



PRELIMINARY SURVEY VISIT

AREA X

ADMINISTRATION

G. INSTITUTIONAL PLANNING AND DEVELOPMENT

G.1 Composition of the Planning Unit, including their functions

Proposed Structure of Planning and Development Office

1. Plans and Programs Formulation and Research Division (Planning Officer III)

- Supervises the plan formulation and packaging, monitoring, evaluation and design of Annual report
- Conducts comprehensive researches and studies on Institutional Development Policies
- Coordinates with concerned entities in the formulation and updating of plans
- Comprehensive Planning/Framework Planning
- Capital Projects Planning /Projects Development
- Public investments identification/promotions
- Provides technical assistance to the functional units in identifying and developing programs and projects

2. Technical and Statistics Division (Planning Officer II)

- Generate/collect and synthesize primary and secondary data needed in plan formulation, project development and program/project evaluation.
- Integrates spatial data with socio-economic statistics for more effective planning and decision-making.
- Identify document development problems, issues and concerns and recommend priorities and/or alternative solutions.
- Establish and maintain an information center and information system of research and development.
- Coordinate with regional and provincial institutions/agencies, public and private, engaged in information generation and data management to keep abreast of socio-economic developments.

3. Monitoring and Evaluation Division (Planning Officer I)

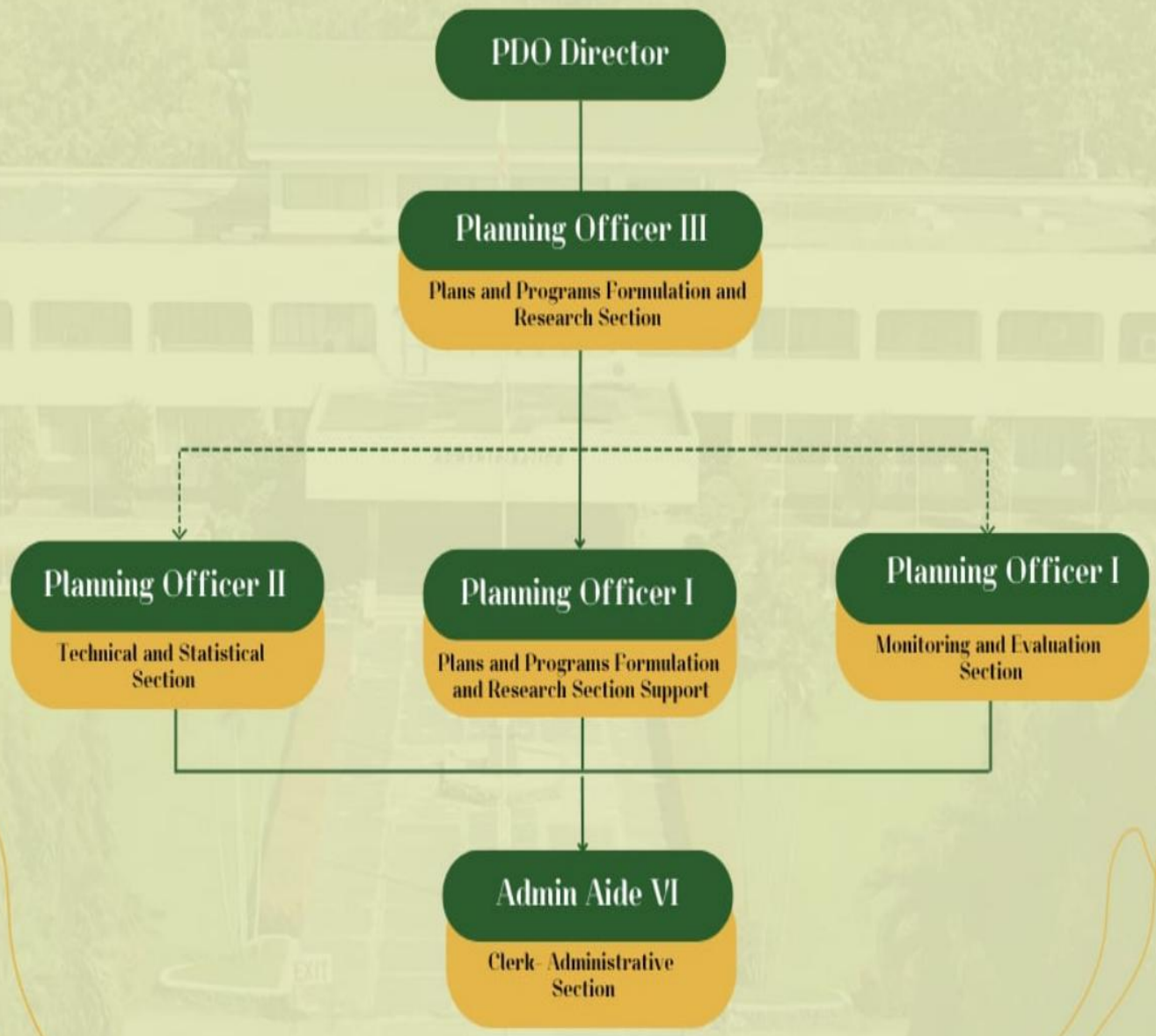
- Monitor and evaluate the implementation of the different development programs, projects and activities in accordance with the approved plan.
- Updates the Land Use Plan and projects related to the development of the university;
- Monitor performance and evaluate/determine periodically the effects of program and projects on the university's organizational outcomes.
- Serves as the back-up arm of other units/offices in generating hazard and risk maps for ecological profile, zoning, and land-use planning.

4. Administrative Division

- Provides support services relating to personnel and staff development, records management, supplies and equipment, budgeting and accounting, security and general utility of PDO.



Planning and Development Office





Republic of the Philippines
UNIVERSITY OF SOUTHERN MINDANAO
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OFFICE OF THE PRESIDENT



Special Order No. 1104C

Series of 2025

TO: **ENGR. RENEL M. ALUCILJA**

SUBJECT: **Designation as DIRECTOR FOR PLANNING AND DEVELOPMENT OFFICE**

DATE: **Friday, 28 February 2025**

Taking cognizance of your educational preparation and most of all your interest to lead the unit that would promote morale, efficiency and integrity, responsiveness, and courtesy in your unit and institutionalize a management climate conducive to public trust and accountability in consonance with existing laws and regulations, you are hereby designated as **DIRECTOR FOR PLANNING AND DEVELOPMENT OFFICE** in addition to your plantilla position subject to the confirmation of the Board of Regents.

As Director, you are hereby directed and expected to perform the following functions:

1. Prepare and submit the Operational Plan to the Office of the President;
2. Lead the conduct of review of the University development plan;
3. Initiate the conduct of the University Strategic planning Workshop for the preparation of project/program plans and proposals;
4. Submit the various reports to concerned government offices and agencies for matters relevant to the operation of the university in accordance with the University principles, policies, rules and regulations and existing laws of the government.
5. Provide assistance in packaging program plans and proposals;
6. Monitor the submission of the development plan of all units of the University that will comprise the University Development Plan;
7. Monitor and evaluate the implementation of University Development plan;
8. Monitor all units of the university in the submission of OPCR/IPCR;
9. Supervise the compilation of submitted OPCR/IPCR for evaluation by the various units of the University;
10. Monitor the status of the University Development plan Data Bank;
11. Cascade information to all Units of the University
12. Serve as PDO Director in acting capacity, until confirmed and duly acted upon by the USM BOR; and,
13. Perform such other functions as may be assigned by the University President.

Furthermore, by virtue of this designation, you shall be entitled to a **load displacement of twelve (12) units and additional pecuniary benefits and privileges** thereto appertaining subject to existing laws and policies on the matter.

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**"UNITY IN DIVERSITY AND
SUSTAINABLE DEVELOPMENT IN
MINDANAO THROUGH QUALITY AND RELEVANT EDUCATION."**

USM-SYS-F70-Rev.1.2020.07.14





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This designation as Director for Planning and Development Office shall take effect on **March 04, 2025 until March 03, 2026**, unless otherwise revoked by the undersigned or by a higher competent authority. All issuances that contradict to any of the provisions hereof are deemed revoked, amended or superseded.


JONALD L. PIMENTEL, PhD
SUC President IV

Conforme:

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___ Board Secretary



G.2 Copy of the Development Plan, long term and short term

USM INSTITUTIONAL DEVELOPMENT PLAN for 2017-2022

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 - Assessment of Potential Threats and Opportunities
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- D. University Vision, Mission, Objectives and Core Values
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- A. STRATEGIC GOALS
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INTRODUCTION

Rationale of the Five-Year Development Plan

The role of higher education institutions (HEIs) today have become more crucial as changes in educational landscape of the Philippines keep on evolving as influenced by the dynamics of internationalization of standards in the advent of globalization. There were critical issues that transpired because of the changes and developments in higher education around the world. Most of these significant changes include international student mobility, international research collaborations, relationship between higher education institutions and governments, and the growing international expansion of the universities.

In the sustainable development goals, higher education institutions (HEIs) are expected to help address goals number 1 (end poverty in all its forms everywhere), and 4 (ensure inclusive and equitable quality education and promote lifelong learning opportunities for all). This is the reason why President Rodrigo R. Duterte in 2017 had made a brave decision to make education in state universities and colleges tuition-free to further boost gross enrolment rate and no deserving students from the low-income family will be deprived of education. This has been incorporated in the Philippines' development goal which focused on the inequality-reducing transformation, particularly accelerating human capital development. Therefore, education is one way to reduce, if not totally eradicate poverty because this will help people find job equitable to their qualification. Education acts as an agent to economic development.

This five-year Philippine Development Plan for 2017-2022 is the roadmap towards the realization of the "Ambisyon Natin 2040" which is the long term vision for the Philippines to have "Matatag" (strongly rooted), "Maginhawa" (comfortable) and "Panatag na Buhay" (secure life). The areas being considered for strategic policies, programs, and projects to achieve this Ambisyon Natin 2040 are: (a) building a prosperous, predominantly middle-class society where no one is poor; (b) promoting a long and healthy life; (c) becoming smarter and more innovative; and (d) building a high-trust society. These Philippine Development goals which are in pursuit of the realization of "Ambisyon natin 2040" were anchored from the Sustainable Development Goals for 2030 of the United Nations.

In the medium-term plan of the Philippine government which was presented in the Philippine Development Plan 2017-2022, it considers the three pillars of development such as "malasakit" (enhancing the social fabric), "pagbabago" (inequality-reducing transformation), and "patuloy na pag-unlad" (increasing growth potential).

The objective of pillar 1 (Enhancing the Social Fabric or *Malasakit*), is to build greater trust to public institutions and across all society by making governance to be people-centered, clean and efficient, where justice and fairness prevail considering the diversity of culture. Pillar 2 speaks for "Inequality-reducing transformation or *Pagbabago*" which aims to create greater and easy access to economic opportunities in the domestic market and the rest of the world. In the third pillar which is "Increasing growth potential or *Patuloy na Pag-unlad*", adopting modern technology, and innovation will be further encouraged to accelerate economic growth of the country. The said pillars were supported by strategic policies and macroeconomic fundamentals, and built on solid bedrock of safety, peace and security, infrastructure, and healthy environment.

In crafting this institutional development plan of the university, internal and external environmental forces were considered to come up with realistic strategies and programs for the institution. The Strengths, Weaknesses, Opportunities and Threats were assessed as these could have potential impact to the success of the university. The strategic goals, objectives and activities were based on this assessment, because factors affecting the smooth functioning of the organization were assertively identified and monitored continuously as it is the basis for the strategic plans.

EXTERNAL ENVIRONMENT SITUATION

Higher Education Landscape in the Philippines

The number of Higher Education Institutions (HEIs) has grown rapidly over the past decades. According to the data presented by CHED during the Philippine Higher Education Conference, between 2007 and academic year 2016-2017 alone, the number of HEIs increased from 1,776 to 1,943. This makes the Philippines the country with the highest number of HEIs in Southeast Asia. In fact, the Philippines has more than four times as many HEIs than Vietnam (445 in 2015), a country with a similar-size population. Based on the CHED accomplishment 2010-2016, the HEIs are dominated by private HEIs (88%) in which 18% are sectarian and 50% of these are small institutions with less than 500 students. However, there were only 5.80% of SUCs or State Universities and Colleges in the Philippines. In particular, region XII have 101 HEIs which is also dominated by private institutions, only 5 state colleges and universities.

The Philippine Development Plan also noted that in spite of the increasing number of higher education institutions (HEIs) in the Philippines, Philippine performance in producing innovators is devastating. There were 81 researchers per million population as compared to 205 in Indonesia and 115 in Vietnam. For knowledge

producers, there were 28 out of 777 journals or 3.6 percent are listed under Thomson Reuters, Scopus, or both. This indicates that the Philippines is far behind compared to many of its ASEAN neighbors in terms of producing researchers, innovators and solutions providers needed to effectively function in a knowledge economy.

