC 106	Art of Appreciation	3	1	3

### Second Year Level

Course Code	Course Description	Units	No. of Section(s)	Total No. of Units
<b>CYCLE 1</b>				
FUNCORE106	Evolutionary Biology	5	1	5
PE4	Physical Activity Towards Health and Fitness II	2	1	2
FUNCORE107	Genetics	5	1	5
<b>CYCLE 2</b>				
BIOTOOL103	Chemical Biology 2 (Biomolecules)	5	1	5
KOMFIL	Kontekstwalisadong Komunikasyon sa Filipino	3	1	3
ICT2	Computer Applications	3	1	3

### Third Year Level

Course Code	Course Description	Units	No. of Section(s)	Total No. of Units
<b>CYCLE 1</b>				
FUNCORE110	Developmental Biology	5	1	5
THESIS1	Thesis 1 (Writing)	2	1	2
DALUMATFIL	Dalumat sa Filipino	3	1	3
<b>CYCLE 2</b>				
SPECORE101	Human Anatomy and Physiology	5	1	5
BIOTOOL105	Biophysics	4	1	4
ICT2	Computer Applications	3	1	3

### C. Bachelor of Science in Secondary Education – English

The total units of courses in cycle 1 is 44 and 40 for cycle 2. In total, the units that students in the first to third year levels will take for the semester of is 84. The breakdown of these cycles per year level is as follows:

#### First Year Level

Course Code	Course Description	Units	No. of Section(s)	Total No. of Units
<b>CYCLE 1</b>				
GEC105	Mathematics in the Modern World	3	1	3
Elective 2	Gender and Society	3	1	3
EngM102	Language, Culture and Society	3	1	3
EngM103	Structures of English	3	1	3
FILDIS	Filipino sa Iba't Ibang Disiplina	3	1	3
NSTP 2	LTS with Risk and Disaster Management	3	1	3
<b>CYCLE 2</b>				
GEC104	The Contemporary World	3	1	3

GEC106	Art Appreciation	3	1	3
ICT2	Computer Application	3	1	3
PE 2	Fitness Exercises	2	1	2
MCC 102	Mabalacat City College: Philosophical Foundations	2	1	2

### Second Year Level

Course Code	Course Description	Units	No. of Section(s)	Total No. of Units
<b>CYCLE 1</b>				
PCK 102	Technology for Teaching and Learning 1	3	1	3
EngM107	Language Programs and Policies in Multilingual Societies	3	1	3
EngM108	Language Learning Materials and Development	3	1	3
LITM102	Children and Adolescent Literature	3	1	3
PE4	Physical Activity Towards Health and Fitness II	2	1	2
<b>CYCLE 2</b>				
Elective 3	The Entrepreneurial Minds	3	1	3
PCK 104	Assessment of Learning 1	3	1	3
PCK 103	Building and Enhancing Literacies Across the Curriculum	3	1	3
EngM106	Technical Writing	3	1	3
EngM109	Teaching and Assessment of the Macroskills	3	1	3

### Third Year Level

Course Code	Course Description	Units	No. of Section(s)	Total No. of Units
<b>CYCLE 1</b>				
FTC 103	The Teaching Profession	3	1	3
RIZAL	Life and Works of Rizal	3	1	3
LITM107	Literary Criticism	3	1	3
EngM113	Technology in Secondary Language Education	3	1	3
<b>CYCLE 2</b>				
FTC 104	The Teacher and the Community, School Culture and Organizational Leadership	3	1	3
EngM114	Teaching and Assessment of Literature Studies	3	1	3
EngM112	Campus Journalism	3	1	3
Cognate 2	Principles of Translation and Lexicography	3	1	3

#### D. Bachelor of Science in Secondary Education – Mathematics

The total units of courses in cycle 1 is 41 and 40 for cycle 2. In total, the units that students in the first to third year levels will take for the semester of is 81. The breakdown of these cycles per year level is as follows:

##### First Year Level

Course Code	Course Description	Units	No. of Section(s)	Total No. of Units
<b>CYCLE 1</b>				
GEC105	Mathematics in the Modern World	3	1	3
FILDIS	Filipino sa Iba't Ibang Disiplina	3	1	3
MathM103	Trigonometry	3	1	3
MathM104	Plane and Solid Geometry	3	1	3
NSTP 2	LTS with Risk and Disaster Management	3	1	3
<b>CYCLE 2</b>				
GEC104	The Contemporary World	3	1	3
GEC106	Art Appreciation	3	1	3
ICT2	Computer Application	3	1	3
MathM105	Logic and Set Theory	3	1	3
MCC 102	Mabalacat City College: Philosophical Foundations	2	1	2
PE 2	Fitness Exercises	2	1	2

