



JOHN B. LACSON COLLEGES FOUNDATION (BACOLOD), INC.
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RESEARCH AND DEVELOPMENT CENTER

RESEARCH UTILIZATION
(Based on the 2018-2019 to 2024-2025 Research Findings and Recommendations)

TITLE OF RESEARCH, AUTHOR(S), DATE	FINDINGS	RECOMMENDATIONS	PERSON/DEPT RESPONSIBLE	ACTIONS TO TAKE/ ACTIONS TAKEN	DEGREE OF ACCOMPLISHMENT (In percentage)	RESULTS/ IMPACT/EVIDENCE
1. Unveiling Workplace Bullying: Understanding Experiences, Impacts, And Mediating Actions Mamon & Villanueva (July 2024)	<ul style="list-style-type: none"> ▪ The data suggests the presence of a hostile work environment where employees are subjected to various forms of mistreatment, including intimidation, humiliation, and unfair criticism. ▪ Employee-to-employee bullying among those of the same level is most prevalent, indicating a horizontal spread of mistreatment within the workplace. 	Establish clear anti-bullying policies that define what constitutes bullying, outline consequences for such behavior, and provide a framework for prevention. These policies must be communicated effectively to all employees.	HR QA	a. Establish a Comprehensive Anti- Bullying Plan. Request for inclusion of a Comprehensive Anti- Bullying Plan in the HR Manual once found effective.	50% QA- Revision request of the HR manual to include detailed provision for anti-bullying.	JB-RU-HR-2024-01-a (See narrative report)
	<ul style="list-style-type: none"> ▪ Bullying from senior to junior employees is also common, suggesting a potential abuse of power dynamics within the organizational structure. ▪ Stress, loss of productivity, and sleep disturbances are the most frequently reported impacts of workplace bullying, highlighting its significant toll on employee well-being and organizational effectiveness. ▪ The data also reveal serious concerns related to mental health, including depression, anxiety, and fear, indicating a toxic work environment that requires immediate attention. 	Implement regular training sessions to raise awareness about the signs of bullying and the importance of a respectful workplace. This program should include diversity, inclusivity, and communication skills training to prevent misunderstandings and conflicts.	HR QA	b. Conduct orientation and seminars for all employees regarding the Results of the Study together with the established Comprehensive Anti- Bullying Plan.	50% Created a draft anti-bullying plan for inclusion in the IMS Manual. To process inclusion of such plan on IMS Manual and to conduct orientation to all employees regarding the results of the study and the approved anti-bullying plan.	JB-RU-HR-2024-01-b JB-RU-QA-2024-01-b (See narrative report and draft of the Anti-Bullying Plan)



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	<ul style="list-style-type: none"> There were five key themes related to workplace bullying: the types of bullying experienced, the emotional and behavioral responses to bullying, coping mechanisms employed by targets, perceptions of the offender, and actions taken to prevent future bullying. The themes highlight the multifaceted nature of workplace bullying, encompassing verbal, psychological, physical, and social forms of abuse. The findings emphasize the significant emotional toll on targets, leading to a range of coping strategies, perceptions of the offender, and preventative actions. 	<p>Create safe and confidential channels for reporting bullying without fear of retaliation. Ensure these channels are user-friendly and that all complaints are taken seriously and investigated promptly.</p>	<p>All Department Heads</p>	<p>c. To make the complaint procedure available through Google Forms via QR codes that will be posted in all offices and employee areas, ensuring easy accessibility for all employees without compromising their confidentiality. This aims to lessen employees' fear of filing complaints and to raise awareness of how seriously the institution takes this matter. (QA)</p>	<p>80% Created a complaint procedure in Google Forms via QR Code for Deployment during AY 2025-2026.</p>	<p>JB-RU-QA-2024-01-c (Please upload QR Code as soon as available)</p>
		<p>Conduct regular workplace climate surveys to monitor the environment and identify any undercurrents of bullying. Use the results to improve strategies and interventions.</p>	<p>HR</p>	<p>d. Formulate survey questionnaire on workplace climate</p> <p>Monitor bullying-related issues.</p> <p>Use data to improve interventions.</p>		<p>JB-RU-HR-2024-01-d (Please upload your narrative report once ready)</p>



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			RS	e. To design and develop surveys that include questions about bullying experiences. To include this on the Unit Research Agenda for the next Academic Year since there are already identified studies to be conducted for this academic year.	Forwarded to Unit Research Agenda for 2025-2026	JB-RU-RS-2024-01-e (Interested departments to propose a research title for this and submit it to the Research Office for inclusion in the Unit Research Agenda for 2025-2026)
		Through workplace wellness initiatives, take proactive steps to address the underlying factors of bullying, such as job insecurity, competition, or stress.	HR	f. Conduct leadership and conflict resolution seminars/workshops to address bullying of the personnel under respective departments. g. Include the topic of Anti-Bullying to be discussed by the expert during the Values and Spiritual Enrichment Seminar.		JB-RU-HR-2024-01-e-f (Please upload your narrative report once ready)



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<p>2. Body Mass Index and Its Influence on Physical Fitness Test Results</p> <p>Enriquez (July 2024)</p>	<ul style="list-style-type: none"> Findings: 6.4 percent were underweight, 65% were within the normal weight range, 21.3% were overweight, and 6.8% were classified as obese. There is a significant increase in average heart rate across all student categories after the 3-minute Step Test, indicating a substantial cardiovascular response. Significant negative correlations were observed between BMI and performance in the Zipper Test for both arms and the Standing Long Jump Tests. No significant correlation was found between BMI and performance in push-ups, basic plank tests, or sit-and-reach tests. The differences in performance across BMI classifications were observed in the Zipper Test, Sit and Reach, and Standing Long Jump tests. The basic plank test showed no significant variance based on BMI. 	<p>Develop and implement intervention programs for weight management for maritime students. These programs should include nutritional guidance, physical activity plans, and behavioral strategies to help students achieve a healthy BMI.</p>	<p>QA/Health Officer/ Academics</p>	<p>a. The Cadet Values and Discipline Program (CVDP) of the College of Maritime Education, which started in the second semester of AY 2024-2025 and was implemented for placement passers and company-sponsored scholars only, shares the same purpose as the recommendations. The academics can also apply the activities of the CVDP to regular students and consider the suggested fitness exercises tailored for each BMI classification. Consider adapting the best practice of the Arevalo (I-fit). Note: Each department is to submit its narrative report. (Academics)</p> <p>b. To conduct a self-assessment of the institution's compliance with the CHED and WHO's Healthy Learning Institutions Framework and to gradually implement feasible projects and programs that promote healthy learning environments. These initiatives will include diet and physical activity, environmental health, and immunization. (Health Officer/QHSE Head)</p>	<p>70%</p> <p>To in house all placement passers and company sponsored scholars inside the dormitory for enhance implementation of the CVDP program where exercise will be strictly observed daily and food intake will be strictly monitored.</p>	<p>JB-RU-QA-2024-02-a & b (See narrative report)</p>
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		<ul style="list-style-type: none"> • Conduct a study investigating how nutritional interventions with physical activity programs impact overall health outcomes across different BMI categories. This investigation includes studying dietary patterns complementing exercise regimens to optimize cardiovascular health and weight management. • Another study on wearable technology and mobile applications in monitoring real-time health metrics such as heart rate variability, step count, caloric expenditure, and sleep quality among participants in different BMI categories. 	<p>QA/Health Officer RS</p>	<p>c. To include this on the Unit Research Agenda for the next Academic Year since there are already identified studies to be conducted for this Academic Year.</p> <p>d. To include this on the Unit Research Agenda for the next Academic Year since there are already identified studies to be conducted for this Academic Year.</p>	<p>NOT DONE Note: To include this study in the 2025-2026 Unit Research Agenda</p>	<p>JB-RU-RS-2024-02-c-d (QA to propose a research title for this and submit it to the Research Office for inclusion in the Unit Research Agenda for 2025-2026)</p>
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<p>3. Level of Awareness and Conservation Practices on Mangrove Forest among Residents of Purok 8, Barangay Tangub: Bases for Designing a Mangrove Conservation Plan</p> <p>Garcia & Gayotin (July 2024)</p>	<p>The residents exhibit a high level of awareness regarding the benefits of mangrove forests.</p> <p>The extent of conservation practices among residents of Purok 8 is characterized by low engagement across various demographic profiles.</p> <p>Statistically, the residents' awareness levels differ when grouped by occupation. Only educational attainment emerges as a significant factor influencing engagement in conservation activities.</p> <p>There is a significant positive relationship between the level of awareness and the extent of conservation practices.</p>	<p>Develop specialized programs tailored to the unique needs and circumstances of distinct demographic groups, such as low-income families or specific occupational sectors.</p>	<p>CES Officer, Lab/AAO Head, TESDA Officer, Environment Officer</p>	<p>a. Conduct seminars (as part of the Mangrove Rehabilitation Project, targeting community members with low engagement and awareness) for the residents of Purok 8, in partnership with the Department of Social Welfare and Development, to gather a large number of recipients. This initiative will be included in the maritime programs and activities this S.Y. 2024-2025. In line with this, tap private partners and encourage them to provide signages (strategic areas near mangroves) related to environmental protection, specifically on mangrove protection.</p>	<p>70% Conducted a small talk with the beneficiary residents of Purok Otso during the International Coastal Clean-Up Celebration at Purok Otso in partnership with the Department of Social Welfare and Development (DSWD), LGU and Youth Organizations.</p> <p>The Community Extension Services, with the support of all departments, successfully established a CES Committee on August 2024 to lead the implementation of various programs, particularly those focused on environmental protection and conservation, with special attention to mangrove preservation.</p> <p>In addition, the Community Extension Office, in collaboration with the Research Department, has proposed a research study on the SWOT Analysis for a Mangrove Rehabilitation Plan to further strengthen and guide future conservation efforts.</p>	<p>JB-RU-CES-2024-03-a (See narrative report)</p>
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		Establish a system for monitoring conservation practices and providing feedback to residents. This system may involve regular surveys and community meetings to discuss progress and challenges in conservation efforts.	CES Officer, Lab/AAO Head, Dean of Maritime	b. Identify the various conservation practices to be discussed during the seminars. Create a monitoring tool (Written or Social Media Platform) to track the accomplishment of conservation practices every quarter. Gather feedback from the participants and incorporate the results into a narrative report.		JB-RU-CES-2024-03-b (Please upload your narrative report once ready)
		Collaborate with local NGOs and community organizations to promote conservation initiatives.	CES Officer	c. Strengthen collaboration with NGO's and LGUs on conservation initiatives through MOA with identified partners such as; PiChE NOC, Tanduary, Youth Org., DSWD		JB-RU-CES-2024-03-c (Please upload your narrative report once ready)
4. Environmental Practices in the Workplace: Perceptions, Engagement, Productivity and Satisfaction of Employees Causing (July 2024)	The findings highlight a strong commitment to environmental practices, enhancing organizational culture and performance, though job satisfaction requires improvement. Significant positive relationships were found between environmental perceptions and employee outcomes, emphasizing the value of eco-friendly policies. Varying support levels for environmental initiatives in schools suggest the need for strategies to increase participation and reduce skepticism.	Allocate resources for sustainability initiatives and form a dedicated committee to enhance management and efficiency.	QA/ Environmental Officer	Integrated Environment Management Program's specific activities for each component were already included on the Unit's Annual Operational Plan for Academic Year 2024-2025 with allocated budget. The IEMP committee was already re-established for AY 2024-2025.	100%- Done To strengthen implementation of the IEMP for Ay 2025-2026.	JB-RU-QA-04-a (See narrative report)