Thailand has the highest gross enrolment ratio in the ASEAN region while Philippines is ranked 6th as compared to others. Based on the higher education gross enrolment ratio by region, NCR has the highest gross enrolment ratio while ARMM is the lowest. Moreover, enrollment levels at public institutions remain substantial, considering the large number of private HEIs. Accordingly, about 45.8 percent of the country's 3.5 million tertiary students were enrolled in private institutions in the 2016-2017 academic year. Just over 39 percent of students studied at state universities and colleges, 6.2 percent at local universities and colleges, and a small minority of 0.17 percent at other government schools. Furthermore, data from CHED also shows that discipline with highest enrolment during the period 2016-2017 is business and related course (26%).

With this, President Rodrigo R. Duterte signed into law on August 3, 2017 Republic Act No. 10931 which provides universal access to quality tertiary education by providing free tuition and other school fees in state universities and colleges, local universities and colleges and state-run technical-vocational institutions. This law also aims to establish the tertiary education subsidy and student loan program, to strengthen the unified student financial assistance system for tertiary education. This is envisioned to further boost gross enrolment rate and no deserving students from the low-income family will be deprived of education. According to CHED, "SUCs remain the institution of choice of poor but deserving students because of lower tuition, proximity to their homes and the perceived high quality of programs." Therefore, the government has responded to the needs by upgrading the quality of education, and invested significantly in infrastructure and facilities of SUCs.

On the other hand, CHED also revealed that in 2016-2017, the percentage distribution of faculty qualifications in higher education institutions was dominated by Bachelors' degree holder (46.31%), then masters (40.37%) and the lowest is doctorate degree holder which is 13.32%. However, because of the K-12 reforms that inevitably led to decreased higher education enrollments, congress had allocated P10 billion to Commission on Higher Education (CHED) for scholarships and K-12 transition programs to provide support to faculty and staff in HEIs. This said program of CHED will help the Philippine colleges and universities upgrade the qualifications of both institutions and personnel; deepen the opportunities for research, extension and industry immersion; as well as funding for institutional development and innovation projects to increase competitiveness of these institutions in the ASEAN and global stage. The government had provided greater capital outlay for SUCs from PhP1.796 billion in 2010 to PhP8.898

billion in 2016. This enables the SUCS to acquire laboratory equipment and other required facilities, improve instruction, and boost the higher education institutions' competitiveness. In spite of the budget increase for SUCs, it is still not sufficient to support in upgrading programs to meet international quality standards. Therefore, SUCs are mandated to have their initiatives to improve the resource capacity and reduced reliance on government subsidy.

Internationalization of Higher Educational Institution

As what Asian countries are doing, the Philippines is responding to internationalization by aligning the education system with foreign HEIs and promotes transnational education partnerships. Commission on Higher Education (CHED) has established guidelines for transnational programs to assure the quality of the programs offered. These programs can only be offered in collaboration with a Philippine partner institution. The foreign provider and the Philippine partner institution should seek recognition and authorization from CHED. The graduate programs were initially granted for a one-year period, and two years in the case of undergraduate programs. Commission on Higher Education had entered into several agreements with other countries, largely in Europe, specifically in the United Kingdom. Philippines has been considered by U.K. as an ideal location for Transnational Education (TNE) hub because of the growing population of the tertiary students, the commitment of CHED to internationalization, and the use of English as a language of instruction in majority of higher education programs.

Moreover, UK also offers Filipino students access to UK education programs. According to UNESCO Institute of Statistics, the number of Filipino students enrolled in degree programs abroad alone almost tripled from 5,087 students in 1999 to 14,696 students in 2016. However, this is not as high as Vietnam's 63,703 outbound degree students in 2016. This further shows that the outbound mobility rate of students in the Philippines remains significantly low as compared to the outbound mobility rate of neighboring countries like Malaysia, Vietnam and Indonesia. This increasing trend of international students from the Philippines is a good indication that this will continue to expand in the future. Considering the population growth and increasing economic prosperity of the Philippines, the total number of tertiary students in the country is set to increase rapidly and the Philippines is expected to be among the world's top 20 countries in terms of tertiary enrollments by 2035. Since the Filipino students can communicate in English, this will give them the opportunity for international mobility.

The K-12 reforms also eliminate the barriers to academic mobility, and therefore likely to increase outbound mobility. Future mobility from and to the Philippines may

also be facilitated by further economic and political integration in the ASEAN community.

In terms of popular destination of Filipino students according to UNESCO Institute of Statistics (2015), Australia is the most popular destination hosting about 4,432 students. Next popular destination is US with over 3000 students, followed by New Zealand, UK and Saudi Arabia with 1,105; 698 and 693 Filipino students, respectively. Results show that majority of the Filipino students go to English-speaking countries, and the geographic proximity makes Australia and New Zealand as popular destinations. However, according to the Canadian government in reaction to the report of UNESCO Institute of Statistics (UIS), the number of Filipino international students in Canada has increased by 275 percent between 2006 and 2015, from 817 students to 3,065 students, making the Philippines the 20th largest source country of international students in Canada in 2015. The Canadian government seeks to further boost the inflow of Filipino students, and in 2017 launched a so-called "Study Direct Stream Program" in partnership with CHED. The program will streamline and shorten visa processing times, and ease the financial documentation requirements for Filipino students.

Regarding the inbound student mobility, foreign students are relatively small as compared to other countries. Recent data from CHED shows that there were 7,766 foreign students in the country in AY 2011-2012, followed by 6,432 students in 2014-2015, and 8,208 students in 2015-2016. However, there is no current data on countries of origin of these foreign students. Nevertheless, most of these come from other Asian countries as what the Philippine Bureau of Immigration data in 2004 and 2009 revealed that the top sending countries were South Korea and China having increasing growth rates of both. There were also significant numbers of Indian and Iranian students during that time period. In 2011-2012, there were around 21.5 percent of Korean students enrolled, followed by Iran and China. According to UNESCO, Philippines is the most popular destination of foreign students in Asia because of the use of English language as medium of instruction, wide variety of academic programs, relatively low cost of living and affordable education in the country. This makes the Philippines as the best option of Asian students for English Language Training (ELT) budget destination as compared to UK, Australia, Canada or US.

Economic Outlook

According to World Bank Report of 2017, the continued economic growth is expected to increase job opportunities, and sustain economic expansion which will contribute to increasing incomes across all income groups. The rapidly growing domestic economy increases employment and reduces poverty which makes this growth more inclusive. In 2016, 1.4 million jobs were created and unemployment rate

historically decreases to 4.7 percent. However, underemployment level remained unchanged to 18 percent over the last ten years which raises the issues of informality and job-quality concerns.

The poverty incidence in the Philippines has dropped from 27.0 percent in 2015 to 22.9 percent and 21.7 percent in 2018 and 2019, respectively, as economic growth remains robust. This implies that this continuing trend indicate that 1.8 million Filipinos were lifted out from poverty each year. The driving force of poverty reduction in the Philippines includes higher employment, low inflation and improved incomes. Unlike other East Asia neighbors with booming manufacturing industry that provide more labor-intensive jobs, Philippines have majority of its workers transfer from rural to urban areas or transition out of agriculture and end up in low-end service jobs in the city. Although employment opportunities have increased between 2006 and 2015, mean wages remain unchanged, with only 4 percent increase over the same period. In order to achieve the higher shared prosperity, the low quality job and slow growth of real wages should be addressed.

In 2017, Philippines was among the top growth performers in East Asia. According to World Bank, the Philippine economy grew from 6.9 percent in year 2016 to 6.7 percent in 2017. Furthermore, it is expected to grow by 6.8 percent in 2018 and 6.9 percent in 2019 based on Asian Development Bank (ADB) report. The country's inclusive economic growth was contributed by strong exports that increase significantly in 2017 while imports continued to grow as well. In 2017, investment growth slows down as well as the wage growth because the inflation rate is increasing which contributed to moderation in private consumption growth. The current growth potential of the economy will continue to grow through productive investment in physical and human capital.

On the contrary, domestic risks become prominent issues in the Philippines, particularly if the inflation will continue to intensify in 2018 because of domestic and external factors. Strengthening the public infrastructure program will contribute to the growth outlook of the country; however, private investment is expected to weaken. The implementation of government tax reform agenda should need careful fiscal management to secure economic sustainability. Faster policy standardization in advance economies could trigger financial instability and increase capital outflows from the Philippines. Changing protectionist attitude of numerous advanced economies will raise the policy uncertainty, which may disrupt trade and investments.

Based on the 2018 World's Competitiveness Yearbook rankings of the International Institute of Management Development, Philippines fell to the 50th spot out of 63 countries in terms of economic competitiveness as compared from the last year's 41st position. The Philippines slip to 13th position in 2018 from 11th in 2017 among 14 Asia-Pacific economies. The reasons for such significant drop include declining

tourism and employment, worsening of public finances and outpouring concerns on the education system. According the report of International Institute of Management Development, "investing in quality infrastructure and strengthening investment in human capital are the key challenges for the Philippines".

ASSESSMENT OF POTENTIAL THREATS AND OPPORTUNITIES

Opportunities

Based on the assessment of the external environment, the following opportunities are considered by the university in crafting the goals, objectives and strategies:

- Philippines has the highest number of HEIs in Southeast Asia which will increase the opportunity for inbound mobility. (Source: CHED Accomplishment Report 2010 – 2016)
- According to CHED, SUCs still remain as the institution of choice of poor but deserving students because of free tuition, proximity to their homes and the perceived high quality of programs. This will give opportunity to increase enrolment in public institutions, particularly USM.
- Congress has allocated P10 billion to Commission on Higher Education (CHED) for scholarships and K-12 transition programs to provide support to faculty and staff in HEIs in 2016. This will help Philippine colleges and universities upgrade the qualifications of both institutions and personnel; deepen the opportunities for research, extension and industry immersion; as well as funding for institutional development and innovation projects to increase competitiveness of these institutions in the ASEAN and global stage.
- The government has provided greater capital outlay for SUCs from PhP1.796 billion in 2010 to PhP8.898 billion in 2016. This enables the SUCs to acquire laboratory equipment and other required facilities, improve instruction, and boost the higher education institutions' competitiveness.
- President Duterte enforces free education at state universities and colleges to boost gross enrolment rate in the country. This will be very advantageous to the SUCs of the 100% assurance of collection for tuition fees since the government is the one paying for the tuition of the enrolled students.
- Philippines is the ideal location of foreign students in Asia because of the use of English language as medium of instruction, wide variety of academic programs, relatively low cost of living and affordable education in the country. This will also help increase inbound student mobility and make the Philippines as the best

option of Asian students for English Language Training (ELT) which help increase the gross enrolment rate of the country.

- CHED commits to internationalization through partnership with foreign institutions. This will also help increase outbound mobility of Filipino students to improve the competitiveness of graduates as well as the inbound mobility of foreign students.
- Filipino students can communicate in English which gives them the edge in the opportunity for international mobility.
- The K-12 reforms also eliminate the barriers to academic mobility.
- According to World Bank Report of 2017, there were 1.4 million jobs created and unemployment rate historically decreases to 4.7 percent. This will give opportunity to increase the gross enrolment because if many are employed, the capacity to send their children to higher education is much greater.
- World Bank Report of 2017 also reveals that the poverty incidence in the Philippines has dropped from 27.0 percent in 2015 to 22.9 percent and 21.7 percent in 2018 and 2019, respectively, as economic growth remains robust. This will increase the potential of sending their children to higher education.
- According to Asian Development Bank (ADB) report, the Philippine economy is expected to grow by 6.8 percent in 2018 and 6.9 percent in 2019 which is highly contributed by strong exports. This will give greater opportunities to increase gross enrolments in the Philippines.

Threats

Based on the assessment of the external environment, the following threats are considered by the university in crafting the goals, objectives and strategies:

- HEIs are dominated by private institutions which cater about 45.8 percent of the country's 3.5 million tertiary students who were enrolled in the academic year 2016-2017.
- Philippines is far behind compared to many of its ASEAN neighbors in terms of producing researchers, innovators and solutions providers needed to effectively function in knowledge economy.
- Thailand has the highest gross enrolment ratio in the ASEAN region.
- Underemployment level remained unchanged to 18 percent over the last ten years which raises the issues of informality and job-quality concerns.
- Mean wages remain unchanged.
- Inflation will continue to intensify in 2018 which will contribute to moderation in private consumption growth.

- Philippines fell to the 50th spot out of 63 countries in terms of economic competitiveness as compared from the last year's 41st position because of declining tourism and employment, worsening of public finances and outpouring concerns on the education system.

