

UNIT	TITLE OF RESEARCH, AUTHOR(S), DATE	FINDINGS	RECOMMENDATIONS	PERSON/DEPT RESPONSIBLE	ACTIONS TO TAKE/ ACTIONS TAKEN	DEGREE OF ACCOMPLISHMENT (In Percentage)	Evidence
JB	2. 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>		
JB	3. Effectiveness of Online Learning on Actual Shipboard Training Based on Students' Feedback (Gudio & Tan, 2022)	<ol style="list-style-type: none"> The articles and materials were not aligned with the course's intended outcomes. A slight emphasis on concepts as to their applications to the real world, poor connections, teachers' unreadiness to use technological skills, lack of practical assessments, lack of depth in knowledge of maritime terms, concepts, and application, and faulty test items construction in the assessment of students were all factors that have affected the cadets' performance on board. 	<ol style="list-style-type: none"> The Shipboard training office should recommend that the academic committee and training centers emphasize maritime concepts needed by cadets in their shipboard training. They may also extend assistance to cadets' needs by mentoring them on reviewing maritime concepts to cope with the demand of their profession. Monitoring students' well-being, adjustments, and challenges encountered are also recommended. The College of Maritime Education Academic Committee check the alignment of course content on the intended learning 	STO Program Heads-BSMT and BSMaRE	<p>Create a comprehensive monitoring platform where students/ graduates are frequently checked regarding their conditions and performance on-board. This platform will be divided into different sections; (1) Important/useful things to know on board; (2) All documents and forms needed on-board for OBT and BS applications (3) All concerns, sentiments and issues regarding on-board experiences.(STO)</p> <p>Establish a Grievance Procedure to assist who are experiencing maltreatment or abuse on board (STO)</p> <p>Plan to review detailed Teaching Syllabi to check the alignment of course outcome to the different ILO under it and the alignment of different TLA to</p>	80%	

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			<p>outcomes of the professional courses, continuous training on technological skills, test construction preparations, and delivery of instructions. Program Heads or subject area experts and language experts should validate test items in assessments of professional subjects. 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>		<p>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>		
JB	4. Employees' Work Engagement Before And During The Pandemic: A Comparative Analysis (Estimo, 2022)	<ol style="list-style-type: none"> 1. As a whole, the employees were very strongly engaged at work before and during the pandemic. 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 	<ol style="list-style-type: none"> 1. A follow-up study must be conducted on employees' work engagement at work considering other variables such as age, 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. 2. For a more accurate inventory of employee work 	<p>Research</p> <p>HR & Research</p>	<p>A follow-up study on work employees' work engagement considering the suggested variables will be done for the SY 2022-2023.</p> <p>The Research Office will assist the HRD in coming up with an inventory checklist</p>		

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		<p>ones who have been most affected by the pandemic, particularly on their motivation or drive, resilience, and focus at work.</p> <p>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>	<p>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.</p> <p>3. Initiate employee engagement activities that could boost the employees' mental and emotional wellness. With the crazy effects of the pandemic on their mental and emotional state, they crave activities that could create a closer bond among themselves despite the physical distance, virtual activities through which they could talk and share each other's experiences and even their skills and talents as</p>	<p>HR</p>	<p>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> <p>A number of activities for employees fellowship and consciousness awareness on mental health, stress management and physical development are program for implementation (HR)</p>		