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	<p>Recycling and cultural activities improve productivity but show inconsistencies that need attention.</p>	<p>Establish a comprehensive sustainability program to build on employees' positive perceptions and engagement in environmental practices. This program includes regular sustainability training and certifications, platforms for sharing ideas, and recognition of exceptional commitment.</p> <p>Maintain transparent communication on sustainability goals and progress and actively engage employees through updates and feedback.</p> <p>Maintain partnerships with external organizations and support community environmental projects. These strategies will enhance environmental performance, foster a culture of sustainability, and improve operational efficiency and reputation.</p>	<p>QA/ Environmental Officer</p>	<p>Revive and strengthen the implementation of the Integrated Environment Management Program which is already included on the Unit's Annual Operational Plan for Academic Year 2024-2025 which is being monitored monthly (IEMP Committee)</p> <p>Conduct re-orientation of the IEMP to all employees and ensure that everyone is a member of at least one component to promote engagement and inclusion. (Env. Officer/ IEMP Committee)</p> <p>Environmental Officer to collaborate with the CES officer to implement CES' Annual project proposals which involve environmental initiatives in the community. (CES/Env. Officer)</p>	<p>To do in AY 2025-2026</p>	<p>Unit AOP 2025-2026 (Please upload your narrative report once ready)</p>
		<p>Integrate environmental education across all year/grade levels and organizing related workshops and activities will raise student awareness.</p>	<p>DEAN-CME IEMP: Education Advocacy</p>	<p>To implement a plan that will enhance the engagement of the students in environmental advocacy as part of the Relaunching of the IEMP for AY 2025-2026.</p>	<p>CME 100%</p>	<p>JB-RU-CME-2024-04 (See narrative report)</p>
		<p>Implement a monitoring system to evaluate progress and use community feedback to refine strategies. This comprehensive</p>	<p>DEAN-CBE IEMP: Education Advocacy</p>		<p>CBE 100%</p>	<p>JB-RU-CBE-2024-04</p>



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		approach will help institutions overcome barriers and promote a culture of sustainability.	Principal IEMP: Education Advocacy		BED – 100%	JB-RU-BED-2024-04
5. Academic Performance of Grade 12 PBMS Students in Math: Basis for a Proposed Pedagogical Intervention Camento-Lumaud & Hilay (July 2024)	The results show the average performance of Grade 12 PBMS students in terms of areas (Integers, Decimals, and Fractions). Furthermore, the area of integers got the lowest mean, followed by the area of fractions, which implies that solving problems related to integers and fractions is challenging for students.	Teachers handling the subjects must undergo training and seminars on pedagogical instructions aligned with 21st-century learners.	Principal HR	a. To send the teachers in Mathematics to trainings/ seminars/workshops	BED - 100%	JB-RU-BED-2024-05-a (Please upload your narrative report once ready) (Teachers in Mathematics were sent to In-Service Training (INSET) for Teachers.)
		Implement a conceptually based, problem-solving approach to mathematics instruction. Consider how topics are presented and emphasized within the curriculum and the teaching methods employed to help ease students' difficulties.	Principal	b. To conduct a mentoring the mentor activity among teachers in mathematics where they share pedagogical practices that will help improve the implementation of conceptually-based, problem-solving approach to mathematics instruction	BED - 100%	JB-RU-BED-2024-05-b (Please upload your narrative report once ready) Teachers engaged in mentoring-the-mentor scheme. They shared useful notes and pedagogical practices)



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6. A Query on BSHRM/BSHM Alumni Employment Status: A Tracer Study Sabandal (July 2024)	<p>The struggles and difficulties that BSHRM/BSHM alumni experience in finding a job include a lack of experience, financial problems, and the need for higher qualifications.</p> <p>The alumni expressed the highest level of satisfaction with the relevance of the laboratory facilities, tools, and equipment in developing various skills needed by the industry.</p> <p>Moreover, the BSHRM/BSHM Alumni consider Perseverance, Discipline, and Excellence as the most important core values they have imbibed that are essential for employment.</p>	Regularly update the curriculum to align with industry needs and trends. Incorporate feedback from alumni and industry partners to ensure the education is relevant and up to date.	Dean-CBE	a.1 Conduct Industry Research a.2 Stakeholder Survey a.3 Continuous Curriculum Review Cycle a.4 Professional Development-	100% 100% 100% 100%	JB-RU-CBE-2024-06-a.1 (Please upload your narrative report once ready) JB-RU-CBE-2024-06-a.2 (Please upload your narrative report once ready) JB-RU-CBE-2024-06-a.3 (Please upload your narrative report once ready) JB-RU-CBE-2024-06-a.4 (Please upload your narrative report once ready)
		Establish mentorship programs where experienced alumni can guide recent graduates and current students. This program can help build confidence and provide valuable insights into the industry.	Dean-CBE	b. Conduct the following: 1. Alumni Talks 2. Mentorship Program 3. Celebrate success stories	100%	JB-RU-CBE-2024-06-b.1-3 (Please upload your narrative report once ready)



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		<p>Faculty of BSHM program should emphasize on developing soft skills such as communication, teamwork, and leadership. These skills are crucial for career advancement and can be integrated into the curriculum and extracurricular activities.</p>	<p>Dean-CBE</p>	<p>c. Conduct the following: 1. Curriculum integration 2. Workshops and seminars on communication, teamwork, and leadership 3. Community engagement 4. Joining competitions and conventions 5. Pre-Employment seminars</p>	<p>100% 100% 100% 100%</p>	<p>JB-RU-CBE-2024-06-c.1-5 (Please upload your narrative report once ready)</p>
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<p>7. Technological Inclination, Knowledge, Awareness, Capability, Skills, Utilization, and Impact: A Technology Barometer Survey with JBLCF-Bacolod Employees</p> <p>Emeliza T. Estimo Geneveve M. Aguilar</p>	<p>The employees have a strong inclination toward technology, with an intermediate to fairly high level of knowledge, awareness, utilization, capability, and skills in using technology.</p> <p>Their technological inclination, knowledge, awareness, utilization, capability, and skills are all interrelated, though the strength of the relationships varies.</p> <p>Employees with a higher inclination towards technology tend to have greater knowledge, awareness, utilization, capability, and skills, as well as a stronger perception of technology's impact. However, the relationships are generally moderate in strength, suggesting that technological inclination alone is insufficient.</p> <p>Other factors, such as organizational culture, leadership support, and exposure to innovative applications, likely play a significant role in shaping employees' understanding of technology's transformative potential.</p> <p>Technological awareness is a key driver of utilization, capability, and skills development. By fostering greater awareness among employees about available technologies, their features, and how they can be applied to their work, the MIS department can help unlock the full potential of the organization's technological competencies.</p>	<p>Invest in enhancing the technological skills and capabilities of employees with a natural inclination towards technology. This can lead to improved performance and innovation within the organization.</p> <p>Develop and implement a comprehensive technology awareness program for all employees. The technology awareness program may include the following elements: (1) Technology Showcase and Demonstrations, (2) Technology Training and Workshops, (3) Technology Mentorship and Peer-to-Peer Learning, and (4) Technology Newsletters and Communications.</p>	<p>HR All Department Heads</p>	<p>Conduct series of technology training and workshop to enhance awareness and develop necessary skills to effectively use the following technology and create a tutorial video on how to use:</p> <ul style="list-style-type: none"> • Microsoft Teams • IMS Portal • Open Project • SIAS • Utilization of AI 	<p>100%</p>	<p>JB-RU-MIS-2024-07 (See narrative report)</p>
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<p>8. Analysis of the College Entrance Examination (CEE) Instrument and Results: Basis for Designing an Improved Screening Instrument for Incoming High School and First-Year College Students</p> <p>Emeliza T. Estimo (July 2024)</p>	<ul style="list-style-type: none"> ▪ Item analysis revealed specific questions requiring revision or rejection in all subjects (English, Math, and Science) covered. ▪ The research also identified significant gaps in students' knowledge, notably in communication skills. ▪ College Entrance Exam (2022-2023): <ul style="list-style-type: none"> ➤ Among the 669 students who took the Entrance Exam, only 18.5% Passed, and 81.5% failed. English revealed a higher passing percentage, followed by Math and Science. ➤ Out of the 150 items, the mean or average score obtained was only 58. ➤ Furthermore, 90% of the College and High School Entrance takers failed in science. ▪ HS Entrance Exam (2022-2023): <ul style="list-style-type: none"> ➤ Out of the 205 takers, only 15.3% Passed, and 84.7% Failed. The mean score obtained was only 39 over 100. 	<p>Request a copy of the High School and College Entrance Exam questionnaires from the Student Affairs and Services Office.</p> <p>Commence the revision of the Entrance Exam instruments as soon as possible to allow enough time for validity and reliability testing before they can be implemented in preparation for the following semester and school year. The same team of English, Science, and Math experts may be tapped for this purpose.</p>	<p>RS plus a team of English, Math. And Science instructors from HS and College</p>	<p>a. To revise the test questionnaire considering specific questions requiring revision or rejection in all subjects (English, Math, and Science) covered</p>	<p>NOT ACCOMPLISHED To reschedule this school year 2025-2026</p>	<p>JB-RU-RS-2024-08-a (Please upload your narrative report once ready)</p>
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		<p>Strengthen the entry standards for incoming students at the HS and College level, particularly in English. The Entrance Exams may include an Oral Reading Test (to identify poor readers), a Simple Essay Writing Test (to identify writing skills where they are deficient), and an Oral Interview to be facilitated by English teachers in the admitting department (to test their oral communication skills and deportment when they are interviewed). These tests aim not to eliminate, but to identify students who need enrichment or remediation to improve their communication skills.</p>	<p>Principal Deans SAS</p>	<p>b. To conduct a language assessment for all new students before the start of formal class instructions in English language subjects (to include Oral Reading Test, Simple Essay Writing Test, and Oral Interview) to be conducted by the English teachers to identify students needing support in their communication skills (diagnostic test)</p>	<p>BED – 100%</p>	<p>JB-RU-ACAD-2024-08-b (Please upload your narrative report once ready) (Results of Pre-Test and Post-Test) To be implemented for the academic year 2025-2026)</p>
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		For the High School Department, use the results of the Entrance Exams as baseline data for identifying and addressing knowledge and skill gaps. Scores obtained by the students could serve as Pre-Test data that can be stored for future analysis. Then, design a structured intervention plan to address the gaps and implement this during the students' 11 th to 12 th Grade. Conduct a Post-Test by the end of their 12 th Grade to test the effectiveness of the intervention plan. The same steps can be done at the College level, particularly in English, Science, and Math courses, where the gaps in knowledge and skills are part of the course content.	Principal	<p>d. To report the analysis of the data/results of the entrance exam</p> <p>e. To design an instrument for diagnostic tests in English covering the core skills. (L, S, R, W)</p> <p>f. To conduct an experimental study utilizing the results of the Diagnostic Test and the post-test to be included in the research agenda for SY 2025-2026</p>	BED -	<p>JB-RU-BED-2024-08-d (Please upload your narrative report once ready)</p> <p>JB-RU-BED-2024-08-e (Please upload your narrative report once ready)</p> <p>(Diagnostic Test)</p> <p>JB-RU-BED-2024-08-f (Please upload your narrative report once ready)</p> <p>(Experimental Study)</p>
		Conduct a Pre-Screening Test and Mock Interview for students recommended for Company Placement Scholarships. Only those who could pass the Pre-Screening should be included in the actual screening by shipping company representatives.	Deans	g. Identified and hired faculty as members of the 'Cadetship Review Committee' for: BSMT Technical, BSME Technical, Math, English/mock interview, and ColReg (based on feedback from stakeholders and debriefing of cadets after their screening).	100%	<p>JB-RU-CME-2024-08-g (See narrative report)</p> <p>(Increased number of passers vs the actual number of slots available/identified number of intakes per year)</p>
9. Tracer study of the	High level of satisfaction on all indicators	To address the limitations in laboratory	Dean-CBE	An Alumni office to cater	100%	The fully furnished



