



DEPARTMENT OF
ENGLISH LANGUAGE
AND LITERATURE

Words. Insights. Global Connections.



Strategic Excellence Portfolio

Advancing USM-DELL as the Regional Hub for Journalism, Language Research, and Student Media Development

A Narrative Report for AACUP Level IV Accreditation

August 12-14, 2026





Visionary Planning. Purposeful Action. Sustainable Future.

	PILLAR 1	STRATEGIC GOVERNANCE, LEADERSHIP, AND INSTITUTIONAL PLANNING Strengthen transparent governance, visionary leadership, and data-driven institutional planning to ensure sustainability, accountability, and responsive decision-making.	
	PILLAR 2	OPERATIONAL EXCELLENCE AND PERFORMANCE MANAGEMENT Enhance efficient operations, optimize resources, and implement performance management systems to deliver quality services and sustainable results.	
	PILLAR 3	ACADEMIC EXCELLENCE AND KNOWLEDGE LEADERSHIP Advance innovative teaching, impactful research, and scholarly work that promote academic excellence and position the institution as a leader in knowledge creation and dissemination.	
	PILLAR 4	JOURNALISM, COMMUNICATION, AND PROFESSIONAL ENGAGEMENT Develop competent, ethical, and innovative communicators and media professionals who lead in information integrity, storytelling, and nation-building.	
	PILLAR 5	COMMUNITY ENGAGEMENT, GLOBAL PARTNERSHIPS, AND SOCIETAL IMPACT Foster meaningful partnerships and collaborative initiatives that address community needs, promote global linkages, and generate inclusive and sustainable societal impact.	
	PILLAR 6	QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT Uphold a culture of quality, monitor performance, and pursue continuous improvement to ensure excellence, compliance, and long-term institutional growth.	

*Plan with Purpose.
Act with Excellence.
Create Lasting Impact.*

USM-DELL is committed to strategic planning that empowers people, advances knowledge, strengthens partnerships, and transforms lives and communities.



Institutional Context and Strategic Rationale

Higher education today is defined not only by excellence in instruction but by the capacity to generate knowledge, transform communities, forge global partnerships, and produce graduates responsive to the evolving demands of society. Universities are increasingly called to demonstrate that their academic programs are innovative, research-driven, socially relevant, and internationally engaged, guided throughout by a culture of continuous quality improvement. Within this landscape, quality assurance is no longer a matter of compliance alone—it is a commitment to institutional excellence, accountability, and transformative education.

The Bachelor of Arts in English Language (BAEL) program of the Department of English Language and Literature (DELL) at the University of Southern Mindanao (USM) embraces this challenge, positioning itself as a program that extends beyond conventional language instruction. Rooted in the humanities yet responsive to contemporary realities, the program integrates language, literature, communication, journalism, media, research, and community engagement to develop graduates who are intellectually competent, ethically grounded, socially responsible, and globally competitive. Through outcomes-based education and evidence-informed practice, the Department continually strengthens its instructional, research, extension, and innovation initiatives to prepare graduates for leadership across professional, academic, and civic contexts.

The pursuit of AACUP Level IV Accreditation marks a significant milestone in this journey. It reflects the Department's commitment to sustaining high standards and its aspiration to demonstrate mature institutional practice—strategic planning, scholarly productivity, impactful community engagement, international collaboration, and sustained organizational improvement. Level IV accreditation recognizes programs that have moved beyond quality assurance as compliance to institutionalize excellence as an enduring organizational culture.

This narrative report presents the Department's accomplishments across the five key areas evaluated under the Level IV framework: Research, Performance of Graduates, Community Service, International Linkages, and Planning. These areas were deliberately selected because they represent the program's highest levels of institutional maturity and collectively demonstrate how the Department fulfills its academic mission while advancing the broader development goals of the University and society.