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			<p>they cheer each other up amid the challenges and difficulties they are facing. Unlike when they are called for a meeting to only talk about updates and problems about work, they want to experience activities that could strengthen the sense of connection and empathy between themselves and the Administration.</p>				
JB	<p>5. Core Values Internalization among the Employees of JBLCF-Bacolod for the School Year 2021-2022 (Estimo & Villanueva, 2022)</p>	<p>1. The employees have very highly internalized these core values and have fully articulated the I- PLEDGE in different ways, yet they are comparably the same when it comes to their internalization of these values regardless of the nature of their work and their area of discipline.</p> <p>2. Various themes were derived from the employees' concept of the Core Values</p> <p>Integrity: with Moral and Ethical Standards and Conscientiousness</p> <p>Perseverance: Patience, Tenacity, Flexibility, and Optimism</p> <p>Loyalty: Trustworthiness, Tenure, Allegiance, Obedience, Attitude and Appreciation, and Dedication towards Work</p> <p>Excellence: Meeting Stakeholders' Expectations,</p>	<p>1. An Activity Plan for each Core Value may be prepared to provide a clear direction for attaining the objectives. Records of engagement to the activities corresponding to each core value can serve as an objective basis for choosing the most deserving awardees who will be recognized during the Employees' and the Students' Recognition Ceremonies.</p> <p>2. Stewards/Vanguards for each of the Core Values may be assigned to comprise employees and students to help ensure their sustainability in all the 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</p>	<p>HR</p> <p>HR SAS</p> <p>HR</p>	<p>Consistently implement orientation for newly hired and re-orientation for all employees during general assembly.(HR)</p> <p>Continuously implement recognition ceremony to deserving employees.(HR)</p> <p>Consistently sharing of core values during programs and activities (HR)</p> <p>Create vanguards for each core values through clubs/organizations (SAS)</p> <p>Assign Maritime Professional Instructors</p>		

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		<p data-bbox="604 243 943 422">Quality Standards, Effective and Efficient Performance, Continuous Personal and Professional Development, Receptiveness to Innovation, and Keeping abreast with Emerging Trends and Issues</p> <p data-bbox="604 454 935 544">Discipline: Time Management, Orderliness, Diligence, and Work Ethic</p> <p data-bbox="604 576 897 698">Godliness: Morality and Spirituality, Seeking for Truth, Helping the Needy, and Respecting Religious Beliefs</p> <p data-bbox="604 730 916 820">Equality: Respect, Fairness, Equal Distribution of Work, and Equal Opportunities</p>	<p data-bbox="1024 243 1354 422">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 data-bbox="1024 454 1354 722">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 data-bbox="1024 755 1354 1209">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 institution.</p>	<p data-bbox="1438 243 1510 267">CME</p> <p data-bbox="1438 454 1510 511">Admin S & F</p> <p data-bbox="1438 755 1510 812">Admin S & F</p>	<p data-bbox="1596 243 1986 267">for committee chairmanship (HR)</p> <p data-bbox="1596 300 1964 389">Assign Deck/Engine instructor to do value sharing during meetings (Dean-CME)</p>		

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JB	6. Valuing Stakeholders' Feedback: A Five-Year Assessment of the Satisfaction Level of the Employees, Parents, Alumni And Students of JBLCF-Bacolod (Estimo & Aguilar, 2022)	<p>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.</p> <p>2. This level of satisfaction drops particularly in selected departments where students have unpleasant experiences.</p> <p>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.</p> <p>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 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>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.</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>Department Heads</p>	<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 bais in rating staff on the on the "Customer Relations and Satisfaction " part of the Employee Performance Assessment System" (STO)</p> <p>Review the performance evaluation instrument (Principal-BED)</p> <p>c/o JePAS (MIS) 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. (STO)</p> <p>Realigned tasks via job analysis form; distributed tasks evenly. (Finance) Ensure staff files regular leaves per month/family occasions. (Finance)</p>	<p>15%</p> <p>80%</p>	

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JB	7. Assessing Maritime Students' Knowledge of Basic Concepts In Seamanship and Navigation (Young & Daiz, 2022)	<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>	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.	CME Program Head- BSMT	<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>		
JB	8. Students' Engagement in Curricular and Extra-Curricular Activities (Aguilar & Ibardolaza, 2022)	<p>1. Female students of JBLCF-Bacolod have been statistically proven to be more engaged in curricular and extra-curricular activities than male students.</p> <p>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.</p> <p>3. Fourth-Year students were statistically found to be more engaged in curricular and extra-curricular activities than the other year levels.</p>	<p>1. Implement strategies to develop students' academic engagement and to facilitate classroom activities in which students could further showcase their skills, abilities, and talents.</p> <p>2. Performance assessments must be geared towards maximum use of library resources and research as a tool for learning.</p>	<p>Academics (CME, CBE, BED)</p> <p>Academics (CME, CBE, BED)</p>	<p>Students are joining HM skills Olympics and on and off campus skills in local and regional competition (Dean-CBE)</p> <p>Strengthen the participation of the learners in class activities such as performance tasks (Principal-BED)</p> <p>Conduct Activity e.g. (Role Playing) with equal participation by both gender (Dean-CME)</p> <p>Faculty are required to give assignment with the use of the library resources (Dean-CBE)</p> <p>Give assignments to the learners which in require them to utilize the library resources (Principal-BED)</p> <p>Assign topic to a group for research and class presentation (Dean-CME)</p>		