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<p>BSHRM/BSHM Graduates (Sabandal & Faniega, 2023)</p>	<p>However, there is a need for continuous efforts to further explore the needs of students and alumni, enhance facilities, and create a more student-friendly environment.</p> <p>Moreover, regarding the relevance of laboratory activities in school to the development of various skills needed by the industry, role-playing laboratories and activities have proven to be very helpful in developing customer service skills. The culinary and F&B department's laboratory activities have honed practical skills among the BSHRM/BSHM alumni. The laboratory activities have also contributed to the development of their thinking skills.</p> <p>However, the need for a front office system in the laboratory has made it challenging for them to develop the necessary skills for that specific area of work.</p>	<p>facilities, equipment, and curriculum to ensure graduates are well-prepared for the demands of the hospitality industry.</p>		<p>graduates is on-going construction</p> <p>A project from SSG for students lounging area is in place</p>	<p>100%</p>	<p>alumni office offers a welcoming space for graduates to network, share industry insights, and stay informed about the trends in hospitality. Equipped with modern amenities, the office fosters professional growth through discussions, career guidance, and job opportunities, keeping alumni connected and updated on the evolving demands of the field.</p> <p>The lounging area in Legacy Park, a project by the Student Supreme Government (SSG), was built to strengthened student relationships by providing a comfortable space for relaxation, socialization, and fostering a sense of community and collaboration.</p>
		<p>To exert efforts to strengthen ties with alumni, such as regular communication and valuing their feedback, should be</p>	<p>Dean-CBE</p>	<p>Conduct of Tracer study of BSHM Alumni is done in an annual basis to continuously gather their</p>	<p>100%</p>	<p>□ In collaboration with the Research Office, the College of</p>



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		emphasized to foster a strong relationship between the school and its graduates.		feedback and address alumni needs		Business and Education conducted a tracer study for School Year 2023-2024 for the BSHM and BSCA programs to track alumni needs. Feedback and alumni needs were consistently addressed to ensure relevant support and improvements for graduates.
			SAS	Invite Alumni to give talks to students	100%	Pics/programs The College of Business and Education under its BSCA program conducted an enhancement webinar Last March 27, 2023 as an annual activity to update the students on the latest trends about the profession and learn from the experiences of the speakers particularly from the JBLCF-Bacolod alumni namely: Barbie Ann Grace Obsena and Robelyn Buenaventura, Licensed Customs Brokers from



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						BSCA Batch 2024 (Dean-CBE)
		To consider expanding training programs, providing more opportunities for students to develop their skills and establishing partnerships with the industry to facilitate employment opportunities for graduates.	Dean-CBE	The front office system was requested to be purchased and approved by the administrator	80%	In cooperation with the Management Information System (MIS) and with the administrator's approval, the College of Business and Education received 40 e-computing units along with the Property Management System (PMS) application from EASE Room Master. PMS instructors were trained on the application on February 23, 2024, ensuring they are equipped to effectively use the system in their courses.
10. Tracer study of the Bachelor of Science in Customs Administration Graduates of JBLCF-Bacolod (Balajadial & Janoya, 2023)	The study found that 85% of the respondents were employed, 2% were underemployed, and 13% were unemployed. Most respondents were satisfied with their education and the support they received from JBLCF-Bacolod. However, they also expressed the need for more opportunities for hands-on experience, updated curriculum, and strong values education.	To provide more opportunities for students to gain hands-on experience through internships, related programs, and field trips to provide students with the opportunity to gain real-world experience in their chosen field. Also, to update the curriculum to reflect the latest trends.	Dean-CBE	Invite speakers for course enhancement Field trip/Educ tour done last March 2023 Curriculum has been revised for SY 2023-2024 There was an additional tie up companies/linkages for hands-on	100%	On March 20-26, 2023, there was a webinar hosted by JBLFMU-Molo for the BSCA 3 and 4 students. The speaker was a BSCA alumni of JBLFMU-Molo. The other two speakers were Engr. Artemio Bernadino and Atty. Erwin Andaya



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	<p>Alumni rated their ability to use the graduate attributes they acquired from school at an exceptional level. The skills and knowledge that alumni rated as most important, such as critical thinking, problem-solving, and communication, to improve alumni services, the school can increase communication, provide more networking opportunities, and create a stronger alumni community as suggested by the alumni.</p> <p>The survey found that BSCA graduates who want to succeed in their careers should focus on developing the values of perseverance, discipline, and excellence, as these are the three most important values to have.</p>			<p>training</p>		<p>who are specialized in their respective fields, GIRs and Classification Techniques and Customs Seizure and Forfeiture Proceedings.</p> <p>While the BSHM attended the pre-employment seminars with invited speakers on December 14, 2023 on Work Ethics and Professionalism, Personal Branding and Positive Mind Setting for future Career, POEA rules and regulations for overseas employment, siritual enhancement and SSS membership and benefits. The event was held at Roy's Hotel and Convention Center.</p>
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		To develop strong values among students by incorporating values education into the curriculum and providing opportunities for students to participate in community service activities.	Dean-CBE	<p>Community service activity was incorporated in the Departmental calendar of activities</p> <p>Financial education seminar was conducted to trisykad drivers and 4Ps beneficiaries</p> <p>To promote the values of equity and sharing</p>	100%	December 11, 2023, the 2nd year BSHM students completed a two day educational tour at Villa Egang Resort Puerto Del Mar in Guimaras, JBLFMU- Museum and ended with a fine dining experience at Mariott Courtyard.
		To offer more career counseling services by hiring more career counselors and providing students with more career counseling resources.	HR	To hire guidance counsellor/associate guidance counsellor upon approval of the request.	100%	<p>There was a curriculum revisions and inclusions of the Business Program Curriculum in IMS SVI B2 A, Nusiness Program Manual, re: Curriculum on Bachelor of Science in Customs Administration and was approved by the Chief Executive Officer on August 11, 2022.</p> <p>BSCA Effective 2023-2024, in compliance with</p>



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						CMO 5, s. 2018 & CMO 39, s. 2021 BSHM-CSS- Effective 2023-2024 in compliance with CMO 30, s. 2021 & CMO 39 s. 2021 BTLED-HE Effective 2023-2024 in compliance with CMO 78 s. 2017 & CMO 39, s. 2021.
		To create a stronger alumni network by encouraging alumni to stay connected with the school and providing opportunities for alumni to mentor students and graduates.	SAS	Establish an alumni office SSG representative to attend alumni meetings	100%	There was an additional tie ups hotel and logistics establishments and shipping companies. An increase of 5 from 18 to 23 number of logistic companies or from 72% to 92% for BSCA while from 44% to 89% from the BSHM linkages.
11.Tracer Study of Bachelor of Science Marine Transportation Graduates of John B. Lacson Colleges Foundation-Bacolod (Destacamento &	The analysis of the alumni's demographic profile reveals diverse patterns among the respondents, with lower response rates observed among the 2018 graduates and a majority of respondents below the age of 24. Regarding unemployment among BSMT alumni,	To hire an Alumni Coordinator for the purpose of continuously keep track and monitor the status of all the alumni of JBLCF and to create an alumni database for easy reference.	HR	To hire alumni coordinator upon approval of the request		



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Garcia, 2023)	<p>on-going job applications, difficulty finding suitable companies, and waiting for a call are the primary factors.</p> <p>Moreover, the survey results indicate high levels of satisfaction among the alumni, particularly in relation to the efforts made by the institution to improve services for students and alumni.</p> <p>However, the survey also highlights the need to improve alumni networking and support services, such as mentorship programs, alumni job boards, and networking events.</p>	<p>Strengthen the cadetship review committee to increase students' chances of passing company or placement exams to secure employment.</p>	Dean-CME	<p>To recommend hiring of an Alumni Coordinator (Full-Time) for easier monitoring and have an alumni database.</p>	100%	<p>Community service was marked twice in the Departmental School Calendar every early of December and April before the final schedule of every semester.</p>
	<p>The alumni emphasize the value of curriculum and teaching method enhancements, promoting discipline and a positive attitude among students, hiring competent faculty and staff, providing more experiential learning opportunities, improving facilities and equipment, increasing career opportunities and industry engagement, and enhancing student support and guidance</p>	<p>Improve activities during "Online Kamustahan" to address the concern about the loyalty of the alumni in the company and explain any potential long-term advantages that sticking with a shipping company may provide. Stress the potential for career advancement, skill development, and promotions that may result from sticking with a certain employer. Higher responsibility, greater job satisfaction, and better long-term income are frequently brought about by advancement within an organization.</p>	SAS	<p>Conduct seminar-workshop on loyalty of alumni to the company</p>		<p>Oct. 26, 2023 in the Function Hall of the JBLCF-Bacolod, a financial education seminar was conducted for the pedicab drivers in Pauline Village. They were the beneficiaries and recipients of the outreach activity of the BSCA program. This includes awareness of being a member of SSS and Philhealth. The PSCAS organization, initiated and organized the activity with the invited representatives from SSS and Philhealth.</p>