INTERNAL ENVIRONMENT SITUATION

Strengths (Function: Instruction)

- Enrolment increased by 5 to 6% from SY 2014- 2015 to 2015- 2016.
- Graduates were annually increasing with the average 10.23% from 2012 to 2015.
- The university produced topnotchers in Board examinations.
- Increase of faculty attendance to trainings and seminars for continual improvement.
- Strengthened linkages with international institutions.
- The university has Center of Excellence and Development.
- There were accredited program from Level I to III.
- Highly qualified and experienced permanent teaching faculty members
- Most of the faculty are in progress of upgrading their qualification
- Variety of extra-curricular activities for the students
- In-house scholars reached to 3,253 as of First semester of 2015 (1,407 in-house scholars and 1846 sponsored by other agencies)

Weaknesses (Function: Instruction)

- Reduction of graduates due to the implementation of K to 12 program. ie. ULS graduates were not accounted to the total number of graduates.
- No program was accredited Level IV.
- Performance in the licensure exams was decreasing. USM average passing rate was above the National passing rate on 2012 to 2013 with percentage increase of 9.85% and 6.19%, respectively. However, USM obtained a lower average passing rate than the National passing from 2014 to 2016.
- Faculty members holding Doctorate Degree on FY 2016 were only 29%.
- There were only 31 students engage in international mobility.
- The University has only one (1) Center of Excellence and 2 Centers of Development.
- The number of Contract of Service status instructors is larger than the number of faculty members holding plantilla positions.
- No institutional faculty development program developed.
- No vivid strategies set for low performance in the licensure exams

Strengths (Function: Research and Development)

- Capable faculty and fulltime researchers.
- Approved and conducted researches were increasing in number from 2012 to 2015.
- External funds were increasing annually.
- There were faculty researchers who received awards in National level.
- Faculty researchers continuously grow in number.
- Presence of research centers, consortium and CHED zonal research center.
- The university had allotted budget for research.

Weaknesses (Function: Research and Development)

- Poor database management of the research unit. There were lacking and inconsistent data.
- Completed researches were declining in number from 2012 to 2015.
- Publication in ISI Elsevier and Thompson Reuters were increasing from 2013 to 2015. However, these numbers were extremely low compared to the total number of faculty researchers.
- No patented invention was registered.
- Few number of research papers were presented in national (15) and international (25) fora from 2013 to 2015.
- Few research papers were cited by other researchers.
- No zoning for research projects were conducted.
- No proper turn-over of equipment and facilities from the terminated projects.
- Fulltime researchers capability was not maximized by the research unit since some researchers perform function not aligned to their job description.
- Intellectual property rights were not clearly recorded.
- No researches conducted related to employability of graduates

Strengths (Function: Extension)

- The number of trainees/beneficiaries were increasing annually by 1.32%
- Forging partnership with other institutions was maintained. There were 15 partnerships established in international setting.

Weaknesses (Function: Extension)

- The financial performance of the adopters was not periodically measured.
- No concrete data for viable demonstration projects.
- No clear technology transfer established and recorded.

Strengths (Function: Resource Generation)

- The unit served in the augmentation of the funds for the operations of the university.
- There were earning and viable projects

Weaknesses (Function: Resource Generation)

- No clear recording of financial performance of income generating projects.
- Identification of IGPs was not clearly categorized and rationalized.
- The personnel lack training on production and marketing and other relevant fields.

Strengths (Function: General Administration and Support Services)

- Vast land area holdings crafted in the university's land use plan
- Well-equipped library or learning resource center
- Presence of student facilities such as covered walk, study areas, and canteen facilities inside the campus
- Clean and green eco-friendly environment
- Presence of open-air gymnasium
- Wide and spacious ground for sports activities
- Presence of dormitories separately built for boys and girls.
- Presence of hospital facility, ATM dispensing unit located in the Administration building, students' kiosk for checking their grades and internet laboratory
- Fully implemented unified reporting system in line with Government Integrated Financial and Management Information System (GIFMIS)
- A number of infrastructure projects were constructed and/or rehabilitated
- Institutionalization of Incentive and Reward System

Weaknesses (Function: General Administration and Support Services)

- Some infrastructure projects were implemented beyond the date of implementation
- Data management in Human Resources Information System was not fully functional.
- The personnel holding non-teaching positions lack relevant trainings
- The personnel of Resource Generation and Entrepreneurial Services (RGES) lack training on production and marketing and other relevant fields

Opportunities	SO 1. Increase further in enrolment and exchange students 2. Forge linkages with industries for effective training of students, faculty and staff. 3. Increase employment opportunities for graduates 4. Improve infrastructural facilities for instructional delivery to cope with the increase in the strengths. 5. Innovate and integrate ICT on the current pedagogic practices	WO 1. Obtain accreditation for all undergraduate courses 2. Send faculty for both degree and non-degree trainings 3. Submit consistently faculty research outputs for publication 4. Procure software for data banking 5. Upgrade qualification of faculty researchers and improve trainings of personnel 6. Create institutional faculty development program
Threats	ST 1. Intensify trainings of researchers to produce quality research outputs 2. Introduce innovative teaching methods to increase the academic success rate of enrolled students 3. Promote programs through the creation of an attractive and promising advertising campaign to attract more deserving students	WT 1. Involve vigorously the institution in research activities 2. Conduct stringent review and coaching activities for graduates who will be taking licensure examinations 3. Enhance work culture through trainings 4. Establish student exchange programs

University Vision

“Quality and relevant education for its clientele to be globally competitive, culture sensitive, and morally responsive human resources for sustainable development.”

University Mission

“Help accelerate socio-economic development, promote harmony among diverse communities and improve quality of life through instruction, research, extension, and resource generation in Southern Philippines.”

The Brief History of the University

The University of Southern Mindanao, formerly Mindanao Institute of Technology (MIT), was founded by Bai Hadja Fatima Matabay Plang who is a Muslim Educator. Mindanao Institute of Technology (MIT) was created by virtue of Republic Act No. 763 on June 20, 1952 and of Republic Act No. 998 on June 10, 1954 which was the enabling Act for the establishment of the institute. The institute was formally opened on October 1, 1954. By virtue of Presidential Decree No. 1312 issued by President Ferdinand E. Marcos on March 13, 1978, the MIT was converted into University of Southern Mindanao, a state university. The 1,024 hectare main campus is located in Kabacan, North Cotabato. The university have four-fold functions such as Instruction, Research, Extension, and Resource Generation.

THE UNIVERSITY DEVELOPMENT AGENDA

The Philippines' goal by 2040 focus on having "matatag, maginhawa, at panatag na buhay". The university development goals are anchored to the Philippine Ambisyon Natin 2040. These are categorized based on "Malasakit" or enhancing the social fabric, "Pagbabago" or inequality-reducing transformation, and "patuloy na pag-unlad" or increasing growth potential. For the "Malasakit", the university considered the aspects of ensuring people-centered, clean, efficient and effective governance. In terms of "Pagbabago", the university should also ensure the lifelong learning opportunities and accelerate the infrastructure development. Lastly, the university would also address the aspect of "Patuloy na Pag-unlad" through technology adoption, promotion, acceleration, and innovation.

Toward people-centered, clean, efficient and effective governance, the university should:

- (1) Eradicate corruption;
- (2) Achieve seamless service delivery;
- (3) Enhance the administrative governance;
- (4) Ensure that the programs and projects are responsive to the needs of the people and make them actively involved in the governance;
- (5) Improve public's trust toward civil servants.

In ensuring lifelong learning opportunities for all, the university should do the following:

- (1) Expand access to higher education;
- (2) Integrate 21st century competencies;

- (3) Strengthen quality assurance mechanism to ensure the full implementation of the Outcomes and Typology-based Quality Assurance Systems.
- (4) Improve research, innovation, and extension services.
- (5) Expand the collaboration between government, academe, and industry.
- (6) Promote excellence to optimize the delivery of quality instruction as well as the quality and quantity of research and innovations pursued.

In harnessing the vast potential for sustainable growth, the following should be materialized:

- (1) Enable the university to be productive and engaged in economic activities.
 - i. Promote commercialization and utilization of technologies from publicly-funded R & D.
 - ii. Develop a vibrant Intellectual Property Rights (IPR) culture.
 - iii. Encourage more innovative financing mechanisms.
- (2) Promote science, technology use, and innovation to drive long-term growth of the economy.
 - i. Build efficient system for knowledge creation and technology generation.
 - ii. Increase funding for human resource development.
 - iii. Strengthen STI infrastructure.
 - iv. Establish and promote innovation hubs and other similar mechanisms.

To support the pillars of “Malasakit, Pagbabago and Patuloy na Pag-unlad” in the university, the following are the solid foundations:

1. Ensure security, public order, and safety.
 - *To significantly reduce all forms of criminality and illegal drugs.*
 - *To ensure public safety.*
2. Ensure ecological integrity, clean and healthy environment.
 - *To improve environmental quality.*
 - *To increase adaptive capacity and resilience of ecosystems.*
3. Accelerating infrastructure development in the university, the following should be realized:
 - *Develop useful and innovative ICT infrastructure;*
 - *Implement strategic infrastructure programs and projects;*
 - *Ensure asset preservation.*

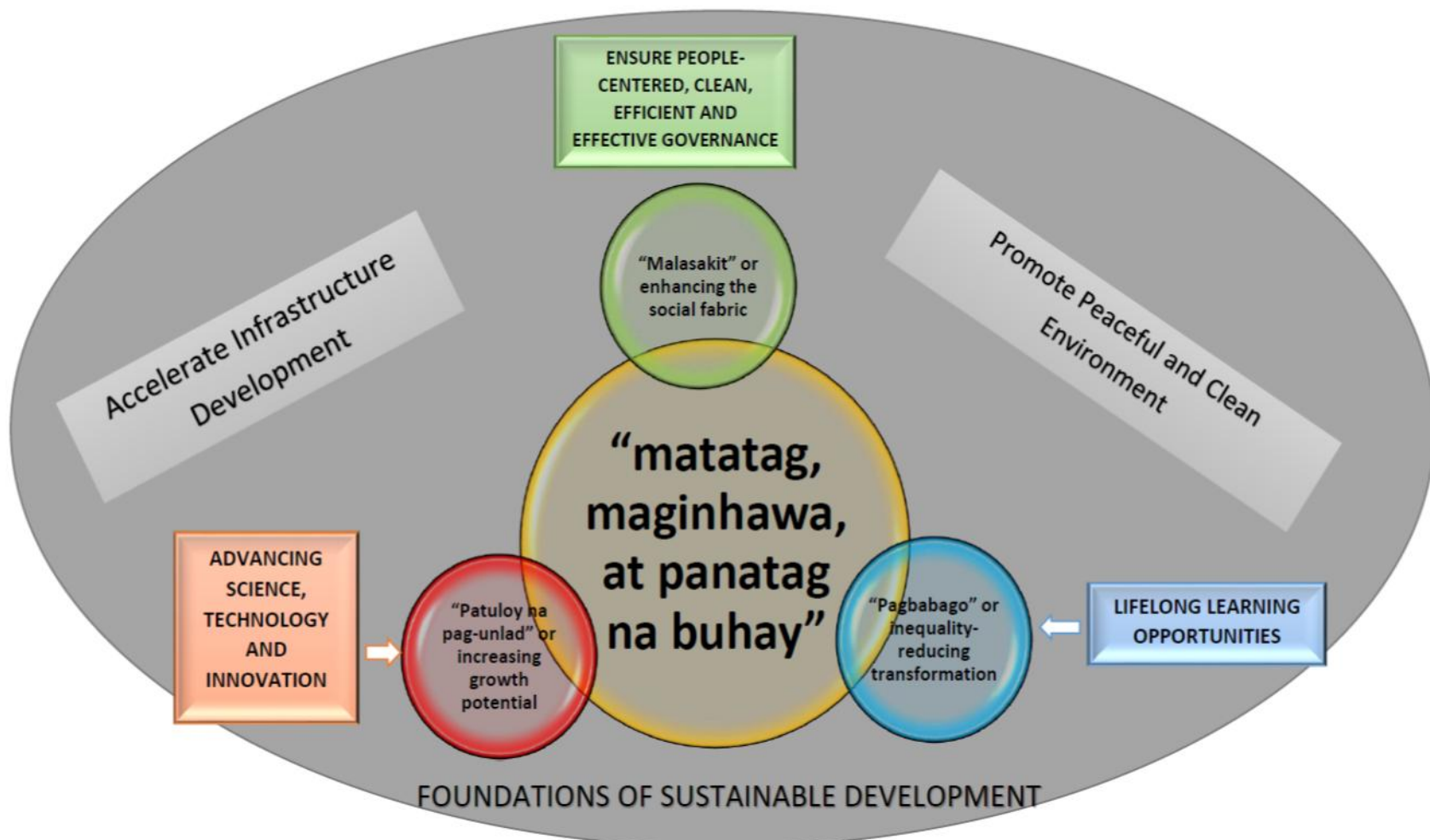


Figure 1: The University Development Agenda towards Ambisyon Natin 2040

**UNIVERSITY STRATEGIC GOALS, OBJECTIVES,
AND STRATEGIES**

Strategic Goals

1. Deliver inclusive quality higher education to students in the society.

Objectives:

- 1.1. To develop new and appropriate curricular programs relevant to the current needs of the society and industry.
- 1.2. To continuously improve the curriculum of every degree program.
- 1.3. To equip the students with 21st century competencies.
- 1.4. To integrate ICT in the teaching and learning process.
- 1.5. To provide access to scholarly and scientific knowledge through subscription of online journals.
- 1.6. To ensure the adherence of programs to the standards of the Accrediting Agency for Chartered Colleges and Universities in the Philippines (AACCUP) and other accrediting bodies to continuously cope with international standards.
- 1.7. To improve and sustain the performance of the university in various board/licensure examinations.
- 1.8. To upgrade the facilities and existing laboratories in the university.
- 1.9. To continuously develop the competencies of faculty members to enhance the effectiveness in delivering and creating knowledge to their students.
- 1.10. To integrate gender and development concepts in the curriculum and initiate programs for empowerment of women, indigenous peoples and differently-abled persons.