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			<ol style="list-style-type: none"> 3. Opportunities where students can interact more and engage in group discussions must also be provided. 4. Facilitate and conduct more extra-curricular activities that cater equally to male and female students. 5. Creative events not limited to sports and cultural activities may be offered to showcase the talents of the introverted type of students. 	<p>Academics (CME, CBE, BED)</p> <p>SAS</p> <p>SAS</p>	<p>Group discussions are provided as part in every TLAs (Teaching and Learning Activities) as well as in the assessment of every subjects. (Dean-CBE)</p> <p>Require students to perform group discussion activities in their performance tasks (Principal-BED)</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</p> <p>Activities such as sports, student government community welfare arts, clubs/organizations.</p>		
JB	9. Assessment of Students' Internalization of the Institution's Core Values (Aguilar & Ibardolaza, July 2022)	<ol style="list-style-type: none"> 1. CBE students' internalization level is higher than CME and BED students. 2. 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 	<ol style="list-style-type: none"> 1. The Students Affairs and Services department should consider other activities to improve students' internalization of Perseverance. 2. 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, cultural activities, 	<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>		

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		can be applied in their everyday life.	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)				
JB	10. 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"> Only 21% of the BSMarE alumni and 11% of the BSMT alumni have reached the rank of an officer. 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"> 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. A more visible bulletin board for Job Placement opportunities/job vacancies must be created for this purpose. To boost the morale and active engagement of the alumni, the administration may consider holding events where their contributions and achievements may be recognized. A wall of fame may also be built to inscribe their names in the school's history and milestones. 	<p>SAS/Placement Office</p> <p>SAS/Placement Office</p> <p>SAS</p> <p>SAS</p>	<p>Increase linkages/tie-ups (SAS)</p> <p>Establish a job placement bulletin board in a more viewable area (SAS)</p> <p>Host Alumni Homecoming "Kilit-anay" on Recognition Ceremony (SAS)</p> <p>Establish an Alumni Wall of Fame with names/photos and accolades</p>		
JB	<p>Transitioning from In-Class to Flexible Teaching Modalities as Experienced by Teachers</p> <p>Darlene Sabandal</p>	<ol style="list-style-type: none"> Faculty members express an utmost need for a strong internet connection. Other concerns expressed: 	<ol style="list-style-type: none"> Subscribe to a stronger internet connection. Constantly monitor internet connections around the 	<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>100%</p> <p>100%</p>	<p>Account number of 2 ISP</p> <p>-PLDT</p> <p>-GLOBE</p> <p>-FIREWALL</p> <p>Screenshots</p>

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	(May 2021)	<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 <p>3. Faculty members prefer to work from home rather than travel back and forth every day as the connection at home is stronger.</p>	<p>campus and those utilized specifically by the faculty for online teaching.</p> <p>3. Provide online sessions in small groups on how to utilize the various features of the JeL properly.</p> <p>4. Consider allowing the faculty to work from home on most days of the week to lessen their vulnerability to COVID-19.</p>	<p>MIS</p> <p>HR</p> <p>HR</p>	<p>Faculty are being trained on using the JeL and its features during the start of the semester (MIS).</p> <p>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).</p> <p>To recommend to the Administrator faculty work from home scheme depending on quarantine classification (HR).</p>	<p>100%</p> <p>100%</p> <p>100%</p>	<p>JeL training is under JeL in charge, Dr. Arante -Communication of training -Attendance</p> <p>Pictures</p> <p>Administrator's Memos</p>
	<p>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 	<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>Dean-CME</p> <p>Dean-CME</p> <p>SAS</p> <p>Dean-CME</p>	<p>Identify teachers teaching the same course and conduct workshops on what design, materials, equipment, and strategies to use for hybrid instruction (Dean-CME).</p> <p>Identify a point person with links to all parties to answer concerns from students and parents (Dean-CME).</p> <p>Conduct virtual Parents Employees Association (PEA) General Assembly (SAS)</p> <p>The administration to offer an area (dorm) within or near the school premises with a good internet connection (Dean-CME)</p>	<p>100%</p> <p>100%</p> <p>100%</p> <p>100%</p>	<p>Minutes of Workshop</p> <p>Records of Communication Made</p> <p>Letter of invite Attendance Pictures</p> <p>Memo from Admin</p>