- **Research** highlights the Department's commitment to a vibrant culture of scholarship through strategic governance, faculty and student research development, interdisciplinary collaboration, innovation, and dissemination—demonstrating how research informs instruction, addresses societal issues, and contributes to knowledge in language, literature, communication, journalism, education, and allied disciplines.
- **Performance of Graduates** provides evidence of the program's effectiveness in producing graduates who are employable, professionally versatile, ethically responsible, and equipped with industry-valued competencies. Graduate tracer studies, stakeholder feedback, and alumni achievements affirm the continuing relevance of the BA English Language curriculum to the changing demands of the workplace.
- **Community Service** reflects the Department's conviction that academic excellence finds its highest expression through meaningful service. By integrating instruction, research, and extension, the Department sustains literacy, journalism, language education, and

community development initiatives that empower learners, strengthen institutions, preserve culture, and advance social transformation across the region.

- **International Linkages** demonstrates the Department's commitment to global engagement through faculty scholarship, international collaboration, academic mobility, research partnerships, and participation in international academic networks—initiatives that broaden perspectives, strengthen institutional competitiveness, and prepare faculty and students to thrive in an increasingly interconnected academic environment.
- **Planning** illustrates how strategic governance binds these initiatives into an integrated whole. Through evidence-based planning, instructional innovation, research excellence, journalism leadership, strategic partnerships, and continuous quality improvement, the Department ensures that every program and activity contributes to clearly defined institutional goals and measurable outcomes.

Together, these five areas reveal a Department whose strengths are not isolated accomplishments but interconnected components of a single academic ecosystem. Research enriches instruction; instruction develops competent graduates; graduates extend the University's impact through professional practice; community engagement translates knowledge into social transformation; international collaboration expands scholarly horizons; and strategic planning ensures these initiatives remain sustainable, measurable, and responsive to future challenges. This integration reflects the Department's commitment to the University's fourfold functions of instruction, research, extension, and production and innovation, and to its mission of producing graduates who contribute meaningfully to national and global development.

More significantly, the evidence in this report affirms the Department's distinctive institutional identity. Through flagship initiatives in journalism education, student media development, interdisciplinary research, community engagement, and strategic partnerships, DELL has built an academic ecosystem that distinguishes it within the University and across the region—advancing a singular vision: to position USM, through the Department of English Language and Literature, as the regional hub for journalism, research, and student media development in Mindanao.

Ultimately, this narrative report is more than a record of achievement—the product of purposeful planning, collaborative leadership, faculty dedication, student achievement, and stakeholder partnership. As the Department builds on these foundations, it remains steadfast in its vision of empowering minds, generating knowledge, strengthening communities, and developing the scholars, researchers, communicators, journalists, and leaders who will shape the future of Mindanao, the nation, and the global academic community.

AACCUP ACCREDITATION

Level IV Survey Visit

August 12-14, 2026

Bachelor of Arts
in English Language



AREA V

PLANNING

UNIVERSITY OF SOUTHERN MINDANAO
DEPARTMENT OF
ENGLISH LANGUAGE
AND LITERATURE



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PLANNING

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Building an Innovative, Research-Driven, and Globally Engaged Academic Department through Strategic Leadership, Quality Assurance, Scholarly Excellence, Journalism Leadership, and Sustainable Institutional Development

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Pillars of Strategic Planning

- Pillar 1. **Strategic Governance, Leadership, and Institutional Planning**
- Pillar 2. **Operational Excellence and Performance Management**
- Pillar 3. **Academic Excellence and Knowledge Leadership**
- Pillar 4. **Journalism, Communication, and Professional Engagement**
- Pillar 5. **Community Engagement, Global Partnerships, and Societal Impact**
- Pillar 6. **Quality Assurance and Continuous Improvement**

Building an Innovative, Research-Driven, and Globally Engaged Academic Department through Strategic Leadership, Quality Assurance, Scholarly Excellence, Journalism Leadership, and Sustainable Institutional Development

The Department of English Language and Literature (DELL) of the University of Southern Mindanao adopts the strategic theme "Building an Innovative, Research-Driven, and Globally Engaged Academic Department through Strategic Leadership, Quality Assurance, Scholarly Excellence, Journalism Leadership, and Sustainable Institutional Development" as the guiding framework for its Strategic Development Plan 2022–2027. This theme reflects the Department's aspiration to strengthen its position as a dynamic academic unit that responds proactively to the evolving demands of higher education, advances institutional excellence, and contributes meaningfully to national and global development. Anchored on the University's Vision, Mission, Goals, and Objectives (VMGO), Outcomes-Based Education (OBE), and the principles of Results-Based Management (RBM) and Continuous Quality Improvement (CQI), the framework integrates the Department's core functions into a coherent and forward-looking strategy that promotes academic distinction, organizational resilience, and stakeholder responsiveness.