##### Second Year Level

Course Code	Course Description	Units	No. of Section(s)	Total No. of Units
<b>CYCLE 1</b>				
Elective2	Gender and Society	3	1	3
PCK102	Technology for Teaching and Learning 1	3	1	3
MathM110	Mathematics of Investment	3	1	3
MathM111	Advanced Statistics	3	1	3
PE4	Physical Activity Towards Health and Fitness II	2	1	2
<b>CYCLE 2</b>				
Elective3	The Entrepreneurial Mind	3	1	3
PCK103	Building and Enhancing Literacies Across the Curriculum	3	1	3
PCK104	Assessment of Learning 1	3	1	3
MathM109	Calculus 2	3	1	3
MathM112	Principles and Strategies in Teaching Mathematics	3	1	3

##### Third Year Level

Course Code	Course Description	Units	No. of Section(s)	Total No. of Units
<b>CYCLE 1</b>				
FTC 103	The Teaching Profession	3	1	3
Rizal	Life and Works o Rizal	3	1	3

MathM118	Abstract Algebra	3	1	3
MathM120	Assessment and Evaluation in Mathematics	3	1	3
CYCLE 2				
FTC 104	The Teacher and the Community, School Culture and Organizational Leadership	3	1	3
MathM117	Problem Solving, Mathematical Investigation and Modelling	3	1	3
MathM119	Instrumentation and Technology in Mathematics	3	1	3

#### E. Bachelor of Science in Secondary Education – Filipino

The total units of courses in cycle 1 is 29 and 27 for cycle 2. In total, the units that students in the second and third year levels will take for the semester of is 81. The breakdown of these cycles per year level is as follows:

##### Second Year Level

Course Code	Course Description	Units	No. of Section(s)	Total No. of Units
CYCLE 1				
SOSLIT	Sosyedad at Literatura	3	1	3
PCK 102	Technology for Teaching and Learning 1	3	1	3
FILM106	Paghahanda at Ebalwasyon ng Kagamitang Panturo	3	1	3
LITM103	Sanaysay at Talumpati	3	1	3
PE4	Physical Activity Towards Health and Fitness II	2	1	2
CYCLE 2				
SINESOS	Sinesosyedad	3	1	3
PCK 103	Building and Enhancing Literacies Across the Curriculum	3	1	3
PCK 104	Assessment of Learning 1	3	1	3
LITM104	Panunuring Pampanitikan	3	1	3
ELEctive 3	The Entrepreneurial Minds	3	1	3

##### Third Year Level

Course Code	Course Description	Units	No. of Section(s)	Total No. of Units
CYCLE 1				
FTC 103	The Teaching Profession	3	1	3
RIZAL	Life and Works of Rizal	3	1	3
FILM 110	Barayti at Baryasyon ng Wika	3	1	3
FILM 111	Mga Natatanging Diskurso sa Wika at Panitikan	3	1	3
FILM 112	Ang Filipino sa Kurikulum ng Batayang Edukasyon	3	1	3
CYCLE 2				

FTC 104	The Teacher and the Community, School Culture and Organizational Leadership	3	1	3
FILM 113	Pagtuturo at Pagtataya Gamit ang Teknolohiya	3	1	3
LITM 107	Dulaang Filipino	3	1	3
Celektib 2	Pagsasalin sa Iba't Ibang Disiplina	3	1	3

#### F. Bachelor of Science in Secondary Education – Science

The total units of courses in cycle 1 is 30 and 29 for cycle 2. In total, the units that students in the second and third year levels will take for the semester of is 59. The breakdown of these cycles per year level is as follows:

##### Second Year Level

Course Code	Course Description	Units	No. of Section(s)	Total No. of Units
<b>CYCLE 1</b>				
PCK 102	Technology for Teaching and Learning 1	3	1	3
BSSE 111	Cell and Molecular Biology	4	1	4
BSSE 112	Analytical Chemistry	5	1	5
PE4	Physical Activity Towards Health and Fitness II	2	1	2
ELECTIVE 2	Gender and Society	3	1	3
<b>CYCLE 2</b>				
PCK 103	Building and Enhancing Literacies Across the Curriculum	3	1	3
PCK 104	Assessment of Learning 1	3	1	3
ELECTIVE 3	The Entrepreneurial Mind	3	1	3
BSSE 113	Electricity and Magnetism	4	1	4
BSSE 114	Meteorology	3	1	3

##### Third Year Level

Course Code	Course Description	Units	No. of Section(s)	Total No. of Units
<b>CYCLE 1</b>				
FTC 103	The Teaching Profession	3	1	3
RIZAL	Life and Works of Rizal	3	1	3
BSSE 120	Anatomy and Physiology	4	1	4
BSSE 123	Technology for Teaching and Learning in Science	3	1	3
<b>CYCLE 2</b>				
FTC 104	The Teacher and the Community, School Culture and Organizational Leadership	3	1	3
BSSE 121	Waves and Optics	4	1	4
BSSE 122	The Teaching of Science/Teaching the Specialized Field	3	1	3
ELECTIVE 3	The Entrepreneurial Mind	3	1	3

G. Bachelor of Science in Secondary Education – Social Studies

The total units of courses in cycle 1 is 26 and 24 for cycle 2. In total, the units that students in the second and third year levels will take for the semester of is 50. The breakdown of these cycles per year level is as follows:

Second Year Level

Course Code	Course Description	Units	No. of Section(s)	Total No. of Units
<b>CYCLE 1</b>				
PCK102	Technology for Teaching and Learning 1	3	1	3
FSSE 103	Trends and Issues in Social Studies	3	1	3
SSE 106	Geography 3	3	1	3
SSE 107	Macroeconomics	3	1	3
PE4	Physical Activity Towards Health and Fitness II	2	1	2
<b>CYCLE 2</b>				
Elective3	The Entrepreneurial Mind	3	1	3
PCK103	Building and Enhancing Literacies Across the Curriculum	3	1	3
SSE 108	World History 2	3	1	3
SSE 109	Law Related Studies	3	1	3
PCK 104	Assessment of Learning 1	3	1	3

Third Year Level

Course Code	Course Description	Units	No. of Section(s)	Total No. of Units
<b>CYCLE 1</b>				
FTC 103	The Teaching Profession	3	1	3
SSE 115	Integrative Methods in Teaching Social Science Discipline in Basic Education	3	1	3
Rizal	Life and Works of Rizal	3	1	3
SSECog2	Human Resources Management	3	1	3
<b>CYCLE 2</b>				
FTC 104	The Teacher and the Community, School Culture and Organizational Leadership	3	1	3
SSE 116	Assessment and Evaluation in the Social Sciences	3	1	3
SSE 117	Technology for Teaching and Learning in Social Studies	3	1	3

H. Bachelor of Elementary Education

The total units of courses in cycle 1 is 43 and 35 for cycle 2. In total, the units that students in the second and third year levels will take for the semester of is 78. The breakdown of these cycles per year level is as follows:

First Year Level

Course Code	Course Description	Units	No. of Section(s)	Total No. of Units
<b>CYCLE 1</b>				
GEC 105	Mathematics in the Modern World	3	1	3
FILDIS	Filipino sa Iba't-Ibang Disiplina	3	1	3
ELECTIVE2	Gender and Society	3	1	3
EDSCI 2	Teaching Science in the Elementary Grades (Physics, Earth and Space Science)	3	1	3
EDMATH 2	Teaching Math in the Intermediate Grades	3	1	3
NSTP2	LTS with Risk and Disaster Management	2	1	2
<b>CYCLE 2</b>				
PE 2	Fitness Exercises	3	1	3
GEC104	The Contemporary World	3	1	3
GEC106	Art Appreciation	3	1	3
MCC102	Mabalacat City College: Philosophical Foundations	2	1	2
ICT 2	Computer Application	3	1	3