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		<p>technological Infrastructure (servers, Wi-Fi subscription, LMS, telecon applications)</p> <ul style="list-style-type: none"> ▪ 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 Responsive Maritime Education and Training ➤ Advancing Instructors' Technical Capacities ➤ Strengthening Parental Engagement ➤ Building Wider Alliances and External Partnerships 	<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> <p>5. Creating an external network for learning by tapping the alumni, industry partners, government sector, and representatives from regulating bodies to share information, updates, and current issues in the maritime industry.</p> <p>6. Review the entire academic system by revisiting the curriculum, course contents,</p>	<p>SAS</p> <p>Dean-CME</p> <p>Dean-CME</p>	<p>Conduct virtual Juan to Know Challenge (SAS)</p> <p>Conduct virtual Community Service and Immersion Day (SAS)</p> <p>Conduct virtual Mission, Vision and Objective Week (SAS)</p> <p>Participate in NOPSSCEA Sports and Cultural Competitions (SAS)</p> <p>Collaborate with the International Clean-Up Day Activities (SAS)</p> <p>Collaborate with the National Seafarers' Day and National Maritime Week Activities such as (a) Conduct Para-Legal Lecture on Seafarers' Right; (b) Conduct Values Enrichment Seminar; (c) Collaborate in the celebration of Women in Maritime Phils. (WIMAPHIL-WV) (SAS)</p> <p>Create an open link (online) with all industry partners so that there will be easy access to updates on current issues and sharing of information (CME-Dean)</p> <p>Recommend/Discuss with the Academic Council to review/revisit the curriculum, course content, grading system, and</p>	<p>100%</p> <p>100%</p> <p>100%</p> <p>100%</p> <p>100%</p> <p>50%</p> <p>100%</p> <p>100%</p>	<p>Screenshots Program of Activities</p> <p>Program of Activities Screenshots</p> <p>Screenshots Program of Activities</p> <p>Program Events Participants Budget</p> <p>Pictures of Activities Participants Approved Letter</p> <p>A & B yet to be conducted this second semester NSD & WIMAPHIL Participants Pictures</p> <p>JB Webpage (JB has an open access (online) to all industry partners)</p> <p>With the Academic council for consideration after a recommendation was</p>

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			pedagogy, grading system and assessment instruments and aligning them in the context of remote education.		assessment instrument to align with remote education (Dean-CME).		made (Minutes of the meeting)
	<p>JBLFMU eLearning System as an Online Platform for Teaching and Learning: An Evaluative Inquiry</p> <p>Dr. Emeliza Estimo C/M John Eril Destacamento (May 2021)</p>	<ol style="list-style-type: none"> 1. Both Instructors and students have a high level of satisfaction with the JeL in terms of functionality, accessibility, technical features, and cognitive presence. 2. Sixty-seven percent (67%) of the instructors and 71% of the students experienced difficulties in using the JeL. 3. On top of these problems is system lagging/error, access problems, system overload followed by difficulty to log back in if disconnected, errors when taking quizzes or exams, and inability to recover data when the system is down. 4. Students are generally satisfied with the quality of modules uploaded in the JeL but offer some suggestions (See recommendations). 	<ol style="list-style-type: none"> 1. Provide continuous online training/tutorials for the instructors and the students on using the different features of the JeL with reference to the difficulties and problems that they had experienced during the First Semester. 2. Conduct a thorough review and validation of the learning modules to correct content, grammatical, and mechanical issues before uploading them in the JeL. 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>MIS</p> <p>DEANS</p> <p>PRINCIPAL</p> <p>DEANS</p>	<p>JeL training is provided during the start of every semester (MIS).</p> <p>Discuss with the Academic Council to conduct a semestral review of the learning modules in content and recency (Dean-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</p>	<p>100%</p> <p>100%</p> <p>100%</p> <p>N/A</p> <p>100%</p> <p>100%</p>	<p>JeL training is under JeL in charge, Dr. Arante -Communication of training schedule</p> <p>With the Academic council for consideration after a recommendation was made (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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				PRINCIPAL	<p>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 syllabi through USB to allow the modular distance mode of learning (Principal)</p>	<p>100%</p> <p>100% (in SY 2020-2021) (In SY 2021-2022, distribution of USB's suspended. Instead, learning materials were sent thru student section FB group</p>	
	<p>Challenges Experienced by Students with Limited Internet Resources: Initiatives and Coping Measures</p> <p>Mr. Arvy Jhad Ablagon Ms. Cherryl 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>	<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>	<p>SAS</p> <p>SAS</p> <p>PRINCIPAL</p>	<p>Employees Association (PEA) General Assembly SAS).</p> <p>Conduct Online Kumustahanay (SAS)</p> <p>Conduct Juan Tips such as (a) Inspirational Posts and Easy Life Tips; (b) Conduct Online Consultation; (c) Conduct Online Referral (SAS)</p> <p>Include these problems in the agenda for (a) Parents Orientation; (b) PTA</p>	<p>100%</p> <p>100%</p> <p>100%</p> <p>100%</p>	<p>Letter of Invite Attendance Pictures</p> <p>Screenshots Evaluation</p> <p>Screenshots, FB Guidance Annual Plan</p>