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<p>12. A Tracer Study On The Bachelor Of Science In Marine Engineering Graduates Of JBLCF-Bacolod From 2018-2022</p> <p>(Gudio & Montaño, 2023)</p>	<p>The BSMarE alumni have high level of satisfaction on all the indicators of the survey.</p> <p>Moreover, they suggest for continuous intervention in enhancing instructions as one of the important components of an educational institution by intensifying students' engagement in hands-on activities and laboratory exercises anchored on basic theoretical principles to develop technical skills, specifically on marine engineering equipment, and become an industry-ready graduate.</p> <p>Furthermore, the BSMarE Alumni have the desire to know the updates of the school as well as the services and employment information thru online platform in which they can be connected.</p>	<p>To hire a permanent Alumni Officer to cater to the needs and queries of the alumni. Maintain the website for updates and employment opportunities in coordination with the Placement Office and facilitate the programs and activities of the organization.</p>	HR	To hire permanent alumni officer upon approval of the CEO		<p>Pictures during the Pre Employment Seminars</p> <p>Pictures during the Educational Tour</p> <p>Screen shot of the revised curriculum</p> <p>List of companies/establishments and industry partners</p> <p>Screen shot from Departmental Calendar</p> <p>Photos taken during the Community Outreach Program of the BSCA</p>
		<p>To continually engage the instructors in different trainings and seminars on Outcomes Based Teaching Learning by emphasizing students' engagement in hands-on activities and laboratory exercises using on-board scenarios anchored on basic theoretical principles. Also engage them on different pedagogy in teaching, classroom management, instilling Discipline among students, and re-orientation of work ethics.</p>	Dean-CME	Attending and echoing of an seminars/workshops organized by CHED, PAMI and MARINA for outcomes based teaching learning methods	100%	Hired associate guidance counsellor.
				Designed/replaced some faculty	100%	Pictures



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		To conduct annually for monitoring and feedback to achieve the desired responses to improve graduate employability and the school's services. This will be an avenue to create connections with the alumni to monitor their career path, recognition of their achievements, and involvement in the organization in the future.	Dean-CME	handling subjects for the cadetships review committee and enhanced review materials		
			SAS	Set of alumni officers in the campus "Alumni Kamustahan" Posting of Alumni achievements	100%	Hired full time alumni coordinator
13. Risks and Hazards in Aquatics: Basis for designing a proposed Risk Management Plan for Physical Education Classes (Solidarios, 2023)	The potential health hazards in the aquatic physical education environment were identified as the highest health hazard was exposure to unclean and unclear pool water , which can lead to various diseases and infections; and microorganism exposure and the production of disinfection by-products pose microbial and chemical risks. Although fear of near-drowning accidents was identified as a hazard, it ranked lower in frequency than other risks. Identified health hazards were categorized into biological, chemical, physiological, and psychological hazards. The highest exposure percentage was attributed to biological hazards , while the lowest exposure percentage was for chemical hazards. In terms of risk levels, both biological and chemical hazards had the highest risk rating than physiological and psychological hazards.	To create a risk management plan that will include mitigation measures: comprehensive safety protocols, including water quality management, facility maintenance, and emergency response; routinely test and monitor water quality; and encourage and enforce good hygiene practices among students, physical education instructors, and safety personnel to address the health and safety risks in the aquatic physical education environment.	QA/Safety officer	Water in the swimming pool are treated with chlorine and is filtered daily before classes in the morning starts. Every start of semester the water is subjected to laboratory test to ensure that water parameters is on their allowable units	100%	Promoted Mrs. Sally Pretta as Placement and Alumni Coordinator
			QA/Environment Officer	PE teachers should discuss awareness among students that water in the swimming pool are not changed but treated to ensure clean water	100%	Pre-Employment Seminar/kamustahan sa Maynila



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	<p>Moreover, biological hazards, particularly those related to unclean water and bodily fluids, were identified as having a critical degree of severity, indicating the potential for severe injuries or damages. Chemical, physiological, and psychological hazards were rated as having minor severity but should still be addressed to minimize risks.</p> <p>Hazards related to unclean water, exposure to disinfection agents, and physiological hazards had a higher probability of occurrence. It implies that water quality maintenance, disinfection practices, and safety education can reduce the likelihood of incidents.</p> <p>Meanwhile, the most significant safety hazard identified was the presence of slippery surfaces on the pool deck and hallways, followed by falling objects from the roof, which had the lowest rating among the identified safety hazards. It implies adequate maintenance, non-slip surfaces, signage, and safety awareness are essential to managing slippery surface risks, and regular inspections, adherence to building rules, and safety standards are necessary to prevent accidents from falling objects.</p> <p>Mechanical hazards were identified as the primary safety hazards, including slippery surfaces, damaged infrastructure, and sharp objects. These hazards had a higher exposure frequency, indicating a significant safety risk.</p>					
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14. First-Year Students' Fundamental Skills in Mathematics: Assessing and Developing an Innovative Strategy for Teaching Mathematics (Padernal & Tupas, 2023)	First-year students' fundamental skills in mathematics were average. Generally, students gained better scores in spatial skills while the least performed in the area of patterns. Students who graduated from public schools obtained better scores in all areas of fundamental mathematics skills than those who graduated from private schools during their senior high school.	Provide professional development opportunities for teachers to improve their mathematics instruction	HR	To facilitate the training of Mathematics Teachers in the fundamental of mathematics pedagogy	100%	Hired full time alumni coordinator
	Among the strands ABM, GAS, HUMMS, PBMS, and STEM, STEM students performed better in number sense, mathematical representation, estimation, patterns, and problem-solving. In contrast, PBMS students performed well in the area of spatial skills.	Create a culture of mathematics proficiency in the school, focusing on early intervention and support for struggling students.	Dean-CME	Create additional enhancement subjects focusing on Mathematics (Basic Math, Math 1, Math 2, Math+, Pre-Calculus, Solid Mensuration)	10%	Shared the seminar/workshop materials to the faculty. Initial Planning stage to have an echo seminar or invite speaker has been conducted.
	Additionally, among the program (BSCA, BSHM, BSME, and BSMT) were students enrolled; BSCA students performed better in number sense, mathematical representation, spatial skills, estimation, and problem-solving, while BSME students performed well in patterns.		Dean-CBE	Provided an individualized approach to teaching-learning process through differentiated instructions relating to students' mathematical capability such as, peer mentoring, recommendation, one-to-one learning with students	100%	Renewed contracts and added Colreg for cadetship Review Committee. Collated Review Materials
					100%	List/Pics



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			Principal	To create an enhancement program that will facilitate peer mentoring/tutorial/coaching activities and the conduct of academic remediation, review		
	To use various teaching methods and strategies to help students master fundamental mathematics skills. Provide opportunities for students to practice and apply their skills in various contexts. Be aware of the different learning styles of students and tailor instruction accordingly.	Dean-CME	Organized a workshop for faculty handling Math subjects and Identifying/Creating strategies	100%	Maintenance logbook (Swimming Pool) Results of Water Tests	
		Dean-CBE	The teacher must have a matrix of records on progress of students (not so good , average, and good) in mathematics to address different needs of students and follows its diversity in learning	100%	DTS of PE classes which include Safety Briefing	
		Principal	To conduct workshop among the mathematics and applied sciences teachers on the appropriateness of teaching methods and strategies toward contextualization of the subject syllabus	100%	Training-workshop in Teaching Basic Math Course with faculty teaching Math Subjects	
15. Students' Mental Wellness: Basis for Designing a Wellness Intervention Program	The result of their level of mental wellness was measured as moderate, even if it was grouped according to their ages, year levels, and college programs.	Recommends to adopt the proposed Mental Wellness Program for maritime students	SAS	"Juan for Mental Health"	100%	Had a meeting with Math instructors and created a matrix for



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<p>for Maritime Students (Herpacio, Jr. , Gan & Palma, 2023)</p>	<p>There was no significant difference in the students' mental wellness when grouped according to age, year level, and program.</p> <p>These variables do not necessarily influence their mental wellness.</p> <p>The results show that the moderate level of mental wellness among these maritime students does not constitute an absence of mental illnesses or vice versa.</p>					<p>math enhancement subjects</p>
<p>16. Effect of Mnemonic-Aided Instruction on Academic Performance of Maritime Students in Calculus (Padernal, 2022)</p>	<p>1. Mnemonic-aided instruction in Calculus effectively increased students' academic performance. However, a few students could not view mnemonic-aided instruction as effective, considering their learning diversities probably not leaning towards using visual representations such as charts, lines, graphs, and tables.</p>	<p>1. It is recommended that mathematics teachers take the initiative to integrate mnemonic devices on topics where it can be applicable for the students to be able to actively learn and gain positive results from the learnings obtained in the subject, considering the students' diversity.</p> <p>2. The administration, through the Human Resource Department, may consider providing more opportunities for Mathematics teachers to be trained on the use of mnemonic-aided instruction and other alternative strategies in teaching math and other subjects.</p>	<p>Academics (CME, CBE, BED)</p> <p>HR</p>	<p>Integrated already in Mathematics classes (Dean-CBE)</p> <p>Review topics in Mathematics where integration of mnemonic devices can be applicable (Principal-BED)</p> <p>Re-enforce (Enrichment courses) with emphasis on learning towards .using visual aids (charts, graphs , tables) (CME)</p>	<p>100%</p>	<p>Faculty teaching Math has been providing an individualized approach to teaching-learning process through differentiated instructions relating to student's mathematical capability such as group work, peer mentoring and one-on-one learning with students.</p>



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				Peer mentoring and coaching for faculty under Mathematics area (HR)		
17. Effect of Computer-Based Training Materials Using Flat Diagrams and Graphics Animations on Students' Familiarization of Engine Auxiliary Machinery (Olimpos, 2022)	<ol style="list-style-type: none"> Using the 2D flat diagrams and 3D graphic animations as teaching strategies are both effective tools for Marine Engineering students' familiarization with auxiliary engine machinery. Students who were taught the topics Refrigeration System and Air Conditioning System using CBTs in 3D graphic animations showed a higher level of familiarization than students exposed to the use of 2D flat diagrams, proving that between the two strategies, the former is a better teaching alternative than the latter. 	<ol style="list-style-type: none"> Utilize CBTs with 3D graphic animations to deliver the mechanical topics to students as it has been proven more efficient. 	Program Head-BSMarE	<p>To review available 3D computer based training materials and incorporate them to the existing ILO to achieve the course outcome (PH-BSMarE)</p> <p>To implement the use of available 3D CBT in teaching-learning activities to achieve the course outcome (PH-BSMarE)</p>	50 %	



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		They should also highlight the concepts identified by cadets that need to be emphasized in online learning as they play a crucial factor in their shipboard training.		<p>different TLA to ILO (PH-BSMarE)</p> <p>To conduct Pilot testing of new courses under BSMarE Program to validate the appropriateness of new DTS in achieving course outcome and modify DTS as needed(PH-BSMarE)</p> <p>Conduct a training for instructors on any technological skills needed for them to effectively deliver their lessons online (Ex. Training on LMS, use of MS Office Application on constructing or developing modules, use of online platforms use for online class like : Zoom, GMeet, MS Teams, etc.) (PH-BSMT)</p> <p>Department Head to collaborate with Program Head, Subject and Language experts in thorough validation of the module and learning materials prepared. Same as the assessments, to ensure alignment of materials with the ILO's. (PH-BSMT)</p>		
19. Employees' Work Engagement Before And During The	1. As a whole, the employees were very strongly engaged at work before and during the pandemic.	1. A follow-up study must be conducted on employees' work engagement at work considering other variables such as age,	Research	A follow-up study on work employees' work engagement considering the suggested	N/A	Not applicable