Strategies:

- 1.1. Conduct feasibility study and research about new programs which are needed by the job market and industry.
- 1.2. Conduct periodic curriculum review to ensure that programs and courses are updated for significance to the needs of the students and relevance to the needs of society and industry.
- 1.3. Provide faculty with a need-based and continuous faculty development program and in-service trainings to be updated with content and pedagogical skills for effective learning delivery among students.
- 1.4. Provide ICT support for instruction and train faculty members on the use of ICT in learning for students to develop and be equipped with ICT skills.
- 1.5. Ensure the provision of technology, infrastructure and budgetary support for online journal subscription.
- 1.6. Continuously submit for program accreditation for quality assurance to produce additional Center of Development (COD) and Center of Excellence (COE) programs.

- 1.7. Ensure students quality through stringent admission policy and integrate competency enhancement programs into the curriculum and organize quality review for graduates before taking respective licensure examinations.
- 1.8. Ensure continuous provision of funding for repairs and upgrading of facilities and laboratory equipment for instruction and research purposes.
- 1.9. Institutionalize a strong and proactive faculty development program.
- 1.10 Plan and review curricula to include gender and development concepts and conduct programs, projects and activities relating to gender and development.

2. Improve research quality for competitiveness.

Objectives:

- 2.1. To develop the optimum potentials of full time researchers and faculty members.
- 2.2. To motivate the faculty researchers in developing rigorous and highly relevant research for publication.
- 2.3. To forge partnership with external research communities to help strengthen the financial capability of creating relevant research.
- 2.4. To enhance research capabilities through the provision of access to online scientific journals.
- 2.5. To protect researchers from using copyrighted works through the use of anti-plagiarism software.
- 2.6. To secure protection of the researchers' intellectual property.
- 2.7. To utilize information technology or written devices to store the research outputs for easy access.

Strategies:

- 2.1. Regular conduct of research capability-building among full time researchers and faculty members.
- 2.2. Provide appropriate support and incentive for full-time researchers and faculty members in the conduct of researches and in the publication process.
- 2.3. Develop linkages and agreements with external funding agencies and submit research proposals for funding.
- 2.4. Allocate funding for subscription to online scientific journal publications.
- 2.5. Acquire and maintain anti-plagiarism software.
- 2.6. Help researchers and inventors in subjecting their research outputs and works of art for copyright and/or patent.
- 2.7. To institutionalize data management for research.

3. Promote the utilization of new knowledge and technologies for sustainable development.

Objectives

- 3.1. To identify new knowledge relevant and valuable to current and future needs of the society.

- 3.2. To create a public forum to share and disseminate the generated knowledge and technologies.
- 3.3. To establish linkages with government and non-government organizations to forge partnership for effective and efficient knowledge and technology transfer.
- 3.4. To expand partnership with private entities, entrepreneurs, practitioners, and growers for funding arrangements and collaborative undertakings.
- 3.5. To monitor and evaluate the level of technology adoption.

Strategies:

- 3.1. Continuous conduct of research for knowledge and technology generation.
- 3.2. Organize community forum through linkages with local government units for the conduct of training to disseminate knowledge and technologies derived from research.
- 3.3. Develop sustainable partnership with local government units and community organizations for sharing of knowledge and technologies beneficial to the people especially the less-privileged sectors.
- 3.4. Identify possible private companies, entrepreneurs and stakeholders and build partnership in the conduct of extension activities.
- 3.5. Conduct monitoring and evaluation of client satisfaction and impact assessment of technology adopted by beneficiaries.

4. Guarantee profitable and sustainable resource generation activities to strengthen the fiscal health of the university.

Objectives:

- 4.1. To determine the market viability of the project before commercialization.
- 4.2. To provide a venue for training students in production, marketing, accounting, and management.
- 4.3. To provide employment opportunities for the community as well as to the graduates of the university.
- 4.4. To create partnership with government and non-government organizations to promote the banner products and services of the university.
- 4.5. To monitor and evaluate the performance of each project undertaken by the university.

Strategies:

- 4.1. Conduct feasibility study prior to the implementation of resource-generation projects and activities.
- 4.2. Strengthen and expand the resource-generation and business-development units of the university to serve as internship/OJT site for students with specialization in production, marketing, accounting, and management.
- 4.3. Strengthen and expand the resource-generation projects to accommodate workers/employees within the service area of the university.

- 4.4. Produce banner products (educational, agricultural, food, etc.) and build partnership with government and non-government organizations for mass production and commercialization.
- 4.5. Conduct a periodic monitoring, evaluation and analysis of the financial viability of each resource-generation project.

5. Ensure people-centered, clean, efficient and effective governance.

Objectives:

- 5.1. To promote the various anti-corruption programs in the university.
- 5.2. To constantly improve the process to achieve fast, easy and efficient delivery of services for overall productivity.
- 5.3. To establish mechanisms for the stakeholders to submit complaints and/or grievances for dissatisfaction of services.
- 5.4. To provide public access to information.
- 5.5. To improve human resource management (HRM) systems and processes.
- 5.6. To continuously develop the human capital to increase productivity.

Strategies:

- 5.1. Ensure that all transactions are in accordance with budgeting, accounting, disbursing and auditing rules.
- 5.2. Guarantee the enforcement of laws to ensure fast, easy, efficient and effective delivery of services of the different units in the university.
- 5.3. Provide different avenues (media, forum, consultations, grievance committee and the like) for students, faculty, staff and stakeholders to express their complaints and/or grievances.
- 5.4. Strengthen the adherence to Executive No. 2, s. of 2016 or the Freedom of Information and other pertinent laws for the people to have access to public documents.
- 5.5. Establish a data base system and procedures for human resource management system and processes.
- 5.6. Institutionalize a dynamic and strong Human Resource Development program to ensure that human resources have the necessary competencies for their jobs and all employees have fair access to the program.

6. Accelerate infrastructure development in the university.

Objectives:

- 6.1. To continuously build infrastructure facilities necessary for instruction, research, extension, resource-generation and general administration and support services.
- 6.2. To expand the deployment of ICT infrastructure and address the growing demand in digital connectivity in the university.
- 6.3. To continue to enhance the university's e-management system as a vital tool for good governance.

- 6.4. To incorporate disaster risk reduction and climate change adaptation strategies to ensure strong infrastructure facilities.
- 6.5. To ensure the security of infrastructure facilities through proactive and coordinated efforts with other government agencies.

Strategies:

- 6.1. Continuously propose infrastructure projects for funding from the national government, and external funding agencies; build infrastructures from local fund when available and necessary.
- 6.2. Build ICT infrastructures in support to the four-fold functions of the university.
- 6.3. Digitalize the data management and operations of the university.
- 6.4. Consistently consider the disaster risk reduction and climate change adaptation strategies in the design and structure of the different infrastructure projects.
- 6.5. Maintain a strong security force and develop partnership with the local authorities to ensure the security of the infrastructure facilities and assets of the university.

7. Promote peaceful and clean environment for sustainable development.

Objectives:

- 7.1. Integrate peace education in the curriculum to promote peace and conflict sensitivity.
- 7.2. Build partnership with the law enforcers to prevent crimes and lawlessness within the university area of responsibility.
- 7.3. Promote preventive awareness programs about illegal drugs.
- 7.4. Strengthen research and development on forest, watershed, and biodiversity.
- 7.5. Contribute to the development of the green economy by promoting eco-friendly technologies and practices.
- 7.6. Promote and develop Agri-tourism using community-based approaches.
- 7.7. Promote the practices of 3Rs and proper waste management in the university.

Strategies:

- 7.1. Plan and review the curriculum to include peace education concepts.
- 7.2. Maintain a strong security force and establish partnership with local authorities to maintain peace and order in the university.
- 7.3. Conduct seminars, fora, and symposia about illegal drugs.
- 7.4. Submit proposals for funding and conduct environment-related researches.
- 7.5. Institutionalize policy on environment-friendly practices in the university.
- 7.6. Develop mechanisms and programs to make the university an Agri-tourism site in North Cotabato and in Region XII.
- 7.7. Institutionalize policy to ensure adherence to the provisions of Republic Act No. 9003 (Ecological Solid Waste Management Act of 2000) and other environment-related laws.

Institutional Learning Outcomes

Graduates of USM will be able to:

1. Communicate effectively when expressing oral, non-verbal, and/or written language.
2. Demonstrate mastery of applying critical and creative thinking skills to investigate problems and develop practical solutions.
3. Recognize and respect the cultural differences, and able to work effectively amidst cultural diversity.
4. Exhibit ethical values and behavior that show integrity and honesty in their respective professions.
5. Utilize scientific knowledge and methodologies in addressing the real-world issues.
6. Demonstrate proficiency in using emerging information technology to support continuous improvement and achieve productivity.
7. Work collaboratively and interact effectively with other people.
8. Demonstrate expertise in their own field of discipline.

SCHEDULE OF IMPLEMENTATION

The quality plan shall be implemented in accordance with the criteria set or targets. The schedule of implementation shall depend on budget appropriations. Programs, projects and activities (PPAs) which will not require large appropriations shall be accomplished simultaneously with other PPAs. The Unit Heads/Directors/Deans shall be responsible for the implementation of their units' PPAs and shall be coordinated and acted upon by the appropriate responsibility centers. *e.g.* All purchases of materials for the implementation of PPAs, be it for monthly operations or capital outlay shall be coordinated with the Bids and Awards Committee and Office of the President for review and approval. Once approved, the program of work and implementation of unit's PPAs shall be coordinated closely with Physical Plant and Development Office and Financial Management Services.

The initial activities will be followed by those which require more but not inordinately large amounts. For Capital-Intensive Activities, the university shall appropriate budget or forge partnerships with other funding agencies and follow program of work for implementation.

The implementation of the four-fold functions of the University such as Instruction, Research, Extension and Resource Generation shall be done simultaneously in accordance with the budget appropriated per office and in the timeline set during the plan design.

INSTITUTIONAL PLAN BUDGET

The five-year budget for the implementation of the USM Institutional Development Plan is premised on the following : 1) the current financial resources of the institution's needs to be increased significantly to pursue the school's directions, and 2) aggressive resource mobilization to schemes will substantially contribute to the generation of funds necessary to achieve the university's medium and long-term goals

The institutions total budget was based on the three major sources of funds, namely: 1) allotments from the General, Appropriations Act (GAA) of the General Fund, 2) allotments from income generated by various income generating projects and/or of the academe Income Trust Fund, and 3) Donations and Grants.

As a government institution, the University shall get the bulk of its funds from the GAA which sustains the general fund. General Fund allotments consist of the academe's regular budget, supplementary releases, and congressional initiatives. General Fund allotments are allocated for recurrent and non-recurrent cost.

The Income Trust Fund is appropriated out of projected current income and accumulated savings from prior years. Current income includes income from operations (e.g. tuition and miscellaneous student fees, legal research fees), auxiliary services (student dormitories, faculty and staff housing), interest earnings on deposits, and miscellaneous income (e.g. rent income). Income Trust Fund allotments may be allocated to recurrent spending and capital outlays.

Trust Funds consist of external and internal trust accounts. External trust funds consist of research grants from industry and private endowments for student scholarships, faculty development, and professorial chairs, and donations in cash or in kind. Internal trust funds (also known as "income-fed" trust funds) consist of miscellaneous student fees earmarked for libraries, laboratories, student services and co-curricular activities. The use of trust funds is bound by provisions of the contract, deed of donation, or earmarking.

Moreover, aggressive resource generation activities through the implementation of diverse income generating projects shall be initiated by the University Resource Generation and Entrepreneurial Services.

PLAN MONITORING AND EVALUATION

To ensure the achievement of the aforementioned initiatives, a monitoring and evaluation (M & E) mechanism should be established to provide USM decision makers with the necessary information for the effective and efficient management of the envisioned initiatives. Specifically, the implementation of strategies has to be monitored and evaluated regularly and periodically for many essential reasons among other are as follows: to improve its chances of success; to incorporate the lessons of experience; to identify possible changes, such as

modifications in guidelines and procedures; and to suggest changes in policies, because of evidence – in practice – of alternative approaches.

The quality plan of the Unit/College shall be monitored and evaluated by the Unit Heads/Directors/Deans and the Planning and Development Office preferably on a quarterly basis and as applicable. This is to ensure that plans are achieved accurately and timely. Mitigation measures shall be set and enforced once the ongoing implementation deviates from the original plan or if not achieved on time.