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		<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>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>	PRINCIPAL	<p>Meeting; (c) Faculty Meeting (Principal).</p> <p>Conduct a dialogue with parents of commonly referred students through the Parent-Teacher Conference (PTC) Mechanism (Principal).</p> <p>Inform the teachers about the challenges encountered by the students through faculty meetings (Principal). Create a program to help address these challenges (Guidance office as part of the Guidance Services) (Principal).</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>100%</p> <p>100%</p> <p>100%</p> <p>100%</p> <p>100%</p>	
	<p>Online Learning: A 21st-Century Alternative Approach to Maritime Education</p> <p>Ms. Alyn Libertad Mr. Brando Montero (May, 2021)</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>2. Challenges expressed by students:</p> <ul style="list-style-type: none"> ▪ Poor internet connection ▪ Electric power interruptions ▪ Unconducive learning environment ▪ Lack of motivation 	<p>1. Improve IT/internet connection.</p> <p>2. Enhance faculty training on IT and teaching approaches and strategies suitable for distance learning.</p> <p>3. Initiate virtual programs and activities to boost faculty morale and achieve balance amid the pandemic.</p>	<p>MIS</p> <p>MIS</p> <p>HR</p> <p>HR</p>	<p>An additional of 1Gbps was already applied and is on process (MIS)</p> <p>JeL training was conducted every 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>100%</p> <p>100%</p>	<p>2 ISPs @ 1Gbps plan each -Globe -PLDT</p> <p>JeL Communication Schedule of training under Dr. Arante</p> <p>List of Seminars and Trainings</p> <p>List of Virtual Activities online Pahampang</p>

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		<ul style="list-style-type: none"> ▪ 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 					other activities
	<p>Students' Access to Teaching and Learning Tools and Platforms: Basis for Adapting Appropriate Learning Modalities</p> <p>Dr. Jarebeth M. Bangoy Mr. Shane P. Fornis (January 2021)</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, particularly on the ICT tools like E-mail, internet surfing,</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>PRINCIPAL</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>Provide the students' copy of the learning modules and subject syllabi through USB to allows the modular distance mode of learning (Principal)</p>	<p>N/A</p> <p>100%</p> <p>100% (In SY 2020-2021)</p>	<p>Not Applicable</p> <p>Use of Internet is the only way</p>