The strategic theme recognizes that excellence in higher education extends beyond the delivery of quality instruction. It emphasizes the integration of strategic governance, innovative teaching and learning, impactful research, journalism and media leadership, community engagement, international collaboration, and quality assurance into a unified system of institutional development. Through this holistic approach, the Department seeks to cultivate graduates who demonstrate advanced communicative competence, critical and creative thinking, research capability, ethical leadership, intercultural awareness, and professional readiness, while empowering faculty members to become productive scholars, innovative educators, and transformative leaders in their respective fields. These priorities are consistent with the Department's mandate of advancing excellence in English language education, literature, communication, journalism, and interdisciplinary scholarship while supporting the University's fourfold functions of instruction, research, extension, and production and innovation.

This strategic framework is likewise informed by institutional evidence gathered from faculty performance, graduate tracer studies, research productivity, stakeholder feedback, extension accomplishments, curriculum evaluation, environmental scanning, and accreditation recommendations. The Department adopts an evidence-based planning approach that ensures strategic decisions are guided by measurable performance indicators, documented accomplishments, and systematic monitoring and evaluation. Such an approach enables the Department to remain responsive to emerging educational trends, technological innovations, labor market demands, and global developments while sustaining a culture of accountability, transparency, and continuous improvement.

The six strategic pillars serve as the foundation of this development framework and collectively articulate the Department's long-term priorities: (1) Strategic Governance, Leadership, and Institutional Planning; (2) Instructional Excellence and Student Success; (3) Research, Innovation, and Knowledge Generation; (4) Journalism, Communication, and Media Leadership; (5) Community Engagement, Internationalization, and Strategic Partnerships; and (6) Quality Assurance, Performance Excellence, and Continuous Improvement. Each pillar consolidates related initiatives, accomplishments, performance indicators, and quality enhancement