The Planning and Development Office (PDO) shall be the primary unit charged with monitoring compliance of the plan. It will be obtaining its data from all responsibility centers of the university which will be submitting such data on a quarterly basis and as applicable. For instance, the colleges shall submit data on enrolment, board examination performance, program accreditation status, revenues if any, human resource development activities, number of graduates, linkages, employment if such data is available, research and extension activities and number of beneficiaries thereof, and others. Such data-gathering activity will be facilitated by linking the units through an Internet. The responsibility centers may submit the data directly to the PDO or send those through the internet. Data gathered shall be presented in appropriate forms for easy access and utilization by all authorized entities. Annually, the responsibility centers shall submit their targets to the PDO. Such targets shall be set jointly with the Vice-President concerned and presented to the Administrative Council and if necessary to the Board of Regents for approval.

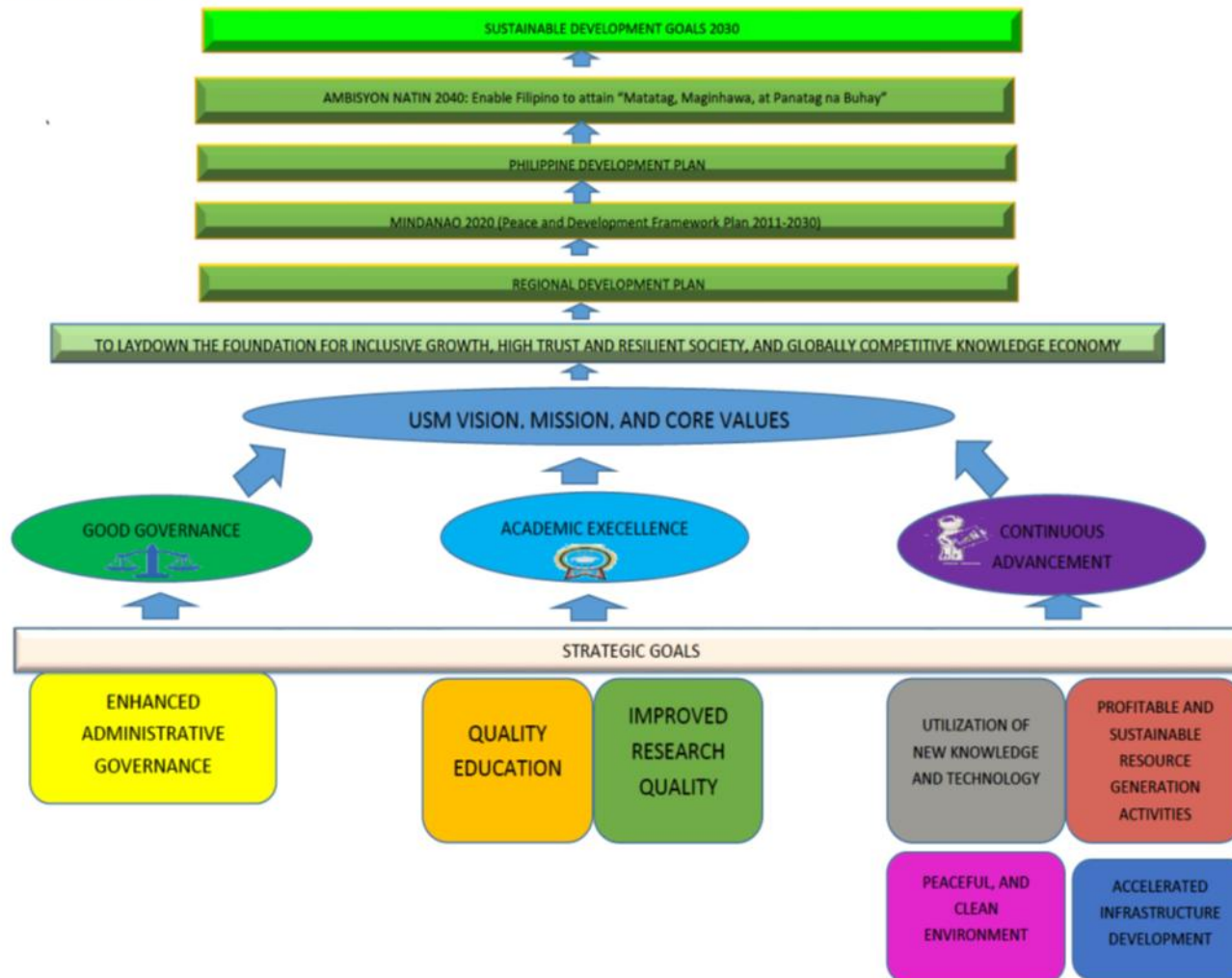
The evaluation process shall be undertaken by all responsibility centers. Units with university-wide coverage shall also conduct evaluation, such as: the Offices of the Vice-Presidents, the Human Resource Management and Development, the Financial Management Services, and others as may be necessary. The evaluation process shall be made with reference to the targets of the centers and shall be tied up to the promotion system and performance-based benefits that may be given to employees.

ORGANIZATION AND MANAGEMENT

The University will initiate its efforts from the 2005 approved organizational structure. The streamlined structure, as its starting point in serving the region as a center of excellence in agriculture and center of development for veterinary medicine and biology, is geared at strengthening the operation of the institution's four-fold functions: instruction, research, extension, production including general administration and support services across its covered campuses.

Figure 1 shows the enhanced structural configuration of the organization, emphasizing the empowerment of various colleges as the institutional backbone of the University of higher learning to implement its program priorities.

USM STRATEGIC FRAMEWORK



G.3 Evidence of participatory financial management

REGIONAL DEVELOPMENT INVESTMENT PROGRAM (RDIP), 2023-2028
SOCCSKSARGEN Region (XII)

RDIP Form

RDP Chapter: REGION XII

Agency: UNIVERSITY OF SOUTHERN MINDANAO

PROGR/MS/PROJECTS/ CTIVITIES	BIHEF PROGRAM/PROJECT /DESCRIPTION	SPATIA / COVERAGE		Results Mar /rics/ Performa /nce Indicators Address /ed	INV /STMENT TARGETS/COSTS												SOURCE OF FUNDS /14	STATUS /15	REMARKS /16		
		REGIONWIDE / PROVINCE/CITY / MUNICIPALITY /	CONGRESSIONAL DISTRICT		2023		2024		2025		2026		2027		2028					TOTAL	
					Targets	Cost (P'000)	Targets	Cost (P'000)	Targets	Cost (P'000)	Targets	Cost (P'000)	Targets	Cost (P'000)	Targets	Cost (P'000)				Targets	Cost (P'000)
a) Outcome /17																					
Program /18: Free Higher Education																					
1. Free Higher Ed /cation						179,451		197,402		217,142		238,856		261,742		289,016	1,384,612.51	Fund 101/GAA			
Program /19: Resilient Infrastructure for the Delivery of Quality Higher Education																					
1. Construction of University Academic Building (Phase I)	The building will serve as a service /building of the university. This will answer the upgrading of classrooms of the university.	Kabacan, Cotabato	3rd District	12 Classrooms		25,000											25,000.00	Fund 101/GAA			
2. Construction of University Academic Building (Phase II)	The building will serve as a service building of the university. This will answer the upgrading of classrooms of the university.	Kabacan, Cotabato	3rd District	20 Classrooms				40,000									40,000.00	Fund 101/GAA			
3. Completion of Laboratory Classrooms for the College of Engineering and Information Technology	The College of Engineering and Information Technology has an increasing number of students. Classrooms and laboratories are needed for the increasing number of students. There is a need to upgrade and complete its laboratory facilities to cope with the trends.	Kabacan, Cotabato	3rd District	16 Laboratory Classroom		30,000											30,000.00	Fund 101/GAA			
4. Construction of IMEAS Academic Building	The building will serve as an academic building of the university situated in IMEAS. This will answer the upgrading of classrooms of the university.	Kabacan, Cotabato	3rd District	16 Classroom				30,000									30,000.00	Fund 101/GAA			
5. Repair and Upgrading of National Service Training Program	The building needs repair and upgrading to serve the refreshment of the University.	Kabacan, Cotabato	3rd District	1 building				2,500									2,500.00	Fund 101/GAA			
6. Completion of University of Southern Mindanao-Kidapawan City Administration and Library	The current space for the library or USM KCC is inadequate. There is a need to upgrade and complete the Administration building and the library building.	Kidapawan City	2nd District	1 Admin Building				75,000									75,000.00	Fund 101/GAA			
7. Completion of University of Southern Mindanao-Kidapawan City Campus: Education, Arts and Sciences Building	Provide solution to lack of classroom and laboratory facilities in USM KCC Campuses by completing the EAS building.	Kidapawan City	2nd District	16 Laboratory Classrooms				30,000									30,000.00	Fund 101/GAA			
8. Upgrading of Facilities and Equipments for the Offering of Laws	Upgrading of facilities and equipments to prepare the College of Arts and Social Sciences for the offering of Laws in the University.	Kabacan, Cotabato	3rd District					5,000									5,000.00	Fund 101/GAA			
9. Completion of a General Academic Building for USM Libungan	An 8-unit classroom and laboratory for USM Libungan to cater the number of students. By 2022, USM Libungan would have a full offering of a program from first to fourth year.	Libungan, Cotabato	1st District	10 Laboratory Classrooms		20,000		20,000.00									40,000.00	Fund 101/GAA			
10. Construction of a General Academic Building for USM Aleosan	An 8-unit classroom and laboratory for USM Aleosan to cater the number of students. By 2022, USM Aleosan would have a full offering of a program from first to fourth year.	Aleosan, Cotabato	1st District	10 Laboratory Classrooms				20,000									20,000.00	Fund 101/GAA			
11. Establishment of a General Academic Building for USM Milang	An 8-unit classroom and laboratory for USM Milang to cater the number of students.	Milang, Cotabato	3rd District	10 Laboratory Classrooms				20,000									20,000.00	Fund 101/GAA			
12. Establishment of Teen Center	Serve as student center for them to unwind and cope with stresses of academic activities.	Kabacan, Cotabato	3rd District	1 building				30,000									30,000.00	Fund 101/GAA			
13. Completion of the Construction of Technical-Vocational Building	3-storey building for the College of Trades and Industries with four rooms and is allocated to Computer Operation laboratory, Computer Aided design (C/O), and Industrial-technology courses laboratory rooms.	Kabacan, Cotabato	3rd District	2 Laboratory Classrooms		4,800											4,800.00	Fund 101/GAA			
14. Completion of CTF Building	1 Classroom and Offices Repaired	Kabacan, Cotabato	3rd District	2 classrooms for repair				475									475.00	Fund 101/GAA			
15. Upgrading of USM KCC College of Technology Building	The 3-story CoT building will provide an additional eighteen (18) laboratory and classrooms for mainly technology students, both baccalaureate and diploma. It will also provide offices for faculty members of the college.	Kidapawan City	2nd District	26 Laboratory Classrooms				50,000									50,000.00	Fund 101/GAA			
16. Construction of USM KCC NSTP Building	The NSTP Building will provide the venue for the enrolled 3000 NSTP students. This will be a lecture room, conference room and be the headquarters of the ROTC Unit of the campus.	Kidapawan City	2nd District	1 NSTP building				15,000									15,000.00	Fund 101/GAA			

RDIP/AIP FORM A: Details of the CY 2026 Annual Investment Program (AIP)

Name of Office: UNIVERSITY OF SOUTHERN MINDANAO

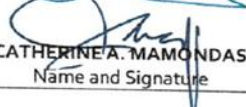
RDP Chapter:

Program/Activity/ Project	Project Description/ Objective	Specific Location			Region- wide	Results Matrices/ Performanc e Indicators	Expected Output/ Performance Target for CY	CY 2026 Investment Cost			PAPs Tagging			Source of Fund	Remarks
		Barangay	City/Municipalit y	Province				Tier 1	Tier 2	Total	Sustainable Development Goals (SDGs)	Climate Change	Supports EO 70 /ELCAC		
(1)	(2)	(3a)	(3b)	(3c)	(3d)	(4)	(5)	(6)	(7)	(8)	(9a)	(9b)	(9c)	(10)	(11)
HIGHER EDUCATION PROGRAM															
OO: Relevant and quality education ensured to achieve inclusive growth and access of poor but deserving students to quality tertiary education increased															
Delivery of Higher Education Services															
1	Free Higher Education	When Republic Act 10931, known as the Universal Access to Quality Tertiary Education Act, was signed into law in August 2017, it gave Filipino youth, particularly those from poor and underprivileged families, the opportunity to pursue college degrees through free tuition and exemption from other fees in state colleges and universities (SUCs).	Poblacion	Kabacan	Cotabato			257,227	498,570.00	755,797	755,797			GAA	
2	Tulong Dunong Program	Tulong Dunong Program is under the Tertiary Education Subsidy. Its goal is to provide financial assistance to qualified and deserving students pursuing a college degree.	Poblacion	Kabacan	Cotabato		Number of beneficiaries	2500	5000	7500	7500			GAA	
3	Financial Assistance to Athletes and Athletic Program	This program seeks to empower and inspire our young Filipino athletes through financial incentives and assistance in their development.	Poblacion	Kabacan	Cotabato		Number of beneficiaries	1000	500	1500	1500			GAA	
4	Strengthening Internationalization Performance	The university's basic goal in improving internationalization efforts is to improve its global reputation and visibility by proving its dedication to quality in areas such as teaching, research, and facilities. This can help the university improve its international rankings, attract a diverse pool of students and faculty, and create better collaboration and partnerships with other schools and organizations. Furthermore, the internationalization performance is a useful benchmarking tool, providing insights and feedback for continual improvement and enhancing the university's competitive advantage in the higher education industry.	Poblacion	Kabacan	Cotabato		Improved internationalization initiatives and procurement of facilities, furnitures & fixtures		20,000	20,000	20,000			GAA	
Infrastructure Support to Higher Education Services															
5	Upgrading of Academic Support Building	A 2-storey building with area of 71 sqm in the ground floor, 63 sqm 2nd floor. It will house amenities improving the atmosphere for all visitors, faculty and students. It creates environment that will support academic and institutional progress for future generations. The modern building has facilities and equipment relevant to the needs of the students. It contains functional fixtures and amenities and state of the art innovative learning devices that are competitive.	Poblacion	Kabacan	Cotabato		1 building; facilities, furnitures & fixtures		30,000	30,000	30,000			GAA	
6	Completion of University Academic Building 1 (Phase II)	The establishment of this project is to mitigate the predicaments arising from the pressing needs of inadequate classrooms for the General Education courses. This academic building will accommodate the growing student population while providing a conducive learning classroom as well as a place to set-up virtual classrooms for online learnings of the University. This project can accommodate larger crowds for cultural presentations and the like. The modern classroom is tailored for diverse learning styles, featuring a flexible design that allows for easy furniture rearrangement. It houses innovative equipment and facilities with furnitures and fixtures in place.	Poblacion	Kabacan	Cotabato		8 Classrooms including facilities, furnitures & fixtures		60,000	60,000	60,000			GAA	

[illegible]

G.4 Description of Inter-office sharing resources (facilities and equipment)

 UNIVERSITY OF SOUTHERN MINDANAO OPERATIONAL PLANNING AND CONTROL PROCEDURE					
Document No.		USM-PDO-001-Rev.2.2020.06.01		Rev. No.	2
				Page 1 of 3	
EFFECTIVE DATE	REV. NO.	REVISION TYPE	CHANGE DESCRIPTION	PAGE AFFECTED	ORIGINATOR
June 01, 2020	2	Partial	Change Code. Update Forms.	ALL	RENEL M. ALUCILJA / CATHERINE A. MAMONDAS
February 15, 2018	1	New	Revised in accordance to the Quality Management System requirements	ALL	EIMER M. ESTILOS / CATHERINE A. MAMONDAS
July 04, 2016	0	New	Newly established in accordance to the Quality Management System requirements	ALL	EIMER M. ESTILOS / CATHERINE A. MAMONDAS

Prepared by:	Reviewed by:	Approved by:	DCC USE ONLY	
 RENEL M. ALUCILJA, RPAE  CATHERINE A. MAMONDAS Name and Signature	 ANITA C. SORNITO, EdD Name and Signature	 JENNIFER E. SINCO Name and Signature	DOCUMENT CONTROL INDICATOR  2020. 06.01	
			MASTER	COPY

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2020. 11.24



UNIVERSITY OF SOUTHERN MINDANAO		Document No.	USM-PDO-001-Rev.2.2020.06.
Operational Planning and Control Procedure		Rev. No.	01
		2	Page 2 of 3

1.0 PURPOSE

The Operational Planning and Control Procedure aims to establish and maintain a documented procedure for Quality Management System of University of Southern Mindanao. The Operational Planning and Control Procedure also aims to define the controls needed to ensure that quality plan must be consistent with the quality policy, documented, measurable, based on applicable requirements, implemented in accordance with the criteria, monitored, evaluated, communicated to stakeholders and updated as appropriate.

2.0 SCOPE

This procedure applies to all functional units under the four-fold functions of Instruction, Research, Extension and Resource Generation of the University of Southern Mindanao.

3.0 DEFINITION OF TERMS

- 3.1 Operational Plan - is an annual plan of the four functions of the university which lays down the plan targets for different Key Result Areas (KRAs) under Instruction, Research and Extension Services, Resource Generation, and General Administration and Support Services.
- 3.2 Control is an act regulating the use of generated records; where retrieval and access shall be defined.

4.0 REFERENCES

- 4.1 Quality Management System Manual (USM-QMS-002-Rev.3.2020.02.18)
- 4.2 Corrective Action Procedure (USM-QMS-017-Rev.3.2020.02.18)
- 4.3 Continual Improvement Procedure (USM-QMS-020-Rev.2.2020.02.18)

5.0 RESPONSIBILITY AND AUTHORITY

- 5.1 The Unit Heads shall take the responsibility in their respective units/colleges and ensure that their quality plan is measured, monitored, evaluated and documented.
- 5.2 The Vice President for each function shall be responsible in consolidating the plans of the colleges/units under him/her and submit the same to the Planning and Development Office for final consolidation.
- 5.3 The Planning and Development Office shall take the overall responsibility in the consolidation and packaging of the Operational Plan or the institutional development plan, implementation and control of the processes needed to meet the requirements outlined in the established criteria or program/projects/activities (PPA).

6.0 PROCEDURE DETAILS

- 6.1. Data Gathering and Analysis
 - 6.1.1 The Unit Head/Director/Dean shall be responsible for their respective unit's quality plan design, its PPAs and corresponding targets. These data/ information shall be gathered and analyzed by the Planning and Development Office.
- 6.2. Plan Coordination, Preparation and Consolidation
 - 6.2.1. The preparation of plans shall be coordinated with the concerned Unit Head/Director/Dean for consolidation and preparation of the institution's operational plan.
 - 6.2.2. The Vice President for each function shall consolidate the plans of the colleges/units under him/her and submit the same to the Planning and Development Office for final consolidation.
 - 6.2.3. The consolidated plan of every Mandated Function shall be submitted on the specified deadline. Failure to submit means issuance of Corrective Action Request (CAR) from the Planning and Development Office.
- 6.3. Plan Design
 - 6.3.1. The consolidated quality plans of the different units under the four functions shall become the institution's operational plan to be approved by the Administrative Council, BOR Committee on Administration and Finance and finally by the Board of Regents.
- 6.4. Plan Implementation
 - 6.4.1. The quality plan shall be implemented in accordance with the criteria set or targets. The schedule of implementation shall depend on budget appropriations. Programs, projects and activities (PPAs) which will not require large appropriations shall be accomplished simultaneously with other PPAs. The Unit Heads/Directors/Deans shall be responsible for the implementation of their units' PPAs and shall be coordinated and acted upon by the appropriate responsibility centers. e.g. All purchases of materials for the implementation



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of PPAs, be it for monthly operations or capital outlay shall be coordinated with the Bids and Awards Committee and Office of the President for review and approval. Once approved, the program of work and implementation of unit's PPAs shall be coordinated closely with Physical Plant and Development Office and Financial Management Services.

- 6.4.2. The initial activities will be followed by those which require more but not inordinately large amounts. For Capital-intensive Activities, the university shall appropriate budget or forge partnerships with other funding agencies and follow program of work for implementation.
- 6.4.3. The implementation of the four-fold functions of the University such as Instruction, Research, Extension and Resource Generation shall be done simultaneously in accordance with the budget appropriated per office and in the timeline set during the plan design.
- 6.5 Plan Monitoring and Evaluation
 - 6.5.1 The quality plan of the Unit/College shall be monitored and evaluated by the Unit Heads/Directors/Deans and the Planning and Development Office preferably on a quarterly basis and as applicable. This is to ensure that plans are achieved accurately and timely. Mitigation measures shall be set and enforced once the ongoing implementation deviates from the original plan or if not achieved on time.
 - 6.5.2 The Planning and Development Office (PDO) shall be the primary unit charged with monitoring compliance of the plan. It will be obtaining its data from all responsibility centers of the university which will be submitting such data on a quarterly basis and as applicable. For instance, the colleges shall submit data on enrolment, board examination performance, program accreditation status, revenues if any, human resource development activities, number of graduates, linkages, employment if such data is available, research and extension activities and number of beneficiaries thereof, and others. Such data-gathering activity will be facilitated by linking the units through an Internet. The responsibility centers may submit the data directly to the PDO or send those through the internet. Data gathered shall be presented in appropriate forms for easy access and utilization by all authorized entities. Annually, the responsibility centers shall submit their targets to the PDO. Such targets shall be set jointly with the Vice-President concerned and presented to the Administrative Council and if necessary to the Board of Regents for approval.
 - 6.5.3 The evaluation process shall be undertaken by all responsibility centers. Units with university-wide coverage shall also conduct evaluation, such as: the Offices of the Vice-Presidents, the Human Resource Management and Development, the Financial Management Services, and others as may be necessary. The evaluation process shall be made with reference to the targets of the centers and shall be tied up to the promotion system and performance-based benefits that may be given to employees.
- 6.6 Plan Output Review and Projection
 - 6.6.1 The Planning and Development Office shall facilitate the conduct of a Semi-Annual and Annual Review Planning Seminar-Workshop in which the Unit Heads/Directors/Deans shall present their accomplishments for documentation, critiquing and assessment. A strategic planning/ operational planning for the succeeding year shall also be discussed/planned and documented.
- 6.7. Output/Accomplishment Packaging and Reporting
 - 6.7.1. Reports that have been monitored and reviewed by the Planning and Development Office shall be submitted to external agencies attached to the Institution for appropriate updating of the operations after consolidation and packaging.

7.0 RECORDS RETENTION AND DISPOSAL

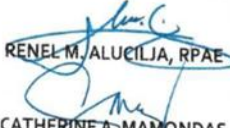
- 7.1 Plans are kept in file as reference for future planning that can be the basis for targeting. Master Plans are kept in file indefinitely while quarterly plans are kept in file for five to ten years. Beyond that, plans are stored and/or archived.
- 7.2 Quarterly accomplishment reports submitted by functional units are disposed once the Annual Report is already produced.
- 7.3 Other reports are kept in file and stored.

8.0 FORMS AND RECORDS

- 7.1. Operational Plan (USM- PDO- Fo3-Rev.1.2020.06.01)
- 7.2. Quarterly Physical Monitoring (USM- PDO- Fo4-Rev.o.2020.06.01)

G.5 Copy of Personnel Performance Evaluation instrument

 UNIVERSITY OF SOUTHERN MINDANAO PERFORMANCE EVALUATION PROCEDURE					
Document No.		USM-PDO-002-Rev.2.2020.07.01		Rev. No.	2
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EFFECTIVE DATE	REV. NO.	REVISION TYPE	CHANGE DESCRIPTION	PAGE AFFECTED	ORIGINATOR
July 01, 2020	2	Partial	Change Code	ALL	RENEL M. ALUCILJA / CATHERINE A. MAMONDAS
February 15, 2018	1	New	Revised in accordance to the Quality Management System requirements	ALL	EIMER M. ESTILOS / CATHERINE A. MAMONDAS
July 04, 2016	Ø	New	Newly established in accordance to the Quality Management System requirements	ALL	EIMER M. ESTILOS / CATHERINE A. MAMONDAS

Prepared by:	Reviewed by:	Approved by:	DCC USE ONLY	
 RENEL M. ALUCILJA, RPAE CATHERINE A. MAMONDAS Name and Signature	 ANITA C. SORNITO, EdD Name and Signature	 JENNIFER E. SINCO Name and Signature	DOCUMENT CONTROL INDICATOR	
			 MASTER	2020-07-01 COPY

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1.0 PURPOSE

The Performance Evaluation Procedure aims to establish and maintain a documented procedure for Quality Management System of the University of Southern Mindanao. The Performance Evaluation Procedure also aims to define the controls needed to ensure that individual performance of personnel must be cascaded to office performance. The functions and activities set in their Individual Performance Commitment and Review (IPCR) Form and units' Office Performance Commitment and Review (OPCR) Form must be monitored, evaluated/reviewed semi-annually in accordance with the criteria/targets.

2.0 SCOPE

This procedure applies to all functional units of University of Southern Mindanao.