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		MS word, MS Excel, PowerPoint presentation, and image editing.	<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>MIS</p> <p>MIS</p> <p>HR</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% Accomplished</p> <p>100% Accomplished</p> <p>100% Accomplished</p>	Photos, Communication
	<p>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. 3. Cadets' Role in Implementing the ISPS Code Requirements: <ul style="list-style-type: none"> Deck Cadets: <ol style="list-style-type: none"> a. Search, check identification and monitor persons coming on board b. Watch the gangways c. Do security rounds to check vessel from bow to stern 	<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. 2. Exposure of the cadets to simulation or role-playing activities in given situations depicting different maritime security levels 	<p>Program Head, CME</p> <p>Program Head, CME</p>	<p>ISPS Code already a Topic in Maritime Law</p> <p>Security Duties Done during Navigational Trip</p>	<p>100% Accomplished</p> <p>100% Accomplished</p>	DTS, Mid-term Topic 16

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		<p>d. Watch the ship's perimeter for possible stowaways</p> <p>Engine Cadets:</p> <p>a. Secure cabins and restricted areas when visitors were on board or when the ship was at the port.</p> <p>b. Do roving patrol in Marine security level 2</p> <p>c. Search for drugs and stowaways</p> <p>d. Guide the passengers,</p> <p>e. Secure the exit and entrance doors</p>					
	<p>Integrated Environmental Management Program-IEC Programs, Activities and Initiatives: Their Influence on the Internal Stakeholders of JBLCF</p> <p>Ms. Jarebeth M. Bangoy Ms. Amabel B. Subong Mr. Joemil G. Galve (May 2018)</p>	<p>1. 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</p> <p>2. Various IEC programs, projects, and initiatives have highly influenced the stakeholders' value system and orientation towards the environment.</p>	<p>1. Inclusion of the environmental week celebration to highlight the environmental culture of the school in the school calendar</p> <p>2. There should have a committee in every area to monitor and maintain 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</p>	<p>Environmental Officer CES Officer SAS SSG</p> <p>Institutional Environment Committee (IEC)</p> <p>Environment Officer</p> <p>Environment Officer</p>	<p>Included in the School Calendar of Activities for 2019-2020.</p> <p>Created area committees to monitor the implemented 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>100% Accomplished</p> <p>100% Accomplished</p> <p>100% Accomplished</p> <p>100% Accomplished</p>	

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			<p>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>	Environment Officer IEC	Included exhibits and entrepreneurial fairs in the Environmental Week Celebration and other institutional activities.	100% Accomplished	
	<p>Engine Room Hazards, Unsafe Practices, and Opportunities for Improvement</p> <p>2/E Ronnie Montaña 3/E Mark Rey Bella 2/E Levy Beatingo (March 2018)</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 protective equipment such as helmets, gloves, harnesses, and earmuffs during maintenance work.</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>2. Safety standard operating procedures must be strictly implemented among employees and students in performing their jobs and tasks on the campus.</p> <p>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.</p> <p>4. Engine students must be made part of habit-forming routine</p>	<p>Laboratory Head-Engine</p> <p>SSG BSMarE Governor</p> <p>Dean-CME Program Head-BSmarE</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 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</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> <p>100% Accomplished</p> <p>100% Accomplished</p>	

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			<p>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.</p> <p>5. Safety-related activities that could promote the application and retention of safety practices can be part of the Marine Engineering Day celebration.</p> <p>6. Every class meeting can start with a 5 to 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>their respective machines.</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>100% Accomplished</p>	
	<p>Integrated Environmental Management Program: Social Impact, Value-Added Experiences, and Challenges</p> <p>Dr. Emeliza T. Estimo Ms. Geneveve M. Aguilar Mr. Abe M. Biclar, Jr.</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</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 committee that will be called "Environmental Stewards." These students were</p>	<p>100% Accomplished</p> <p>100% Accomplished</p>	

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	(May 2018)	<p>others, their personal beliefs and the value they hold about God’s creations, their 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 	<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>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 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</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> <p>100% Accomplished</p>	

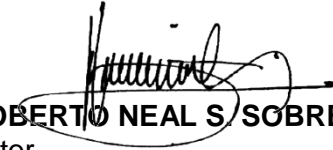
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		deliver what was expected <ul style="list-style-type: none"> ▪ Insufficient team skills ▪ Enthusiasm that was good only at the start ▪ Lack of accountability by those assigned to do certain tasks ▪ Poor engagement of colleagues and students. 			preservation <ul style="list-style-type: none"> ▪ Recycling ▪ Rain Harvesting ▪ CLAYGO ▪ Waste Segregation 		

Consolidated and reported by:



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