Bachelor of Arts in English Language

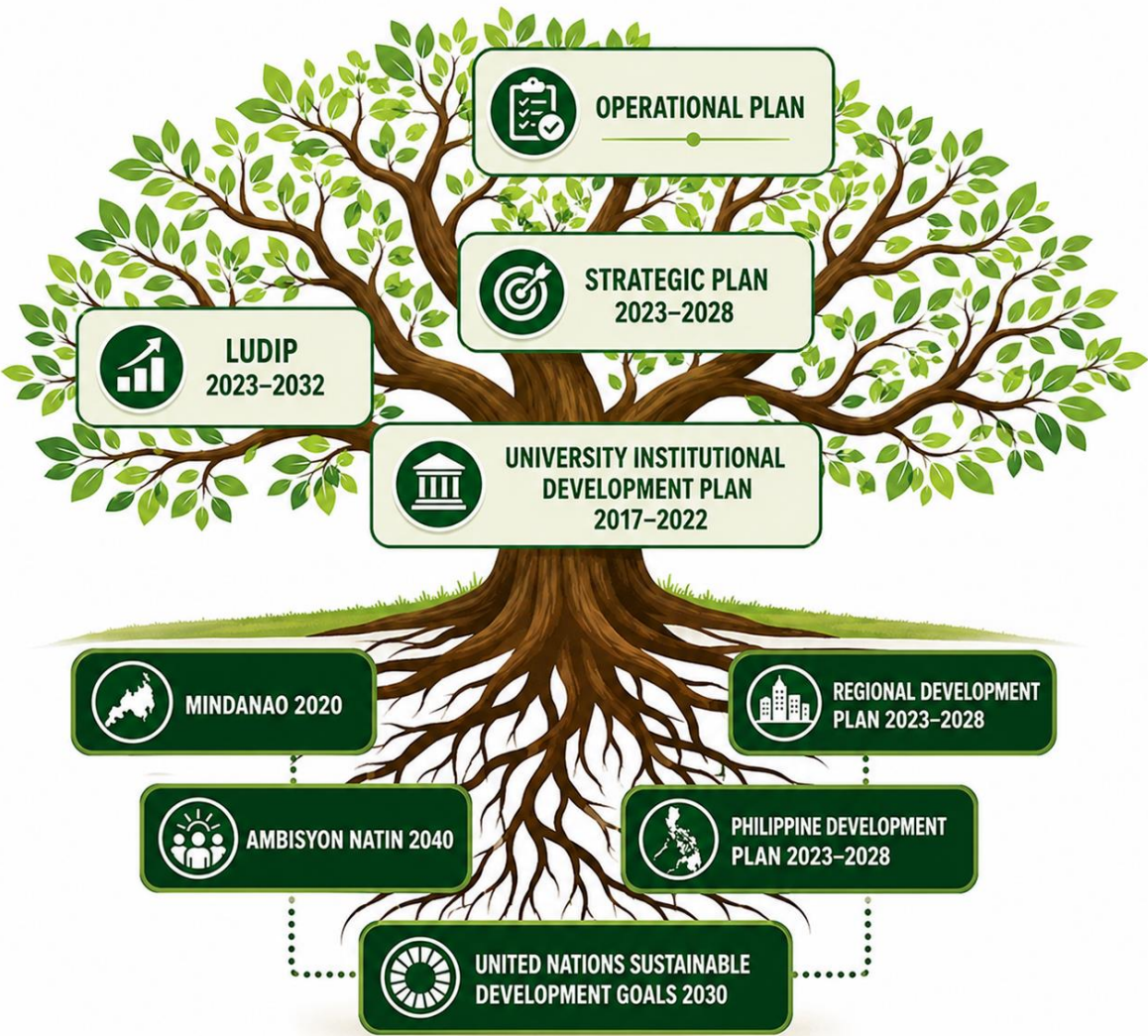
mechanisms into an integrated narrative that demonstrates the Department's commitment to sustainable institutional development. Together, these pillars provide a comprehensive roadmap for achieving academic excellence, strengthening organizational capacity, expanding scholarly and community impact, and positioning the Bachelor of Arts in English Language program as a nationally recognized and globally engaged academic program capable of meeting the expectations of AACUP Level IV accreditation and the evolving landscape of higher education.

PILLAR 1: *Leading with Vision and Strategic Governance*

STRATEGIC GOVERNANCE, LEADERSHIP, & INSTITUTIONAL PLANNING

Background of the University Plans

Higher Education Institutions (HEIs) have assumed an increasingly vital role in recent years as Philippine higher education continues to progress amid the rapid changes and advancements occurring across the global educational landscape. In this context, significant challenges have emerged, and HEIs are expected to contribute to the achievement of the United Nations Sustainable Development Goals (SDGs) 2030, particularly in ending poverty in all its forms, ensuring inclusive and equitable quality education, and promoting lifelong learning opportunities for all. To support the realization of these global goals, the University of Southern Mindanao (USM) aligned its institutional planning with various international, national, and regional development frameworks, including the United Nations Sustainable Development Goals (SDGs) 2030, *AmBisyon Natin 2040*, the Philippine Development Plan (PDP) 2023–2028, *Mindanao 2020: Peace and Development Framework Plan* (2011–2030), and the SOCCSKSARGEN Regional Development Plan (RDP) 2023–2028, as shown in Figure 1. Anchored on these development frameworks, the University formulated its Institutional Development Plan (IDP) 2023–2028, which was approved through BOR Resolution No. 180, s. 2018.