3.0 DEFINITION OF TERMS

- 3.1 Efficiency - the extent to which targets are accomplished using the minimum amount of time or resources. Efficient performance applies to continuing tasks or frontline services. It involves the following elements
 - 3.1.1 Standard response time
 - 3.1.2 Number of requests/applications acted upon over number of requests/applications received
 - 3.1.3 Optimum use of resources (e.g., money, logistics, office supplies)
- 3.2 General Administration and Support Services (GASS) - activities that deal with the provision of overall administrative management support to the entire agency operation.
- 3.3 Individual Performance Commitment Review- The IPCR is an SPMS form that is accomplished individually by employees. It details the Key Result Areas (KRAs), Success Indicators, Actual Accomplishments, Rating for Quality (Q), Efficiency (E), and Timeliness (T), and the Average (Ave), and Remarks.
- 3.4 Mandated Functions- the goods and services that the university is mandated to deliver to clients through the implementation of programs, projects, and activities (PPAs). The University's Mandated Functions are as follows:
 - 3.4.1 Instruction
 - 3.4.2 Research and Extension
 - 3.4.3 Resource Generation
 - 3.4.4 General Administration and Support Services (GASS)
- 3.5 Office Performance Commitment Review- The OPCR contains performance targets, as listed by the Office Heads. It includes the following details: Key Result Areas (KRAs), Success Indicators, Actual Accomplishments, Rating for Quality (Q), Efficiency (E), and Timeliness (T), and the Average (Ave), and Remarks.
- 3.6 Quality or Effectiveness – it means getting the right things done. It refers to the degree to which objectives are achieved as intended and the extent to which issues are addressed with a certain degree of excellence. Quality or effective performance involves the following elements:
 - 3.6.1 Acceptability
 - 3.6.2 Meeting standards
 - 3.6.3 Client satisfaction with services rendered
 - 3.6.4 Accuracy
- 3.7 General Administration and Support Services (GASS)- GASS refer to activities that provide technical and substantive support to the operations and projects of the agency. By themselves, these activities do not produce the Mandated Functions but they contribute or enhance the delivery of goods and services.
- 3.8 Timeliness - measures if the targeted deliverable was done within the scheduled or expected timeframe. Timely performance involves meeting deadlines as set in the work plan.

4.0 REFERENCES

- 2.1 Quality Management System Manual (USM-QMS-002-Rev.3.2020.02.18)
- 2.2 Corrective Action Procedure (USM-QMS-017-Rev.3.2020.02.18)
- 2.3 Continual Improvement Procedure (USM-QMS-020-Rev.2.2020.02.18)

5.0 RESPONSIBILITY AND AUTHORITY

- 5.1 The Performance Management Team (PMT) chaired by the Vice President for Administration and Finance, with the Planning Office as Secretariat, shall:
 - 5.1.1 Monitor submission of Office Performance Commitment and Review Form and schedule the review/evaluation of Office Commitments by the PMT before the start of a performance period.
 - 5.1.2 Consolidate, review, validate and evaluate the initial performance assessment of the Heads of Offices based on reported Office accomplishments against the success indicators, and the allotted budget against the actual expenses. The result of the assessment shall be the basis of PMT's recommendation to the Head of Agency who shall determine the final Office rating.



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- 5.1.3 Conduct an agency performance planning and review conference annually for the purpose of discussing the Office assessment for the preceding performance period and plans for the succeeding rating period with concerned Heads of Offices. This shall include participation of the Financial Office as regards budget utilization.
- 5.1.4 Provide each Office with the final Office Assessment to serve as basis of offices in the assessment of individual staff members.
- 5.2 The Human Resource Management and Development Office shall
- 5.2.1 Monitor submission of Individual Performance Commitment and Review Form by heads of offices.
- 5.2.2 Review the Summary List of Individual Performance Rating to ensure that the average performance rating of employees is equivalent to or not higher than the Office Performance Rating as recommended by the PMT and approved by the Head of Agency.
- 5.2.3 Provide analytical data on retention, skill/competency gaps, and talent development plans that align with strategic plans.
- 5.2.4 Coordinate developmental interventions that will form part of the HR Plan.
- 5.3 The Head of Academic units and Offices shall
- 5.3.1 Assume primary responsibility for performance management in his/her Office
- 5.3.2 Conduct strategic planning session with the supervisors and staff and agree on the outputs that should be accomplished based on the goals/objectives of the organization and submits the Office Performance Commitment and Review Form to the Planning Office.
- 5.3.3 Review and approve individual employee's Performance Commitment and Review form for submission to the HRM Office/Personnel Office before the start of the performance period.
- 5.3.4 Submit a quarterly accomplishment report to the Planning Office based on the PMS calendar^a
- 5.3.5 Do initial assessment of office's performance using the approved Office Performance Commitment and Review form.
- 5.3.6 Determine final assessment of performance level of the individual employees in his/her office based on proof of performance.
- 5.3.7 Inform employees of the final rating and identifies necessary interventions to employees based on the assessment of developmental needs.
- 5.3.7.1 Recommend and discuss a development plan with the subordinates who obtain Unsatisfactory performance during the rating period not later than one (1) month after the end of the said period and prepares written notice/advice to subordinates that a succeeding Unsatisfactory performance shall warrant their separation from the service.
- 5.3.7.2 Provide preliminary rating to subordinates showing Poor performance not earlier than the third (3rd) month of the rating period. A development plan shall be discussed with the concerned subordinate and issue a written notice that failure to improve their performance shall warrant their separation from the service.
- 5.4 The Department Chairperson or equivalent shall
- 5.4.1 Assume joint responsibility with the Head of Office in ensuring attainment of performance objectives and targets
- 5.4.2 Rationalize distribution of targets/tasks
- 5.4.3 Monitor closely the status of the performance of their subordinates and provide support and assistance through the conduct of coaching for the attainment of targets set by the Division/Unit and individual employee.
- 5.4.4 Assess individual employees' performance
- 5.4.5 Recommend developmental intervention
- 5.5 The Individual Employees shall
- 5.5.1 Act as partners of management and their co-employees in meeting organizational performance goals



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6.0 PROCEDURE DETAILS

6.1 Performance Planning and Commitment

6.1.1 Determine the University's Mandated Functions:

6.1.1.1 The Strategic Performance Management System (SPMS) links staff performance with organizational performance. As such, it is important to understand the organization's mandate and strategic priorities. During the period of performance planning and commitment, the first thing to do is to understand the University's Mandated Functions (MFs). MFs are delivered by core processes of operating offices/units. However, offices/units that do not directly deliver goods and services to external clients contribute to the delivery of the university's MFs through General Administration and Support Services (GASS) activities.

6.1.2. Identify the Success Indicators of Each Mandated Function (MF):

6.1.2.1 The university must agree on the performance standards on which they want to be measured. The success indicators can be determined by referring to the following documents:

- 6.1.2.1.1 Citizen's Charter
- 6.1.2.1.2 RA 6713 (Code of Ethics and Ethical Standards)
- 6.1.2.1.3 OPES Reference Table
- 6.1.2.1.4 Accomplishment Reports (for historical data)
- 6.1.2.1.5 Benchmarking Reports
- 6.1.2.1.6 Stakeholders' Feedback Reports

6.1.2.2 Success indicators must be Specific, Measurable, Attainable, Realistic, and Time-bounded (SMART). Performance targets and standards are continuously reviewed and refined. As such, determine specific targets and success indicators for each year in the annual work plan.

6.1.3 Identify the Performance Goals of the respective office

6.1.3.1 In most cases, one or several offices will be contributing to one Mandated Function. It is also possible that one office will be contributing to two MFs. If the respective office/unit is not directly delivering goods and services to external clients, that office/unit is implementing General Administration and Support Services (GASS) activities. As such, it should have its own SMART performance targets or success indicators from the office/unit level down to the individual staff level.

6.1.4 Identify the Performance Goals of the Departments under the Office/College

6.1.4.1 Units under an office must contribute towards achieving a specific MF through a set of performance goals or success indicators. As such, the performance goals of the different units must be aligned with the performance goals of the office.

6.1.5 Identify the Performance Goals of Individuals under Each Department

6.1.5.1 Each department will be staffed by at least one individual employee. The performance goals of each individual employee must contribute and align with the performance goals of the department

6.1.6 Develop the Rating Scale

6.1.6.1 Developing the Rating Scale involves two sub-steps:

- 6.1.6.1.1 Determining the dimensions on which performance or accomplishments are to be rated.
- 6.1.6.1.2 Operationalizing the numerical and adjectival ratings.

6.1.6.2 The three dimensions of performance or accomplishments are quality, efficiency, and timeliness.

6.1.6.3 Not all performance accomplishments need to be rated along all three dimensions of quality, efficiency, and timeliness. Some accomplishments may only be rated on any combination of two or three dimensions. In other cases, only one dimension may be sufficient. Depending on how success indicators are stated, an employee can rate a performance along the dimensions of quality, efficiency, and/or timeliness. The rating needs to be discussed within the unit and between the supervisors and staff (i.e., raters and ratees) to clarify the expected outputs at the beginning of the performance monitoring period. Because performance is



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measured within a scheduled monitoring period, all accomplishments always involve the dimension of time. As such, performance is always rated on either efficiency and/or timeliness.

6.1.6.4 On each dimension of quality, efficiency, and timeliness, rate performance using a numerical scale ranging from 1 to 5—with 1 as the lowest and 5 as the highest. The table below explains the meaning of each rating:

Rating		Description
Numerical	Adjectival	
5	Outstanding	Performance exceeded expectations by 30% and above of the planned targets. Performance demonstrated was exceptional in terms of quality, technical skills, creativity, and initiative, showing mastery of the task. Accomplishments were made in more than expected but related aspects of the target.
4	Very Satisfactory	Performance exceeded expectations by 15% to 29% of the planned targets.
3	Satisfactory	Performance met 90% to 114% of the planned targets. However, if it involves deadlines required by law, it should be 100% of the planned targets.
2	Unsatisfactory	Performance only met 51% to 89% of the planned targets and failed to deliver one or more critical aspects of the target. However, if it involves deadlines required by law, the range of performance should be 51% to 99% of the planned targets.
1	Poor	Performance failed to deliver most of the targets by 50% and below.

6.2. Performance Monitoring and Coaching

6.2.1 Develop the Performance Monitoring and Coaching Tools

6.2.1.1 It is important to regularly monitor the performance of offices, departments, and employees. Monitoring and evaluation mechanisms and tools must be in place so that timely and appropriate steps can be taken towards meeting performance targets and organizational goals. Supervisors and coaches play a critical role at this stage by providing an enabling environment, introduce interventions to improve team performance, and develop individual potentials.

6.2.2 Develop the Performance Evaluation Tools

6.2.2.1 Monitoring tools shall be used to establish commitment and evaluate accomplishments in a semi-annual period. The following essential elements shall be incorporated in the evaluation tool:

- 6.2.2.1.1 Name, position, and signature of the Unit Head or individual staff being evaluated (ratee)
- 6.2.2.1.2 Rating period
- 6.2.2.1.3 Date when evaluation was completed
- 6.2.2.1.4 Name, signature, and position of supervisors that approve the completed evaluation form and the date when they made the approval
- 6.2.2.1.5 Mandated Function that the office and department are contributing to
- 6.2.2.1.6 SMART performance targets or success indicators
- 6.2.2.1.7 Actual accomplishments v is-à-v is performance targets
- 6.2.2.1.8 Ratings on quality, efficiency and/or timeliness on a scale of 1 to 5
- 6.2.2.1.9 Remarks of supervisor
- 6.2.2.1.10 Name, position and signature of Head of the Performance Management Team
- 6.2.2.1.11 Name, signature, and position of rater and date when evaluation was completed.

6.2.3 To reflect the cascading approach of the SPMS towards achieving organizational goals, three kinds of forms are used:

- 6.2.3.1 Office Performance Commitment and Review (OPCR) Form is accomplished by University Directors/Heads of Offices and Department Heads.
- 6.2.3.2 Individual Performance Commitment and Review (IPCR) Form is accomplished by individual staff in all the units of the organization.



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6.3 Performance Review and Evaluation

6.3.1 Submission of OPCR and IPCR

- 6.3.1.1 The Vice Presidents, College Deans, Unit Directors/Heads shall submit their targets at the start of the rating period and their accomplishments with self-evaluation ratings at the end of the rating period.
- 6.3.1.2 The OPCR's shall be submitted to the Planning and Development Office on or before the deadline.
- 6.3.1.3 Failure to submit means issuance of Corrective Action Request (CAR) from the Planning and Development Office.
- 6.3.1.4 The IPCR's shall be submitted to the Human Resource and Development Office (HRMDO) with the summary of individual ratings of faculty and staff under a certain department/unit/college.
- 6.3.1.5 The Planning and Development Office shall be furnished by the head of unit/college with the summary of individual ratings.

6.3.2 Use the Performance Evaluation Tools.

- 6.3.2.1 At the end of the performance monitoring period, use the forms—OPCR and IPCR—to review performance from the office/colleges and department levels down to the individual staff level. All entries in the forms must be filled up.

6.3.3 Compute numerical ratings

- 6.3.3.1 Get the average rating for a particular accomplishment by adding the ratings and dividing it by the number of dimensions used and get the final average rating.