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<p>Pandemic: A Comparative Analysis (Estimo, 2022)</p>	<ol style="list-style-type: none"> 2. Their levels of work engagement before and during the pandemic did not significantly differ. This result means that even after the pandemic hit them, their sense of commitment to engage themselves at work did not significantly deteriorate or diminish. 3. The teaching employees were the ones who have been most affected by the pandemic, particularly on their motivation or drive, resilience, and focus at work. 4. Administrative intervention in the form of technical, physical, moral, emotional, and financial support, and well-managed employee engagement activities that could boost their mental and emotional wellness was recommended to mitigate the effect of a pandemic or crisis on employees' engagement. 	<p>sex, tenure, and generational groupings. Other correlates to employee engagement, such as leadership style, organizational support, work environment, and job satisfaction, may also be considered.</p> <ol style="list-style-type: none"> 2. For a more accurate inventory of employee work engagement, a list of criteria should be formulated to align with the three pillars of the institution: instruction, research, and extension. Some of the employee work engagement indicators used in this inventory should include curriculum and course design and review, development of instructional materials, committee assignments, extra-curricular participation, research paper presentation and publication, community involvement, and other indicators the Administration may set. To closely monitoring employee work engagement can be considered a criterion for the terminal evaluation of the faculty and staff that they should accomplish and submit to their respective department heads. 3. Initiate employee engagement activities that could boost the employees' mental and emotional wellness. With the crazy effects of the pandemic on their mental 	<p>HR & Research</p>	<p>variables will be done for the SY 2023-2024.</p> <p>The Research Office will assist the HRD in coming up with an inventory checklist to better monitor employee engagement. The HRD will conduct the inventory thru the Department Heads.</p> <p>Hold a meeting with the Department Heads on the conduct of the inventory checklist (HR)</p>		
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	<p>Loyalty: Trustworthiness, Tenure, Allegiance, Obedience, Attitude and Appreciation, and Dedication towards Work</p> <p>Excellence: Meeting Stakeholders' Expectations, Quality Standards, Effective and Efficient Performance, Continuous Personal and Professional Development, Receptiveness to Innovation, and Keeping abreast with Emerging Trends and Issues</p> <p>Discipline: Time Management, Orderliness, Diligence, and Work Ethic</p> <p>Godliness: Morality and Spirituality, Seeking for Truth, Helping the Needy, and Respecting Religious Beliefs</p> <p>Equality: Respect, Fairness, Equal Distribution of Work, and Equal Opportunities</p>	<p>school affairs. These Core Groups may initiate programs and activities that can be participated by everyone in the JBLCF-Bacolod community, through the HR and SAS departments, in the spirit of volunteerism.</p> <p>3. More opportunities may be given to Professional Instructors (Deck and Engine) to fully maximize their leadership (not just participation) in team-related activities to give them a sense of importance.</p> <p>4. The administration may also consider inscribing the Core Values in strategic areas to serve as a daily reminder for everyone on the campus and to educate all visitors who might be visiting the school. This can be done through the Services and Facilities Office.</p> <p>5. A landscaped area near the main entrance may be erected, preferably on the fountain area, to contain the JBLCF logo. This can be a scenic spot where visiting alumni, parents, and other visitors can take memorable pictures to remind them of the campus and the emblem that it stands for. It will be the employees' and the students' constant reminder of the image they should protect and promote as part of the</p>	<p>HR CME</p> <p>Admin S & F</p> <p>Admin S & F</p>	<p>values during programs and activities (HR)</p> <p>Create vanguards for each core values through clubs/organizations (SAS)</p> <p>Assign Maritime Professional Instructors for committee chairmanship (HR)</p> <p>Assign Deck/Engine instructor to do value sharing during meetings (Dean-CME)</p>		
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		institution.				
21. Valuing Stakeholders' Feedback: A Five-Year Assessment of the Satisfaction Level of the Employees, Parents, Alumni And Students of JBLCF-Bacolod (Estimo & Aguilar, 2022)	<ol style="list-style-type: none"> 1. The results of the analyses revealed a trend in the level of satisfaction of the institutions' stakeholders, which points to a moderate to a high level of satisfaction. 2. This level of satisfaction drops particularly in selected departments where students have unpleasant experiences. 3. The employees' lowest ratings, although still interpreted as high, were recorded on Work Environment (particularly for the faculty members), Workload and Salary, and Facilities and Equipment. 4. The satisfaction levels of the faculty and administrative staff are comparably the same except in the area of Work Environment, where a statistically significant difference was noted, pointing to the administrative staff being happier and more 	<ol style="list-style-type: none"> 1. Provide a fair and equitable performance evaluation system that could narrow down the difference between the evaluation ratings received by the faculty and the administrative staff. 	Department Heads	<p>Review the faculty manual to align the appropriate awards and evaluation (Dean-CBE)</p> <p>Establish feed backing system/survey to all stakeholders (Parents/students/clients) after each transaction and integrate it as basis in rating staff on the on the "Customer Relations and Satisfaction " part of the Employee Performance Assessment System" (OBTO)</p> <p>Review the performance evaluation instrument (Principal-</p>	100%	<p>Pics/Program</p> <p>Customers' Satisfaction Survey (SAS)</p> <p>Refer to the minutes of the meeting</p> <p>Obsolete forms were updated: ■ Monitoring Forms (for</p>



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	<p>satisfied than the faculty members.</p> <p>5. The students' level of satisfaction is generally interpreted as moderate. When grouped according to the department, the CBE students' satisfaction level was significantly higher than that of the CME students.</p> <p>6. Parents have been highly satisfied with the services rendered by the institution for the past five years. The highest ratings were recorded from this group of stakeholders. The same high level of satisfaction was noted from the feedback of the alumni.</p>	<p>2. More felt support, empathy, and understanding from the Administrator and the Department Heads, giving the employees reasonable added tasks that could create a balance between their personal/family time and work time and providing them more opportunities for personal and professional growth.</p>	<p>Department Heads</p>	<p>BED)</p> <p>Review and design an evaluation instrument that would be at least equitable to both staff and teachers (Dean-CME)</p> <p>Provision of non-discriminatory evaluation system through the research department (SAS)</p> <p>Avoid weekend school activities. Limit requirements that can ruin the quality time with the family (Dean-CBE)</p> <p>Assist staff in their workload by introducing more efficient computer applications, comprehensive formats and documents and utilization of online platforms and technologies to help them perform their jobs faster, easier and more organized and to prevent work overload and frequent overtimes. (OBTO)</p>	<p>validation)</p> <ul style="list-style-type: none"> ▪ Checklist for BS (Revised) ▪ Question Guide for Initial Interview (in progress) ▪ Google Forms were utilized in gathering participants' feedbacks for different webinars conducted to sure time & resources. ▪ New Template (comprehensive) in MS Excel is introduced for easier & complete data gathering for graduate monitoring purposes. (OBTO) <p>Distribution of task through job analysis form(Finance)</p> <p>Regular filing of VL (c/o JeLMS) (Finance)</p> <p>Still with some restrictions due to pandemic Minutes of Meeting</p>
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				<p>Realigned tasks via job analysis form; distributed tasks evenly. (Finance)</p> <p>Ensure staff files regular leaves per month/family occasions. (Finance)</p> <p>Conduct regular psychological activities for employees (Principal-BED)</p> <p>So far we don't have a problem on this (MIS)</p>	<p>Pictures (Principal-BED)</p> <p>Concerns of employees regarding MIS is acted immediately(MIS)</p> <p>PLAI Congress 2022 (Library)</p> <p>Multiple Faculty Mapping together with BED & CBE (Dean-CME)</p> <p>TOs, Certificate, Program (SAS)</p> <p>Faculty lounges was provided for the faculty to rest after class (CBE)</p> <p>Folders for all Minutes of Meeting conducted (OBT Office)</p> <p>Folders exclusive for all emails related to new</p>
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		<p>3. Proper and immediate dissemination of new policies, administrative decisions affecting the employees, or any changes that the employees need to know down the line, ensuring that these information reaches the employees down the line</p>	<p>Department Heads</p>	<p>Staff are given the opportunity to attend to webinars and conferences for their professional growth (Library)</p> <p>An equal distribution of task faculty (added) so that all are given the opportunity for their professional growth (Dean-CME)</p> <p>Supplement seminars/trainings for personal & professional growth (SAS)</p> <p>Proper channelling of communication. Increase motivation and morale of teachers through improving working environment like: (1) provide appropriate honorarium; (2) improve facilities (Dean-CBE)</p> <p>Forward all new policies received from the administrator to staff's email addresses. Conduct departmental meetings twice a month (15th & 30th) to discuss all new policies and to evaluate all transactions/ events that transpired within the month. (OBTO)</p>		<p>policies, memos and announcements were created on OBTO staff's email (365) accounts for easier information dissemination and record keeping (OBTO).</p> <p>Screenshots of active FB pages, chat groups, and outlook 365(Principal-BED)</p> <p>Electronic communication are forwarded immediately(MIS)</p> <p>Group Chat (GC) in messenger for library personnel was created (Library)</p> <p>Memo's Dissemination through online CME and Dean's Office Group Chat (GC) (Dean-CME)</p> <p>Screenshots memos, Minutes of Meetings (SAS)</p>
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		<p>4. Bridging the relational gap between the faculty members and administrative staff through teambuilding activities</p> <p>5. Improving classroom fixtures for a more conducive work environment for the faculty members, closely the same, if not totally comparable to the comfort and convenience enjoyed by the administrative staff in their respective offices</p> <p>6. Semestral departmental orientation or forum with students, making them aware that their feedback is properly addressed.</p>	<p>HR</p> <p>S & F</p>	<p>Use various platforms to disseminate information quickly i.e. FB Private page, outlook 365, and chat group (Principal-BED)</p> <p>Info from Admin are properly and immediately disseminated (MIS)</p> <p>Created a GC (Messenger) and 365 account wherein memos and other communications are disseminated/ forwarded to the staff (Library)</p> <p>Information dissemination shall be cascaded online for faster access by employees (Dean-CME)</p> <p>Prompt orientation of new policies, decisions/ changes to employees (SAS)</p>		<p>Attendance per activity</p> <p>The department had a chance to lunch with the administrator and was properly documented in the monthly performance report (CBE)</p> <p>Minutes of meeting Pictures (Principal-BED)</p> <p>Done</p> <p>Conducted online orientation with students to address their concerns (c/o Ms. Talaver)</p> <p>Properly documented</p>
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		<p>8. Monthly updating of the departments' bulletin boards, making them interesting/attractive enough for students to stop and read</p>	<p>Department Heads</p>	<p>Strengthen the plans and programs of the Central Student Council and the Guidance Office (Principal-BED)</p> <p>Student portal for their subject/grades/assessment concern JSIS is fully implemented (MIS)</p> <p>Created Virtual Reference Assistant (Ask LISA) to cater the information needs of our clientele (Library)</p> <p>Conduct "Kamustahan" (online) a kamusta ka Juan initiative (SAS)</p> <p>Bulletin Boards of the CBE are always updated of issues and concerns (Dean-CBE)</p> <p>Assign sections, campus/ organizations to update monthly the bulletin board (Principal-BED)</p>		<p>Minutes of meeting (Principal-BED)</p> <p>Student concerns regarding their JeL and 365 account are acted upon immediately (posted in bulletin board the what to do) (MIS)</p> <p>Bulletin board updating (pictures) (Library)</p> <p>Latest Trends and Issues in the Industry are being posted in Bulletin Boards (C/E Natial Presentations on Environmental Issues) for Posting(Dean CME)</p> <p>Bulletin board updating (pictures) (HR)</p> <p>Updated Bulletin Board(SAS)</p>
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		<p>9. Repairing and repainting classrooms months before the start of classes</p> <p>10. Salary commensurate to the workload, fair distribution of workload, and adequate number of personnel to get the work done</p>	<p>S & F</p> <p>Admin HR</p>	<p>IT bulletin board is updated of announcement regarding IT concerns (MIS)</p> <p>Monthly updating of bulletin boards (Library)</p> <p>Post on the bulletin boards of the latest trends and issues in the Maritime Industry (Dean-CME)</p> <p>Arranged up and keep the designated human resources bulletin board updated. (HR)</p> <p>Glamorize bulletin board to heighten and captive students into engaging it (stop & read) (SAS)</p>		<p>Done</p> <p>Memo</p>
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				<p>To be done at the end of AY 2022-2023 during Summer Class June-July 2023 (S& F)</p> <p>Revision of Plantilla Salary Steps (CEO memo 2021-024) took effect on July 1, 2022.</p>		
<p>22. Assessing Maritime Students' Knowledge of Basic Concepts In Seamanship and Navigation (Young & Daiz, 2022)</p>	<p>Students' levels of knowledge in both Basic Seamanship and Basic Navigation significantly differed when grouped according to section.</p> <p>Students coming from specialized strands such as STEM and PRE-BAC who are fully inclined and were earlier exposed to maritime concepts in Basic Seamanship and Basic Navigation in Senior High School can perform better than those whose strand or specialization during senior high school are not inclined with maritime concepts.</p>	<p>1. A pre-assessment similar to a diagnostic test may be given at the onset of Seamanship 2 and Navigation 2 for the instructors to pre-determine the topic areas on which the students are lagging. Appropriate strategies may be tried to repair these weaknesses.</p>	<p>CME Program Head- BSMT</p>	<p>Conduct a pre-assessment to students to determine their current knowledge on SEAM 2 and NAV 2-It would be easier for the instructors to determine on how to approach or effectively introduce new topics or provide further explanation on the topics which students find difficult or having low scores. (PH-BSMT)</p> <p>Collaborate with other instructors in planning effective ways to help students understand basic concepts on seamanship and navigation (Seminars/ Workshop) (PH-BSMT)</p>	<p>100%</p> <p>100%</p>	<p>Pre-tests conducted before the start of EAM 2 and NAV 2 (PH-BSMT)</p> <p>Mentoring the mentors' activity (PH-BSMT)</p>