Second Year Level

Course Code	Course Description	Units	No. of Section(s)	Total No. of Units
<b>CYCLE 1</b>				
PCK 102	Technology for Teaching and Learning 1	3	1	3
PCK 103	Building and Enhancing Literacies Across the Curriculum	3	1	3
EDSSI 2	Teaching Social Studies in Intermediate Grades-Culture and Geography	3	1	3
EDPAN	Pagtuturo ng Filipino sa Elementary (II) Panitikan ng Pilipinas	3	1	3
PE 4	Physical Activity Towards Health and Fitness II	2	1	2
<b>CYCLE 2</b>				
PCK 104	Assessment of Learning 1	3	1	3
ED TLE 2	Edukasyong Pantahanan at Pangkabuhayan with Entrepreneurship	3	1	3
ED ENG	Teaching English in the Elementary Grades (Language Arts)	3	1	3
Elective 3	The Entrepreneurial Mind	3	1	3

Third Year Level

Course Code	Course Description	Units	No. of Section(s)	Total No. of Units
<b>CYCLE 1</b>				
FTC 103	The Teaching Profession	3	1	3
Ed Tech	Technology for Teaching and Elementary Grades	3	1	3
Ed TMC	Teaching Multi Grades Classes	3	1	3

Rizal	Life and Works of Rizal	3	1	3
<b>CYCLE 2</b>				
FTC 104	The Teacher and Community, School Culture and Organizational Leadership	3	1	3
ED Values	Good Manners and Right Conduct	3	1	3
Ed PEH	Teaching PE and Health in the Elementary Grades	3	1	3

### I. Bachelor of Physical Education

The total units of courses in cycle 1 is 41 and 40 for cycle 2. In total, the units that students in the first, second and third year levels will take for the semester of is 81. The breakdown of these cycles per year level is as follows:

#### First Year Level

Course Code	Course Description	Units	No. of Section(s)	Total No. of Units
<b>CYCLE 1</b>				
GEC105	Mathematics in the Modern World	3	1	3
NSTP2	LTS with Risk and Disaster Management	3	1	3
FILDIS	Filipino sa iba't ibang Disiplina	3	1	3
Elective2	Gender and Society	3	1	3
BPE 104	Principles of Motor Control and Learning of Exercise, Sports, and Dance	3	1	3
<b>CYCLE 2</b>				
BPE 103	Physiology of Exercise and Physical Activity	3	1	3
PE 2	Fitness Exercises	2	1	2
GEC 104	The Contemporary World	3	1	3
GEC 106	Art Appreciation	3	1	3
ICT 2	Computer Application	3	1	3
MCC 102	Mabalacat City College: Philosophical Foundations	2	1	2

#### Second Year Level

Course Code	Course Description	Units	No. of Section(s)	Total No. of Units
<b>CYCLE 1</b>				
PCK102	Technology for Teaching and Learning 1	3	1	3
Cognate 1	Music in the K-12 Program	3	1	3
BPE 109	Emergency Preparedness and Safety Education	3	1	3
BPE 111	Coordinated School Health Program	3	1	3
PE 4	Physical Activity Towards Health and Fitness II	2	1	2
<b>CYCLE 2</b>				
PCK103	Building and Enhancing Literacies Across the Curriculum	3	1	3

BPE 110	Philippine Traditional Games	3	1	3
PCK 104	Assessment of Learning 1	3	1	3
Elective 3	The Entrepreneurial Mind	3	1	3

### Third Year Level

Course Code	Course Description	Units	No. of Section(s)	Total No. of Units
<b>CYCLE 1</b>				
FTC103	The Teaching Profession	3	1	3
Rizal	Life and Works of Rizal	3	1	3
BPE 117	Curriculum and Assessment for Physical Education and Health Education	3	1	3
BPE 119	Team Sports	3	1	3
<b>CYCLE 2</b>				
FTC 104	The Teacher and the Community, School Culture and Organizational Leadership	3	1	3
BPE 116	Process of Teaching PE and Health Education	3	1	3
BPE 118	Technology Application in Teaching PE AND Health Education including Instructional and Material Development	3	1	3
BPE 120	International Dance and Other Forms	3	1	3

### J. Bachelor of Technical – Vocational Teacher Education

The total units of courses in cycle 1 is 29 and 26 for cycle 2. In total, the units that students in the second and third year levels will take for the semester of is 55. The breakdown of these cycles per year level is as follows:

### Second Year Level

Course Code	Course Description	Units	No. of Section(s)	Total No. of Units
<b>CYCLE 1</b>				
PCK 102	Technology for Teaching and Learning 1	3	1	3
TLE 104	Teaching ICT as an Exploratory Courses	3	1	3
FSM 108	Quantity Cooking	5	1	5
PE 4	Physical Activities Towards Health and Fitness 2	2	1	2
<b>CYCLE 2</b>				
PCK 103	Assessment of Learning 1	3	1	3
PCK 104	Building Enhancing Literacies Across the Curriculum	3	1	3
ELEC 3	Endigenous Creative Craft	3	1	3
FSM 107	International Cuisine	5	1	5
TM 101	The Andragogy of Learning Including Principles of Trainers Methodology	3	1	3

Third Year Level

Course Code	Course Description	Units	No. of Section(s)	Total No. of Units
<b>CYCLE 1</b>				
FTC 103	The Teaching Profession	3	1	3
FSM 110	Bartending and Bar Management	4	1	4
RIZAL	Life and Works of Rizal	3	1	3
TLE 110	Work-based Learning with Emphasis	3	1	3
RES 2	Technology Research 2 (Research Project)	3	1	3
<b>CYCLE 2</b>				
FTC TV 104	The Teacher and the Community, School Culture, and Organizational Leadership with Focus on the Philippine TVET System	3	1	3
FSM 111	Technology and Learning in technical-Vocational Courses	3	1	3
TLE 109	Entrepreneurship	3	1	3
FTC TV 104	The Teacher and the Community, School Culture, and Organizational Leadership with Focus on the Philippine TVET System	3	1	3

K. Bachelor of Early Childhood Education

The total units of courses in cycle 1 is 26 and 23 for cycle 2. In total, the units that students in the second and third year levels will take for the semester of is 49. The breakdown of these cycles per year level is as follows:

Second Year Level

Course Code	Course Description	Units	No. of Section(s)	Total No. of Units
<b>CYCLE 1</b>				
PCK 102	Technology for Teaching and Learning 1	3	1	3
PCK 103	Building and Enhancing Literacies Across the Curriculum	3	1	3
ECE 108	Child Development	3	1	3
ECE 109	Inclusive Education in Early Childhood Education	3	1	3
PE 4	Physical Activity Towards Health and Fitness II	2	1	2
<b>CYCLE 2</b>				
PCK 104	Assessment of Learning 1	3	1	3
ECE 110	Science in Early Childhood Education	3	1	3
ECE 111	Infant Toddler Programs	3	1	3
Elective 3	The Entrepreneurial Mind	2	1	2

Third Year Level

Course Code	Course Description	Units	No. of Section(s)	Total No. of Units
<b>CYCLE 1</b>				
FTC 103	The Teaching Profession	3	1	3
ECE 117	Literacy Development	3	1	3
ECE 120	Management of Early Childhood Education Programs	3	1	3
Rizal	Life and Works of Rizal	3	1	3
<b>CYCLE 2</b>				
FTC 104	The Teacher and Community, School Culture and Organizational Leadership	3	1	3
ECE 118	Utilization of Instructional Technology in Early Childhood	3	1	3
ECE 119	Early Childhood Curriculum Models	3	1	3
ECE 121	Family School and Community Partnership	3	1	3

Annex F – Sample Rubric for Compendium

<b>Criteria</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>Score</b>
Structure Organization Flow of thought Transitions Format	Paper is logically organized  Easily followed  Effective, smooth, and logical transitions  Professional format	Paper has a clear organizational structure with some digressions, ambiguities or irrelevances  Easily followed  Basic transitions  Structured format	There is some level of organization though digressions, ambiguities, irrelevances are too many  Difficult to follow  Ineffective transitions  Rambling format	
Content Clarity of purpose Critical and origin of thought Use of examples	Central idea is well developed and clarity of purpose is exhibited throughout the paper  Abundance of evidence of critical, careful thought and analysis and/or insight  Evidence and examples are vivid and specific while focus remains tight	Central idea and clarity purpose are generally evident throughout the essay  There is an evidence of critical, careful thought and analysis and/or insight  There are good, relevant supporting examples and evidence	The central idea is expressed though it may be vague or too broad; Some sense of purpose is maintained throughout the essay  Some evidence of critical, careful thought and analysis and/or insight  There are some examples and evidence, though general	
Grammar/Mechanics sentence structure punctuation/mechanics	Manipulates complex sentences for effect/impact  No punctuation or mechanical errors	Uses complex sentences  Few punctuation or mechanical errors	Uses compound sentences  Too many punctuation and/or mechanical errors	
Language Vocabulary; use of vocabulary Tone	Vocabulary is sophisticated and correct as are sentences which vary in structure and length  Uses and manipulates subject specific vocabulary for effect  Writer's tone is clear, consistent and appropriate for intended audience	Vocabulary is varied, specific and appropriate  Frequently uses subject specific vocabulary correctly  Writer's tone emerges and is generally appropriate to audience	Vocabulary is used properly though sentences may be simple  Infrequently uses subject specific vocabulary correctly  Writer's tone exhibits some level of audience sensitivity	