6.4 Performance Evaluation and Development Planning

6.4.1 Use of the Results of the Performance Evaluation

- 6.4.1.1 The focus of discussion of evaluation results must be on strengths, competency-related performance gaps, and the opportunities to address these gaps, career paths, and alternatives. In coordination with the HRMD Office, the Heads of Office and supervisors must introduce appropriate developmental interventions based on the results of the performance evaluation especially for employees with Unsatisfactory and Poor performance ratings.
- 6.4.1.2 The results of the performance evaluation/assessment shall serve as inputs to the following:
 - 6.4.1.2.1 Heads of Offices in identifying and providing the kinds of interventions needed based on identified professional development needs.
 - 6.4.1.2.2 University HRMD Office in consolidating and coordinating development interventions that will form part of the HR Plan and the basis for rewards and incentives.
 - 6.4.1.2.3 Performance Management Team in identifying potential PRAISE Awards nominees for various awards categories.
 - 6.4.1.2.4 PRAISE Committee in determining top performers of the agency who qualify for awards and incentives.

7.0 RECORDS RETENTION AND DISPOSAL

- 7.1 Plans are kept in file as reference for future planning that can be the basis for targeting.
- 7.2 Quarterly accomplishment reports submitted by functional units are disposed once the Annual Report is already produced.
- 7.3 Other reports are kept in file and stored.

8.0 FORMS AND RECORDS

- 8.1 IPCR (USM-HRD-F51-Rev.1.2020.07.01)
- 8.2 OPCR (USM-PDO-F01-Rev.1.2020.07.01)

E. Summary List of Individual Performance Ratings

Office A

Performance Assessment: Very Satisfactory

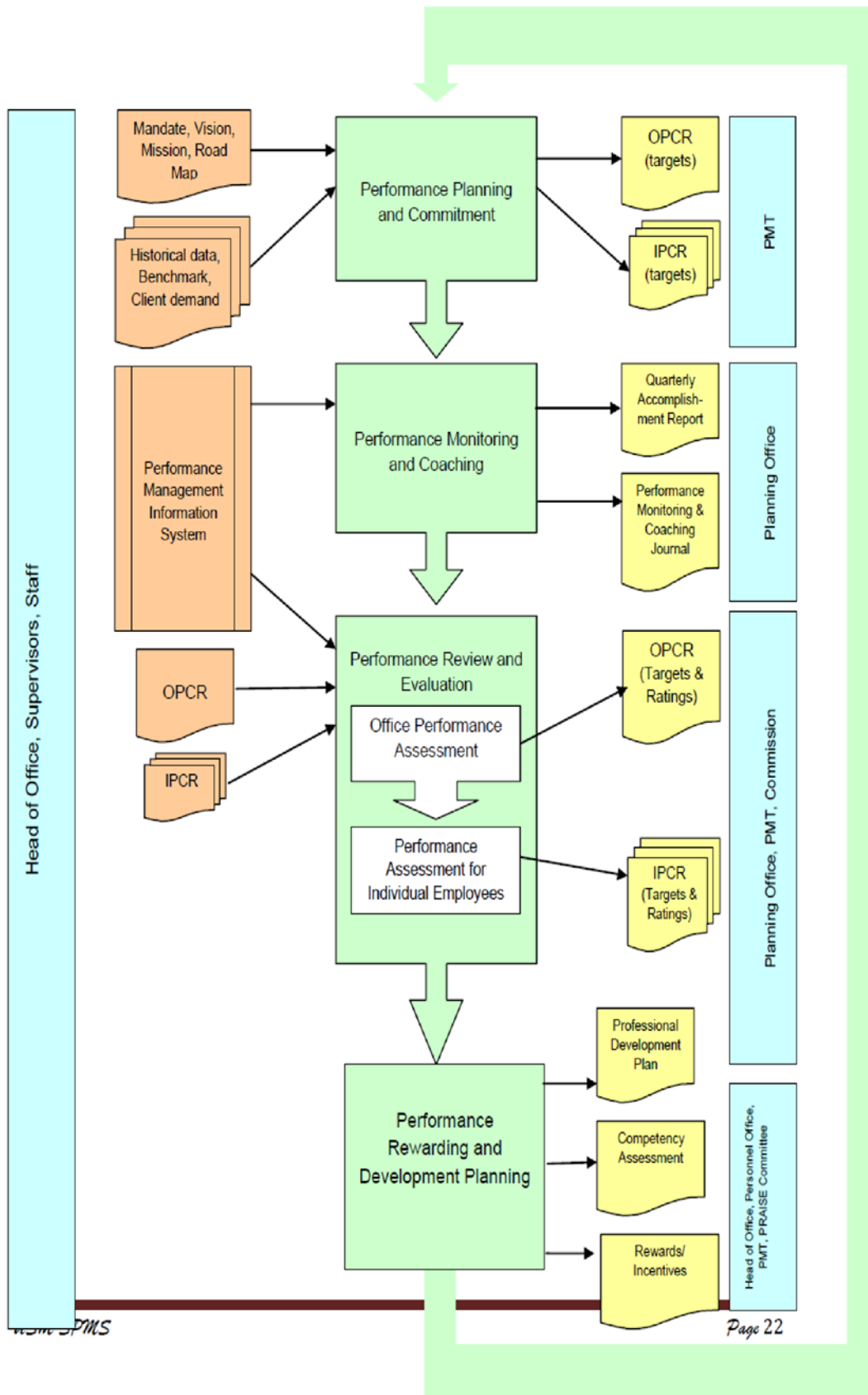
Division A	Rating	
	Numerical	Adjectival
<i>Division A Rating</i>	4	Very Satisfactory
Employee 1	4	Very Satisfactory
Employee 2	5	Outstanding
Employee 3	3	Satisfactory
Employee 4	4	Very Satisfactory
Employee 5	4	Very Satisfactory
No. of Employees = 5 Average ratings of staff	20/5=4	Very Satisfactory

Division B	Rating	
	Numerical	Adjectival
<i>Division B Rating</i>	3	Satisfactory
Employee 1	3	Satisfactory
Employee 2	4	Very Satisfactory
Employee 3	2	Unsatisfactory
Employee 4	3	Satisfactory
No. of Employees (Including DC) = 4 Average ratings of staff	12/4=3	Satisfactory

Division C	Rating	
	Numerical	Adjectival
<i>Division C Rating</i>	5	Outstanding
Employee 1	5	Outstanding
Employee 2	4	Very Satisfactory
Employee 3	5	Outstanding
Employee 4	4	Very Satisfactory
No. of Employees (Including DC) = 4 Average ratings of staff	18/4=4.5	Outstanding

Summary:	Division A	4	Very Satisfactory
	Division B	3	Satisfactory
	Division C	5	Outstanding
	Average	12/3= 4	Very Satisfactory

F. SPMS PROCESS FLOWCHART



G.6 Evidence on the use of the Personnel Evaluation results to improve performance and delivery of services

 UNIVERSITY OF SOUTHERN MINDANAO Kabacan, Cotabato Philippines									
INDIVIDUAL PERFORMANCE COMMITMENT AND REVIEW (IPCR) - Non Teaching									
I, GARRY KIETH F. ESCUCHA of the Office of the PLANNING AND DEVELOPMENT commits to deliver and agree to be rated on the attainment of the following targets in accordance with the indicated measures for the period of July to December 2024									
Submitted by: Date:  GARRY KIETH F. ESCUCHA Employee	Compiled by:  NERISSA G. DELA VIÑA, PhD Director, HRMDO								
Rating Scale 5 - Outstanding 4 - Very Satisfactory 3 - Satisfactory 2 - Unsatisfactory 1 - Poor									
CODE	Organizational Objectives/Outcomes	WEIGHT	Success Indicator (Target + Measures)	Actual Accomplishment	Rating				Remarks
					Q ¹	E ²	T ³	A ⁴	
CORE FUNCTIONS		80%							
	Implementation of Individualized	80%			4.85	##	4.50	3.54	
Performance Management									
1.1. Monitoring and Evaluation									
		2%	Assist in the implementation of survey area boundaries (USM Area) with the PPDO	100% Assisted in the implementation of survey area boundaries (USM Area) with the PPDO	5			5.00	
		3%	Assist in the conduct of Planning Activities	100% Assisted in the conduct of Planning Activities	5			5.00	
		5%	Assist in the evaluation of Plans, Programs, and Physical projects quarterly	100% Assisted in the evaluation of Plans, Programs, and Physical projects quarterly	5			5.00	
		5%	Assist the review and update of Land Use Development and Infrastructure Plan (LUDIP) and projects related to the development of the university	100% Assisted the review and update of Land Use Development and Infrastructure Plan (LUDIP) and projects related to the development of the university	5			5.00	
1.2. Preparation and Submission of Required and Urgent Reports									
		5%	Assist in the preparation and submission of 2026 Annual Investment Program (AIP) to NEDA for presentation and review on first quarter	100% Assisted in the preparation and submission of 2026 Annual Investment Program (AIP) to NEDA for presentation and review on first quarter	5		5	5.00	
		5%	Assist in the review and update of 2023-2028 Regional Development Investment Plan (RDIP)	100% Assisted in the review and update of 2023-2028 Regional Development Investment Plan (RDIP)	5			5.00	
		3%	Assist in the preparation and submission of Regional Project Monitoring and Evaluation System every quarter	Assist in the preparation and submission of Regional Project Monitoring and Evaluation System every quarter	5			5.00	
		5%	Assist in the preparation and submission of 2026-2028 Three-Year Rolling Program (TRIP) to be accomplished via PIPOL system of NEDA	100% Assisted in the preparation and submission of 2025-2028 Three-Year Rolling Program (TRIP) to be accomplished via PIPOL system of NEDA	5		4	4.50	
1.3. Other Technical Competencies and Accomplishments									
		15%	Prepare Site Development Plans / Site Vicinity Maps for the projects of the university	100% Prepared Site Development Plans / Site Vicinity Maps for the projects of the university	5			5.00	

		10%	Prepare and submit summary of meetings with the USM Campus Extension Coordinators and Local Government Units (LGUs)	100% Prepared and submitted summary of meetings with the USM Campus Extension Coordinators and Local Government Units (LGUs)	5		5.00	
		10%	Monitor the implementation of projects in the university including the assistance to the turnover / groundbreaking	100% Monitored the implementation of projects in the university including the assistance to the turnover / groundbreaking	5		5.00	
		7%	Compliance to Digital Signatures	100% Compliance to Digital Signatures	3		3.00	
		10%	Prepare and submit the recommendation regarding the site visit and inspection of the university's infrastructures	100% Prepared and submitted the recommendation regarding the site visit and inspection of the university's infrastructures	5		5.00	
Support & Other Functions		20%					0.94	
Commitment & Purpose		15%					0.72	
6.3	Attendance to University-wide activities (as defined in CNA) (required)	7%	Attendance to University-wide activities (as defined in CNA)	Attended 7 University-wide activities	5		5.00	
6.4	Attendance to college convocations & activities		100% attendance to college/unit convocations & activities	N/A			-	
6.5	Attendance to Convocation	2%	100% attendance to convocation	100% attendance to convocation	4		4.00	
6.6	Attend on department meetings (required)		at least 80% attendance to department meetings	N/A			-	
6.7	Submission of required DTR	4%	Submit attested DTR before the fifth working day of the month	Submitted attested DTR before the fifth working day of the month		5	5.00	
6.8	Submission of required SALN		Submit accomplished SALN on or before February 28 with no corrections	N/A			-	
6.9	Submission of required PDS		Submit accomplished PDS to HRMDO on or before May 31	N/A			-	
6.10	Submission of required IPCR	2%	Submit accomplished IPCR to HRMDO on or before the deadline	Submitted accomplished IPCR to HRMDO on or before the deadline		5	5.00	
Professional Development		5%					0.22	
7.1	Attendance to seminars and trainings	2%	Submit authenticated copies of certificates of participation/ completion of training/seminar to HRMDO within 7 days after the event	Submitted 3 certificates of attendance of seminar to HRMDO for authentication	5	5	5.00	
		1%	Submission of training effectiveness three months after the event		1		1.00	
7.2	Membership to professional organizations/societies	2%	Membership to at least 1 professional organization	2 professional organization memberships	5		5.00	
Final Average Rating							0.48	
Category								
CORE FUNCTIONS		80%						
Implementation of Individualized		80%					3.54	
Support and Other Functions		20%						
Commitment & Purpose		15%					0.72	
Professional Development		5%					0.22	
Total Overall Rating		100%					4.48	
Final Average Rating								4.48
Adjectival Rating								

Reviewed by:		Date		Approved by:		Date	
RENEL M. ALUCILJA Immediate Supervisor				 RENEL M. ALUCILJA Director/Head of Office			
Legend:	1 - Quality	2 - Efficiency	3 - Timeliness	4 - Average			
HRMDO RECOMMENDATIONS							
LEARNING AND DEVELOPMENT							
							NERISSA G. DELA VIÑA, PhD Director, HRMDO
REWARDS AND RECOGNITION							
							Date



**UNIVERSITY OF
SOUTHERN MINDANAO**
Kabacan, Cotabato

2021 ANNUAL

Report