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23. Students' Engagement in Curricular and Extra-Curricular Activities (Aguilar & Ibardolaza, 2022)	<ol style="list-style-type: none"> 1. Female students of JBLCF-Bacolod have been statistically proven to be more engaged in curricular and extra-curricular activities than male students. 2. Students of the College of Business and Education have also been found to be more engaged in extra-curricular activities compared to those from other departments, while students from different departments are comparably the same when it comes to curricular activities. 3. Fourth-Year students were statistically found to be more engaged in curricular and extra-curricular activities than the other year levels. 	1. Implement strategies to develop students' academic engagement and to facilitate classroom activities in which students could further showcase their skills, abilities, and talents.	Academics (CME, CBE, BED)	Students are joining HM skills Olympics and on and off campus skills in local and regional competition (Dean-CBE)	100%	Refer to the monthly performance report (CBE)
				Strengthen the participation of the learners in class activities such as performance tasks (Principal-BED)	100%	Pictures List of PT's (Principal-BED)
		2. Performance assessments must be geared towards maximum use of library resources and research as a tool for learning.	Academics (CME, CBE, BED)	Faculty are required to give assignment with the use of the library resources (Dean-CBE)	100%	Refer to the utilization log of the CBE library (CBE)
				Give assignments to the learners which in require them to utilize the library resources (Principal-BED)	100%	Screenshots of instructions by the teachers Output of students(Principal-BED)
		3. Opportunities where students can interact more and engage in group discussions must also be provided.	Academics (CME, CBE, BED)	Group discussions are provided as part in every TLAs (Teaching and Learning Activities) as well as in the assessment of every subjects. (Dean-CBE)	100%	Refer to the course syllabus of every program (CBE)
				Require students to perform group discussion activities in their performance tasks (Principal-BED)	100%	Pictures
						100%



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		<ol style="list-style-type: none"> Facilitate and conduct more extra-curricular activities that cater equally to male and female students. Creative events not limited to sports and cultural activities may be offered to showcase the talents of the introverted type of students. 	<p>SAS</p> <p>SAS</p>	<p>Grouping of students and assign an activity during group presentation (Dean-CME)</p> <p>Intensify students' engagement in extra-curricular activities in extra-curricular (SAS)</p> <p>Activities such as sports, student government community welfare arts, clubs/organizations(SAS)</p>	<p>100%</p>	<p>Classes in D-Watch/E-Watch are being Grouped during Bridge/Engine Team activity (c/o Teachers Handling the Courses) (Refer to the Activity Checklist during Laboratory Class) (Dean-CME)</p> <p>Programs/Photos Attendance(SAS)</p>
<p>24. Assessment of Students' Internalization of the Institution's Core Values (Aguilar & Ibardolaza, July 2022)</p>	<ol style="list-style-type: none"> CBE students' internalization level is higher than CME and BED students. Suggestions given by students focus on strengthening teamwork by conducting team-building activities for all students centered on promoting the core values, enhancing students' spirituality, and conducting seminars/webinars for each core value, focusing not only on the definition of the word but how they can be applied in their 	<ol style="list-style-type: none"> The Students Affairs and Services department should consider other activities to improve students' internalization of Perseverance. The following team-building activities centered in promoting the core values may be considered: acquaintance party for first-year students, Juan to Know challenge, family day, sports fest, 	<p>SAS</p> <p>SAS</p>	<p>Conduct a series of mental health related webinars on college adjustment and career development (SAS)</p> <p>Conduct core values centered activities as mentioned (SAS)</p>	<p>100%</p> <p>100%</p>	<p>Screenshots/ Programs/Photos Attendance(SAS)</p> <p>Programs/Photos Attendance(SAS)</p>



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	everyday life.	cultural activities, poster-making, spiritual retreat/recollection, seminars/webinars for each core value (sessions not only focusing on the definition of the word but how it applies to everyday life)				
25. A Tracer Study of Maritime Program Graduates of JBLCF-Bacolod: Status of Employment, Level of Satisfaction, and Alumni Feedback (Estimo & Aguilar, 2022)	<ol style="list-style-type: none"> 1. Only 21% of the BSMarE alumni and 11% of the BSMT alumni have reached the rank of an officer. 2. In terms of their employment status, only 47% of the BSMT alumni are employed, and the other 53% are either underemployed or unemployed. As for the BSMarE alumni, only 64% are employed, and 36% are either underemployed or unemployed. 	<ol style="list-style-type: none"> 1. Through the Placement Office, the administration may consider strengthening our linkages or increasing the number of our tie-up companies to provide access to employment opportunities for our unemployed alumni. 2. A more visible bulletin board for Job Placement opportunities/job vacancies must be created for this purpose. 3. To boost the morale and active engagement of the alumni, the administration may consider holding events where their contributions and achievements may be recognized. 4. A wall of fame may also be built to inscribe their names in the school's history and milestones. 	SAS/Placement Office	Increase linkages/tie-ups (SAS)	100%	MOAs (SAS)
			SAS/Placement Office	Establish a job placement bulletin board in a more viewable area (SAS)	100%	Updated bulletin board (SAS)
			SAS	Host Alumni Homecoming "Kilit-anay" on Recognition Ceremony (SAS)	100%	Programs/Photos Attendance(SAS) (During the Foundation Week)
			SAS	Establish an Alumni Wall of Fame with names/photos and	20%	In progress



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				accolades(SAS)		
<p>26. Transitioning from In-Class to Flexible Teaching Modalities as Experienced by Teachers</p> <p>Darlene Sabandal (May 2021)</p>	<ol style="list-style-type: none"> 1. Faculty members express an utmost need for a strong internet connection. 2. Other concerns expressed: <ul style="list-style-type: none"> ▪ Visual presentations and materials for the students ▪ Familiarization/orientation on how to use or apply the different apps or platforms ▪ Difficulty in preparing the modules due to time constraints and limited materials 3. Faculty members prefer to work from home rather than travel back and forth every day as the 	<ol style="list-style-type: none"> 1. Subscribe to a stronger internet connection. 2. Constantly monitor internet connections around the campus and those utilized specifically by the faculty for online teaching. 3. Provide online sessions in small groups on how to utilize the various features of the JeL properly. 	<p>MIS</p> <p>MIS</p> <p>MIS</p>	<p>An additional 1 Gbps was already applied to another ISP aside from our existing 1Gbps from PLDT (MIS).</p> <p>Internet bandwidth is constantly monitored (MIS)</p> <p>Faculty are being trained on using the JeL and its features during the</p>	<p>100%</p> <p>100%</p> <p>100%</p>	<p>Account number of 2 ISP</p> <p>-PLDT</p> <p>-GLOBE</p> <p>-FIREWALL</p> <p>Screenshots</p> <p>JeL training is under JeL in charge, Dr. Arante</p>



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	connection at home is stronger.	4. Consider allowing the faculty to work from home on most days of the week to lessen their vulnerability to COVID-19.	HR	start of the semester (MIS). To facilitate the conduct of coaching and mentoring of the use of JeL. Also, to coordinate with Deans/Principal to conduct peer mentoring using JeL (HR).	100%	-Communication of training -Attendance Pictures
			HR	To recommend to the Administrator faculty work from home scheme depending on quarantine classification (HR).	100%	Administrator's Memos