Annex G – Sample Journal Review

*Research Article*

**Neuroprotective Potential of Ethanol Leaf Extract of Balakat Tree (*Ziziphus talanai* (Blanco) Merr.) Against Monosodium Glutamate-Induced Oxidative Stress in Male ICR Mice (*Mus musculus* L.)**

**Glen Siron Nolasco**<sup>1,2</sup>

<sup>1</sup>*Institute of Arts and Sciences, Mabalacat City College, Mabalacat City, Pampanga, Philippines*

<sup>2</sup>*Bachelor of Science in Biology, Undergraduate*

*Ziziphus talanai* an endemic species of plant located on the Philippines reported the presence of Flavoids and possessed neuroprotective potential in the cerebellar part of the mice brain. Thus, this study aimed to evaluate the neuroprotective potential of *Z. talanai* in mice. Total of 24 mice were distributed randomly in water alone, MSG alone, MSG + L-aurine, Extract alone, MSG +25% extract, MSG +50% extract, MSG +75% extract and MSG + 100% extract. The results of test crawling along the rope showed that mice treated with MSG failed the test. However, mice treated with L-aurine 2 mice passed the test and the other failed. In the mice treated with extracts revealed that as the concentration of extract increases, mice that pass the test increase also; thus supported that extract possessed anxiolytic property. In the Y-maze test with p value of <0.0001, MSG treated group was significant to mice treated with extract alone extract alone, L-aurine, 50%, 75% and 100% extract. Interestingly, the water alone group was significant to the results of extract alone, 75% and 100% extract. These justified the memory enhancer property of extract. In the histopathological assessment, it showed that treated MSG exhibited gliosis, vacuolation, congestion, hemorrhage, neuronophagia, vasculitis, hyperplasia, pyknosis and karyorrhexis. Interestingly, histological ameriolation of the prefrontal and hippocampus increases as the concentration of the extract gets higher. Hence, the *Z. talanai* possessed neuroprotective potential due to its flavonoids.

**1. Introduction**

Since ancient time, plants used as therapeutic agents to remedy many diseases. This is due to the presence of primary and secondary metabolites such as alkaloids, saponins, flavonoids, tannins and volatile oils [1]. Phytochemical analysis of ethanol leaf extract *Ziziphus talanai* an endemic plant in the Philippines revealed the presence of flavonoids, saponins, tannins and alkaloids [2]. Studies showed that flavonoids are responsible in neuroprotection using different neurotoxic inducer [3]. Monosodium glutamate (MSG) is widely used food additive to enhance the palatability of many culinary foods [4]. Despite that MSG can amplified the food, it has also side effects which can cause deleterious damage in the brain regions using animal model [5, 6, 7, 8].

This additive causes oxidative stress in the brain that leads to neural damage in the context of apoptosis and necrosis [9, 10]. Interestingly, the mechanisms of glutamate toxicity are still vague but the atrocious effects of this agent are analogous to many neurodegenerative diseases such as Alzheimer's disease (AD), Parkinson's disease and Huntington disease by over production of reactive oxygen species (ROS) [11].

Currently, there is no study regarding to the neuroprotective potential of *Z. talanai* against MSG in ventromedial prefrontal cortex and hippocampus of male ICR mice. Therefore, this study focuses in the neuroprotective potential of ethanol leaf extract of *Z. talanai* against MSG-induced oxidative stress in male ICR mice.

Annex H – Sample Rubric for Capsule

<b>Criteria</b>	<b>Excellent (4pts)</b>	<b>Good (3pts)</b>	<b>Fair (2pts)</b>	<b>Poor (1pt)</b>
<b>Slides</b>	The slides contained all of the following properties: 1) The title slide was distinct from the rest of the slide. 2) No sentences on the slides other than data. Unless needed for impact. 3) One chart/figure at a time per slide to minimize confusion 4) Slide was annotated in a clear, professional manner	The slides contained most of the properties outlined.	The slides contained some of the properties outlined.	The slides contained few of the properties outlined.
<b>Content</b>	1) The project included all information relevant to the topic in an organized fashion. 2) Material was presented accurately and in an appropriately detailed fashion. 3) All org. tests are mentioned with additional info. 4) references for information are posted	Project included all relevant information; however, it was not well-organized. Some of the details were missing.	Did not have all of the relevant information of the poster. There was not enough information presented. Information was presented in an unorganized/inaccurate fashion	The presentation was lacking elements required. There were many gaps in information presented.
<b>Organization</b>	The presentation contained all of the following properties: 1) The title slide was descriptive and contained the name of the presenter with the date. 2) Slide transition was smooth and timely. 3) The presentation flowed in a logical	The slides contained most of the properties outlined in the 5 pt column.	The slides contained some of the properties outlined in the 5 pt column.	The slides contained few of the properties outlined in the 5 pt column.

	manner (Intro --> Results --> Conclusion) 4) A summary slide was presented			
<b>Time management</b>	The presentation was within the 5 - 10 min allotted time frame.	The presentation was within 3 minute of the allotted time frame.	The presentation was greater or less than 2 minute within the allotted time frame.	The presentation was greater or less than 1 minute within the allotted time frame.
<b>Presentation/interaction</b>	The presenter: 1) Spoke loudly and clearly. 2) Spoke with cadence (not monotone). 3) Faced the audience. 4) Engaged the audience (looked up and at people in the audience). 5) Was not distracting the audience (jingling keys in the pocket, etc.)	The presenter followed most of the points outlined in the 5 pt column.	The presenter followed some of the points outlined in the 5 pt column.	The presenter followed few of the points outlined in the 5 pt column.
<b>Work quality/effort</b>	The work done was excellent. The appropriate amount of effort was put into completing the presentation and making understandable to the audience.	The work was done with good effort. The appropriate amount of effort was put into completing the presentation.	Work was done with fair effort. It was evident that the work was rushed.	Work was done with little effort. It was evident that the work was rushed and little time was spent on the final product. Work is incomplete.

Annex I – Sample Rubric for Journal Review

Criteria	weight	Exemplary	Effective	Minimal	Unsatisfactory
<b>Content of Review</b>	50%	<input type="checkbox"/> In depth and well-organized content <input type="checkbox"/> Meets length requirement with quality content <input type="checkbox"/> Excellent summary	<input type="checkbox"/> Content is adequately organized and comprehensive <input type="checkbox"/> Length requirement is met with adequate content <input type="checkbox"/> Adequate summary	<input type="checkbox"/> Content is minimally organized <input type="checkbox"/> Length requirement is not met; minimal content <input type="checkbox"/> Basic summary	<input type="checkbox"/> Content is not organized <input type="checkbox"/> Length requirement is not met; poor content <input type="checkbox"/> Incomplete summary <input type="checkbox"/> Evidence of plagiarism
<b>Appropriate Topic</b>	25%	<input type="checkbox"/> Relevant to assigned subject matter and peer interest <input type="checkbox"/> Article content exceeds requirements	<input type="checkbox"/> Relevant to assigned subject matter <input type="checkbox"/> Article content meets expectations	<input type="checkbox"/> Minimal relevance to assigned subject matter <input type="checkbox"/> Article content fails to meet all requirements	<input type="checkbox"/> Not relevant to assigned subject matter <input type="checkbox"/> Fails to meet content requirements
<b>Significance to Class / Relativity to Class</b>	15%	<input type="checkbox"/> Article has great significance <input type="checkbox"/> Student summary exceeds average peer perspective and understanding <input type="checkbox"/> Student displays understanding of article's relevance to topic	<input type="checkbox"/> Article has some significance <input type="checkbox"/> Student summary meets project expectations <input type="checkbox"/> Some understanding of article's relevance to topic	<input type="checkbox"/> Article has little significance <input type="checkbox"/> Summary meets minimal expectations <input type="checkbox"/> Little understanding of article's relevance to topic	<input type="checkbox"/> Article has no significance <input type="checkbox"/> Summary does not meet minimal expectations <input type="checkbox"/> No understanding of article's relevance