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<p>27. Remote Instruction: Challenges, Initiatives, and Future Directions for Maritime Education Institutions in a Developing Country</p> <p>Dr. Emeliza Estimo Engr. Roberto Neal Sobrejunaite (May 2021)</p>	<p>1. Topmost challenges experienced by students:</p> <ul style="list-style-type: none"> ▪ Limited access to a device or internet facilities ▪ Excessive academic pressure ▪ Mental and emotional stress ▪ Learning style not being adaptive to online learning <p>2. Challenges on MET's Operations and Resources:</p> <ul style="list-style-type: none"> ▪ Delays to students' completion of onboard training ▪ Converting classroom-based learning materials into digital form ▪ Minimal access to library resources ▪ Purchase/Subscription of technological Infrastructure (servers, Wi-Fi subscription, LMS, telecon applications) ▪ Capacitating Instructors ▪ Strengthening Health Protocols ▪ Sustaining regular salarization for employees ▪ Production of Digital Instructional Materials ▪ Training of IT support personnel for LMS ▪ Internet connectivity problems ▪ Supervising instructors who work from home ▪ Displacement of employees ▪ Repurposing of classrooms and laboratories to ensure compliances to COVID-19 protocols <p>3. Future directions in MET:</p> <ul style="list-style-type: none"> ➢ Strengthening IT/Technological Infrastructure ➢ Capitalizing on IT and Research and Development ➢ Academic Calibration for a More Relevant and 	<p>1. Form collaborations to encourage collective efforts among instructors teaching the same courses to design learning strategies and materials tailored for hybrid instruction.</p> <p>2. Establish coordinated communication between the administration, instructors, students, and parents.</p> <p>3. Offer alternative solutions for students who do not have access to technology.</p> <p>4. Initiate extra-curricular programs, including a wide selection of activities designed to alleviate human fatigue resulting from academic isolation and other personal difficulties due to the pandemic.</p>	Dean-CME	Identify teachers teaching the same course and conduct workshops on what design, materials, equipment, and strategies to use for hybrid instruction (Dean-CME).	100%	Minutes of Workshop
			Dean-CME	Identify a point person with links to all parties to answer concerns from students and parents (Dean-CME).	100%	Records of Communication Made
			SAS	Conduct virtual Parents Employees Association (PEA) General Assembly (SAS)	100%	Letter of invite Attendance Pictures
			Dean-CME	The administration to offer an area (dorm) within or near the school premises with a good internet connection (Dean-CME)	100%	Memo from Admin
			SAS	Conduct virtual Juan to Know Challenge (SAS)	100%	Screenshots Program of Activities
			SAS	Conduct virtual Community Service and Immersion Day (SAS)	100%	Program of Activities Screenshots
			SAS	Conduct virtual Mission, Vision and Objective Week (SAS)	100%	Screenshots Program of Activities
			SAS	Conduct virtual Mission, Vision and Objective Week (SAS)	100%	Program Events Participants Budget



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	<p>data when the system is down.</p> <p>4. Students are generally satisfied with the quality of modules uploaded in the JeL but offer some suggestions (See recommendations).</p>	<p>3. Provide students with learning materials according to their access to internet facilities and with the mode of instruction appropriate for them (No Connectivity, Limited Connectivity, or Stable Connectivity).</p>	<p>PRINCIPAL</p> <p>DEANS</p> <p>PRINCIPAL</p>	<p>CME).</p> <p>Updated the modules last July. Also filled up the review forms for modules (Dean-CBE).</p> <p>Save instructional materials in USBs and distribute them to students with problems with internet connectivity (Dean-CME).</p> <p>Subject Area Coordinator to assign co-teacher under the same subject area to review and validate the learning modules (Principal)</p> <p>Reaching out to the students through Messenger and uploading the lessons even using data only, and providing Printed modules to those without internet connectivity (Dean-CBE).</p> <p>Send to the students copy of the learning modules through e-mail for downloading/for personal files (Principal)</p> <p>Provide students with copies of the learning modules and subject</p>	<p>100%</p> <p>N/A</p> <p>100%</p> <p>100%</p> <p>100%</p> <p>100% (in SY 2020-2021) (In SY 2021-2022, distribution of USB's suspended. Instead, learning materials were sent</p>	<p>(Minutes of the meeting)</p> <p>Not Applicable Use of Internet is the only way</p> <p>FB Page, Messenger, Printed Modules</p>
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				syllabi through USB to allow the modular distance mode of learning (Principal)	thru student section FB group	
<p>29. Challenges Experienced by Students with Limited Internet Resources: Initiatives and Coping Measures</p> <p>Mr. Arvy Jhad Ablagon Ms. Cheryl Villamarzo (May 2021)</p>	<p>1. Three basic problems:</p> <ul style="list-style-type: none"> ▪ Problems with internet connectivity ▪ Difficulty in understanding the lessons delivered online ▪ Difficulty in following instructions <p>2. Other Challenges experienced:</p> <ul style="list-style-type: none"> ▪ Academic Concerns ▪ Worried about grades ▪ Fewer learning ▪ Emotional Issues ▪ Fear to fail ▪ Afraid of teachers ▪ Physical Constraints ▪ Feel weak ▪ Cannot function properly ▪ Stress ▪ Sleepless nights and anxiety <p>3. Students' coping measures:</p> <ul style="list-style-type: none"> ▪ Asking their classmates about the topics discussed ▪ Sending their teachers a message to ask about the lesson ▪ Asking the teacher to download the lesson and send them a copy ▪ Asking the teachers for extensions of deadlines 	<p>1. Parents should understand that their children need all available support from their end to help ensure that their children are provided with the requirements for attending their classes through blended learning. A forum with parents may be conducted for this purpose through the Student Affairs Services Department.</p> <p>2. Set programs that will help students cope with the problems and challenges.</p>	SAS	Employees Association (PEA) General Assembly (SAS).	100%	Letter of Invite Attendance Pictures
			SAS	Conduct Online Kumustahanay (SAS)	100%	Screenshots Evaluation
				Conduct Juan Tips such as (a) Inspirational Posts and Easy Life Tips; (b) Conduct Online Consultation; (c) Conduct Online Referral (SAS)	100%	Screenshots, FB Guidance Annual Plan
			PRINCIPAL	Include these problems in the agenda for (a) Parents Orientation; (b) PTA Meeting; (c) Faculty Meeting (Principal).	100%	



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	<p>4. Kind of Support Needed by the Students</p> <ul style="list-style-type: none"> ▪ Parental Support ▪ Support from the Teachers ▪ Support from the School 	<p>3. Teachers should be more understanding in accommodating students' problems and queries.</p>	<p>PRINCIPAL</p>	<p>Conduct a dialogue with parents of commonly referred students through the Parent-Teacher Conference (PTC) Mechanism (Principal).</p> <p>100%</p> <p>100%</p> <p>Inform the teachers about the challenges encountered by the students through faculty meetings (Principal).</p> <p>100%</p> <p>Create a program to help address these challenges (Guidance office as part of the Guidance Services) (Principal).</p> <p>100%</p> <p>Discuss these concerns in the faculty meeting (Principal).</p> <p>Solicit from the teachers their views on how they can participate/respond to the needs of the students' (Principal)</p>		
<p>30. Online Learning: A 21st-Century Alternative Approach to Maritime Education</p> <p>Ms. Alyn Libertad</p>	<p>1. Challenges encountered by the faculty:</p> <ul style="list-style-type: none"> ▪ Poor internet connection, lack of online resources ▪ Inadequate technical training adaptability struggles ▪ Disrupted classes due to limited Zoom access 	<p>1. Improve IT/internet connection.</p> <p>2. Enhance faculty training on IT and teaching approaches and strategies</p>	<p>MIS</p> <p>MIS</p>	<p>An additional of 1Gbps was already applied and is on process (MIS)</p> <p>100%</p> <p>JeL training was conducted every</p> <p>100%</p>		<p>2 ISPs @ 1Gbps plan each</p> <p>-Globe</p> <p>-PLDT</p> <p>JeL Communication Schedule of training</p>



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<p>Mr. Brando Montero (May, 2021)</p>	<p>2. Challenges expressed by students:</p> <ul style="list-style-type: none"> ▪ Poor internet connection ▪ Electric power interruptions ▪ Unconducive learning environment ▪ Lack of motivation ▪ Expensive internet services ▪ Lack of or incompatibility of gadgets for laboratory classes ▪ Difficulty learning in major laboratory subjects ▪ Instructor's lack of technology skills <p>3. Concerns expressed by the administration:</p> <ul style="list-style-type: none"> ▪ Financial challenges ▪ Teacher supervision ▪ Poor internet connection Gauging the effectiveness of the online learning ▪ Teachers' unfamiliarity with technology and learning platform ▪ Risk of teachers' being exposed to Covid-19 	<p>suitable for distance learning.</p> <p>3. Initiate virtual programs and activities to boost faculty morale and achieve balance amid the pandemic.</p>	<p>HR</p> <p>HR</p>	<p>semester and other e-services whenever there was a new version (MIS).</p> <p>To facilitate the conduct of faculty training (HR).</p> <p>To conduct virtual programs and activities for faculty and staff (HR)</p>	<p>100%</p> <p>100%</p>	<p>under Dr. Arante</p> <p>List of Seminars and Trainings</p> <p>List of Virtual Activities online Pahampang other activities</p>
<p>31. Students' Access to Teaching and Learning Tools and Platforms: Basis for Adapting Appropriate Learning Modalities</p> <p>Dr. Jarebeth M. Bangoy</p>	<p>1. Students' status of internet connectivity: 2% - No Connectivity 78%-Limited Connectivity 20%-Stable Connectivity</p> <p>2. The mobile phone was the number one learning tool available to students, with Globe as the dominant internet provider in their locations.</p> <p>3. The students' literacy level was moderate,</p>	<p>1. Explore the possibility of using other instructional modes of delivery that will not necessarily require the Internet.</p>	<p>Deans</p>	<p>Provide students without or with limited internet connectivity copies of the learning materials save in USBs (Dean-CME).</p> <p>Provide students with modules (Printed) or reach students through Messenger using data only and attached files for them to be printed Dean-CBE)</p>	<p>N/A</p> <p>100%</p>	<p>Not Applicable</p> <p>Use of Internet is the only way</p>



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<p>Mr. Shane P. Fornis (January 2021)</p>	<p>particularly on the ICT tools like E-mail, internet surfing, MS word, MS Excel, PowerPoint presentation, and image editing.</p>	<ol style="list-style-type: none"> 2. Subscribe to fiber-optic internet service as it delivers the fastest and most reliable internet connection, with downloading and uploading speeds that can reach up to 1gigabit per second. 3. Design other instructional tools to maximize the educational benefits of mobile devices. 4. Offer continuous teacher-development program to strengthen the capacity of teachers to mobile-enhanced instruction 	<p>PRINCIPAL</p> <p>MIS</p> <p>MIS</p> <p>HR</p>	<p>Provide the students' copy of the learning modules and subject syllabi through USB to allows the modular distance mode of learning (Principal)</p> <p>DONE (MIS)</p> <p>JeL is already operational, and they can download Moodle app to access (MIS).</p> <p>Facilitate the conduct of faculty training using different online instructional platforms (HR).</p>	<p>100% (In SY 2020-2021)</p> <p>100% Accomplished</p> <p>100% Accomplished</p> <p>100% Accomplished</p>	<p>Photos, Communication</p>
<p>32. Maritime Security in Coastwise Domestic Shipping as perceived by Cadets</p> <p>2/M Albert O. Grapa 2/M Edgar Lemoncito (May 2021)</p>	<ol style="list-style-type: none"> 1. In general perception, the ISPS Code was fully implemented. However, the perception of the Deck & Engine Cadets varied. 2. The biggest challenge observed by the cadets was a rapid change in security and technology, which requires specialized skills. 	<ol style="list-style-type: none"> 1. MHEIs to consider enhancing the curriculum for BS in Marine Transportation and Marine Engineering Programs and the course content in Maritime Law to highlight the ISPS Code requirements and the roles of the ship's personnel in implementing them. 	<p>Program Head, CME</p>	<p>ISPS Code already a Topic in Maritime Law</p>	<p>100% Accomplished</p>	<p>DTS, Mid-term Topic 16</p>



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	<p>3. Cadets' Role in Implementing the ISPS Code Requirements:</p> <p>Deck Cadets:</p> <ol style="list-style-type: none"> Search, check identification and monitor persons coming on board Watch the gangways Do security rounds to check vessel from bow to stern Watch the ship's perimeter for possible stowaways <p>Engine Cadets:</p> <ol style="list-style-type: none"> Secure cabins and restricted areas when visitors were on board or when the ship was at the port. Do roving patrol in Marine security level 2 Search for drugs and stowaways Guide the passengers, Secure the exit and entrance doors 	<p>2. Exposure of the cadets to simulation or role-playing activities in given situations depicting different maritime security levels</p>	<p>Program Head, CME</p>	<p>Security Duties Done during Navigational Trip</p>	<p>100% Accomplished</p>	
<p>33. Integrated Environmental Management Program-IEC Programs, Activities and Initiatives: Their Influence on the Internal Stakeholders</p>	<ol style="list-style-type: none"> High level of awareness with 61-80% of the internal stakeholders being aware and knowledgeable of the environmental programs, activities, and initiatives of the school Various IEC programs, projects, and initiatives have highly influenced the stakeholders' value system and orientation towards the environment. 	<ol style="list-style-type: none"> Inclusion of the environmental week celebration to highlight the environmental culture of the school in the school calendar There should have a committee in every area to monitor and maintain 	<p>Environmental Officer CES Officer SAS SSG</p> <p>Institutional Environment</p>	<p>Included in the School Calendar of Activities for 2019-2020.</p> <p>Created area committees to monitor the implemented</p>	<p>100% Accomplished</p> <p>100% Accomplished</p>	



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<p>of JBLCF</p> <p>Ms. Jarebeth M. Bangoy Ms. Amabel B. Subong Mr. Joemil G. Galve (May 2018)</p>		<p>environmental projects implemented on the campus.</p> <p>3. Student organizations related to the environment should be organized, and officers of these organizations should be empowered to help the environmental committee.</p> <p>4. There should be consistent monitoring by the environmental officer on the various activity and programs being implemented on the campus.</p> <p>5. Exhibits and entrepreneurial fairs should be opened to all to see the different products and output of the other areas in relation to the environment.</p>	<p>Committee (IEC)</p> <p>Environment Officer</p> <p>Environment Officer</p> <p>Environment Officer IEC</p>	<p>environmental projects with students and employees from different departments and colleges.</p> <p>Strengthened the existing students' environmental organizations (Eco-warrior for BED and Earthguard for College) thru seminars and training in-campus and off-campus activities.</p> <p>Conducted periodic monitoring of the status of environmental activities and programs being implemented.</p> <p>Included exhibits and entrepreneurial fairs in the Environmental Week Celebration and other institutional activities.</p>	<p>100% Accomplished</p> <p>100% Accomplished</p> <p>100% Accomplished</p>	
<p>34. Engine Room Hazards, Unsafe Practices, and Opportunities for Improvement</p> <p>2/E Ronnie Montaño 3/E Mark Rey Bella</p>	<p>1. Top common hazards in the Engine Department are cuts and injuries caused by sharp instruments and tools, burns caused by flames, corrosive substances, contact with hot parts of equipment, pipes, steam, lines, etc., or the release of hot water or steam.</p> <p>2. On top of the unsafe practices observed in the Engine Department is not wearing proper personal</p>	<p>1. The administration may consider more in-house activities that could strengthen the safety culture among students, making it a crucial element that they should have internalized before they leave the portals of the institution in preparation for their career as future marine officers.</p>	<p>Laboratory Head-Engine</p>	<p>Posted safety slogans that are visible to all the stakeholders.</p> <p>Safety orientation and safety machine drills were carried every semester.</p> <p>Safe working practices were</p>	<p>100% Accomplished</p> <p>100% Accomplished</p> <p>100% Accomplished</p>	



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<p>2/E Levy Beatingo (March 2018)</p>	<p>protective equipment such as helmets, gloves, harnesses, and earmuffs during maintenance work.</p>	<ol style="list-style-type: none"> 2. Safety standard operating procedures must be strictly implemented among employees and students in performing their jobs and tasks on the campus. 3. Engine Laboratory Personnel should establish a suitable and efficient working place for the marine engineering cadets. Proper housekeeping of the area is very important when it comes to safety. 4. Engine students must be made part of habit-forming routine tasks such as maintenance and cleaning of the tools and equipment in the Engine Laboratory, monitoring of maintenance checks for every equipment and machinery, dusting and tidying up shelves, labeling tasks, putting up of safety signages and reminders, and the like. 5. Safety-related activities that could promote the application and retention of safety practices can be part of the Marine Engineering Day celebration. 6. Every class meeting can start with a 5 to 	<p>SSG BSMarE Governor</p> <p>Dean-CME Program Head- BSmarE</p>	<p>included in the terminal assessment of the students.</p> <p>Safety operating procedures were placed beside every machinery.</p> <p>Reminders were given to laboratory personnel, students and employees working and not following safety procedures and practices.</p> <p>Defective and old personal protective equipment were replaced.</p> <p>Wearing of proper protective equipment was strictly implemented in the laboratory area.</p> <p>Maintenance of tools returned by the students was regularly conducted by the laboratory personnel.</p> <p>Students were constantly reminded to observe proper CLAYGO after using their respective machines.</p>	<p>100% Accomplished</p> <p>100% Accomplished</p> <p>100% Accomplished</p> <p>100% Accomplished</p> <p>100% Accomplished</p> <p>100% Accomplished</p>	
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		<p>10-minute talk on a safety topic relating to the lesson to be learned. Performance tasks should always emphasize the element of safety. Activities that will expose students to simulations of safety practices such as safety management meetings, toolbox meetings, and risk assessment analysis may be included as part of the performance tasks.</p>	<p>SSG/BSMarE Governor</p> <p>Dean-CME</p>	<p>Organized practical and theoretical competitions related to safety during Marine Engineering Day.</p> <p>Held seminar/symposium related to safety during Marine Engineering Day.</p> <p>Safety was incorporated/highlighted in the Instructor's Guide (IG).</p> <p>Instructors were reminded to emphasize safety concerns during Briefing and Debriefing.</p> <p>Instructors gave credit to students observing safe working practices</p>	<p>100% Accomplished</p> <p>100% Accomplished</p> <p>100% Accomplished</p> <p>100% Accomplished</p>	
<p>35. Integrated Environmental Management Program: Social Impact, Value-Added Experiences, and Challenges</p>	<p>1. The IEMP program has created a very high social impact among its organizers and the employees and a high social impact among the students.</p> <p>2. The program has also positively changed their relationship with others, their personal beliefs and the value they hold about God's creations, their</p>	<p>1. Encourage a stronger commitment among the people behind the IEMP</p> <p>2. Intensify the IEMP-IEC Campaign</p>	<p>Environmental Officer Community Extension Officer (CES)</p>	<p>Organized an Institutional Environmental Committee composed of volunteer employees with the Environment Officer taking the lead</p> <p>Organized a student core</p>	<p>100% Accomplished</p> <p>100% Accomplished</p>	



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<p>Dr. Emeliza T. Estimo Ms. Geneveve M. Aguilar Mr. Abe M. Biclar, Jr. (May 2018)</p>	<p>sense of obligation and social responsibility, the values that they attribute to living organisms, and the spirit of unity and collaboration that they share with others in protecting the Mother Earth.</p> <p>3. It has also positively changed their commitment to share what they have or can do for others and their sense of belonging and peace with nature and everything in their environment.</p> <p>4. Value-Added Experiences Learned from the IEMP Program:</p> <ul style="list-style-type: none"> ▪ Deeper Appreciation of the Beauty and Value of Nature ▪ Stronger Discipline, Consciousness, and Sense of Responsibility to Care for the Environment ▪ Engaging Others in a Collaborative Spirit ▪ Increased Awareness through Benchmarking ▪ Building Relationships and Sense of Unity ▪ Challenges Met by the Program Implementers <p>5. Challenges Met by the Program Implementers:</p> <ul style="list-style-type: none"> ▪ Inability by other committees to deliver what was expected ▪ Insufficient team skills ▪ Enthusiasm that was good only at the start ▪ Lack of accountability by those assigned to do certain tasks ▪ Poor engagement of colleagues and students. 	<p>3. Implement initiatives to strengthen Environmental Policies</p> <p>4. Install more visible facilities/utilities that reflect the institution's environmental advocacies</p> <p>5. Consistent implementation of the existing practices</p>	<p>IEMP Chair-Environmental Advocacy CES Officer SAS SSG Department Heads Campus Clubs and Organizations IEMP Committees Class Advisers Services and Facilities Environment Officer</p>	<p>committee that will be called "Environmental Stewards." These students were required to attend the monthly Environmental Committee meetings</p> <p>Maximized the use of various strategies to intensify the IEMP information-education campaign</p> <p>Finalized and distributed copies of the IEMP Brochure</p> <p>The Environment Month featured the following activities:</p> <ul style="list-style-type: none"> ▪ Hugot-PagmamahalsaKalikasan (Hugot lines, love notes to plastic, open letters, spoken poetry) ▪ e-Poster Making (Digital) ▪ Mural Painting ▪ Plogging Activity ▪ Signage Making ▪ Mountain Trekking and Tree-Planting ▪ Environmental Camp-in Activity for Employees and Students <p>Workshop was conducted for Writing the Environmental Policies, Guidelines, and</p>	<p>100% Accomplished</p> <p>100% Accomplished</p> <p>100% Accomplished</p> <p>100% Accomplished</p> <p>100% Accomplished</p> <p>100% Accomplished</p>	
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				<p>Sanctions</p> <p>An environment corner was placed in Classroom Environmental Bulletin Boards.</p> <p>Additional trash bins were provided.</p> <p>Monitored and ensured consistent compliance with the existing practices on environmental protection and preservation</p> <ul style="list-style-type: none"> ▪ Recycling ▪ Rain Harvesting ▪ CLAYGO ▪ Waste Segregation 	<p>100% Accomplished</p> <p>100% Accomplished</p>	
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Consolidated and reported by:


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