2023-2028 USM Strategic Plan

Resolution No. 16
Series of 2023

WHEREAS, the role of higher education institutions is crucial in keeping up with the changes in the educational landscape influenced by internationalization standards;

WHEREAS, significant changes include international student mobility, research collaborations, relationship between higher education institutions and governments, and the international expansion of universities;

WHEREAS, the Administrative Council of the university, in the crafting of the Strategic Plan, considered internal and external forces to come up with realistic strategies and programs;

WHEREAS, the 2023-2028 USM Strategic Plan contains performance commitments aligned with government targets to facilitate monitoring and grant benefits, and in compliance with conditions in the grant of assistance and increase in budget;

CERTIFIED TRUE COPY

JAMELLA C. MANGIGING
Administrative Assistant III
Office of the Board Secretary
USM, Kabacan, Cotabato

Minutes of the 152nd Regular Meeting
USM Governing Board
June 16, 2023
CHED-HEDC Building, Diliman, Quezon City
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University Development Agenda

The University’s Five-Year Strategic Plan (2023–2028) serves as the roadmap for realizing the medium-term Philippine Development Plan (PDP) 2023–2028, which is anchored on *AmBisyon Natin 2040*—the Philippines’ long-term vision of achieving a **matatag** (strongly rooted), **maginhawa** (comfortable), and **panatag na buhay** (secure life) for all Filipinos. The strategic policies, programs, and projects identified in the Plan are aligned with the key development priorities of *AmBisyon Natin 2040*, namely: (a) building a prosperous, predominantly middle-class society where no one is poor; (b) promoting a long and healthy life; (c) fostering a smarter and more innovative society; and (d) cultivating a high-trust society. These strategic priorities support the realization of *AmBisyon Natin 2040* while remaining aligned with the United Nations Sustainable Development Goals (SDGs) 2030.

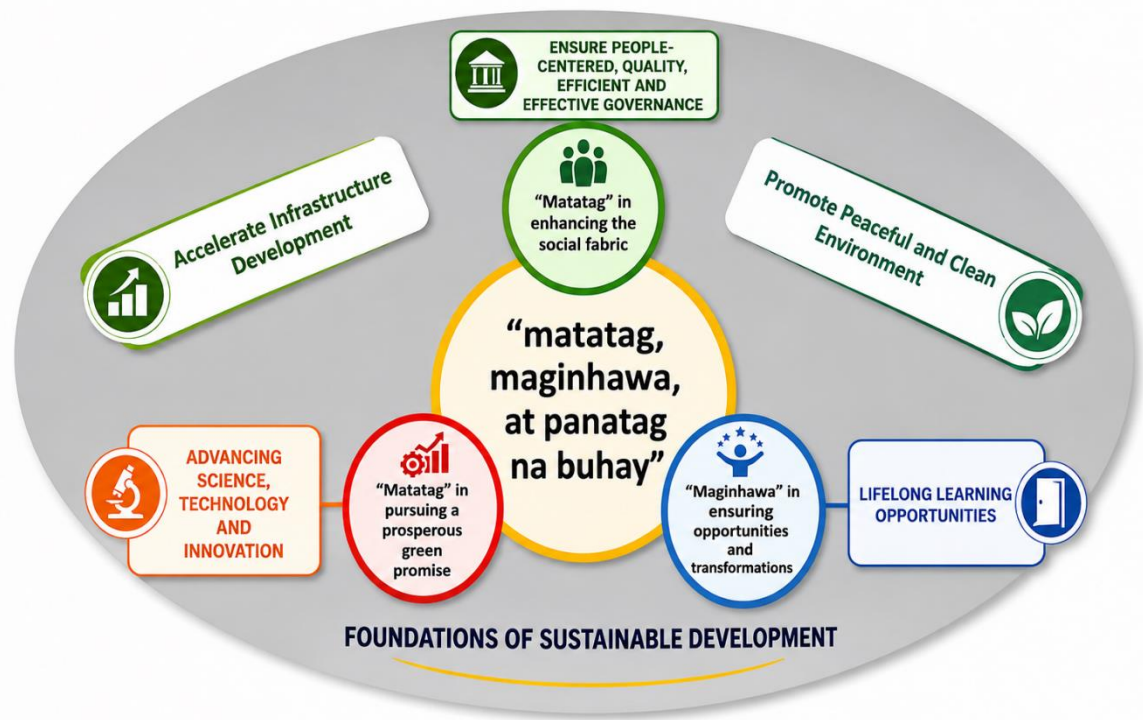
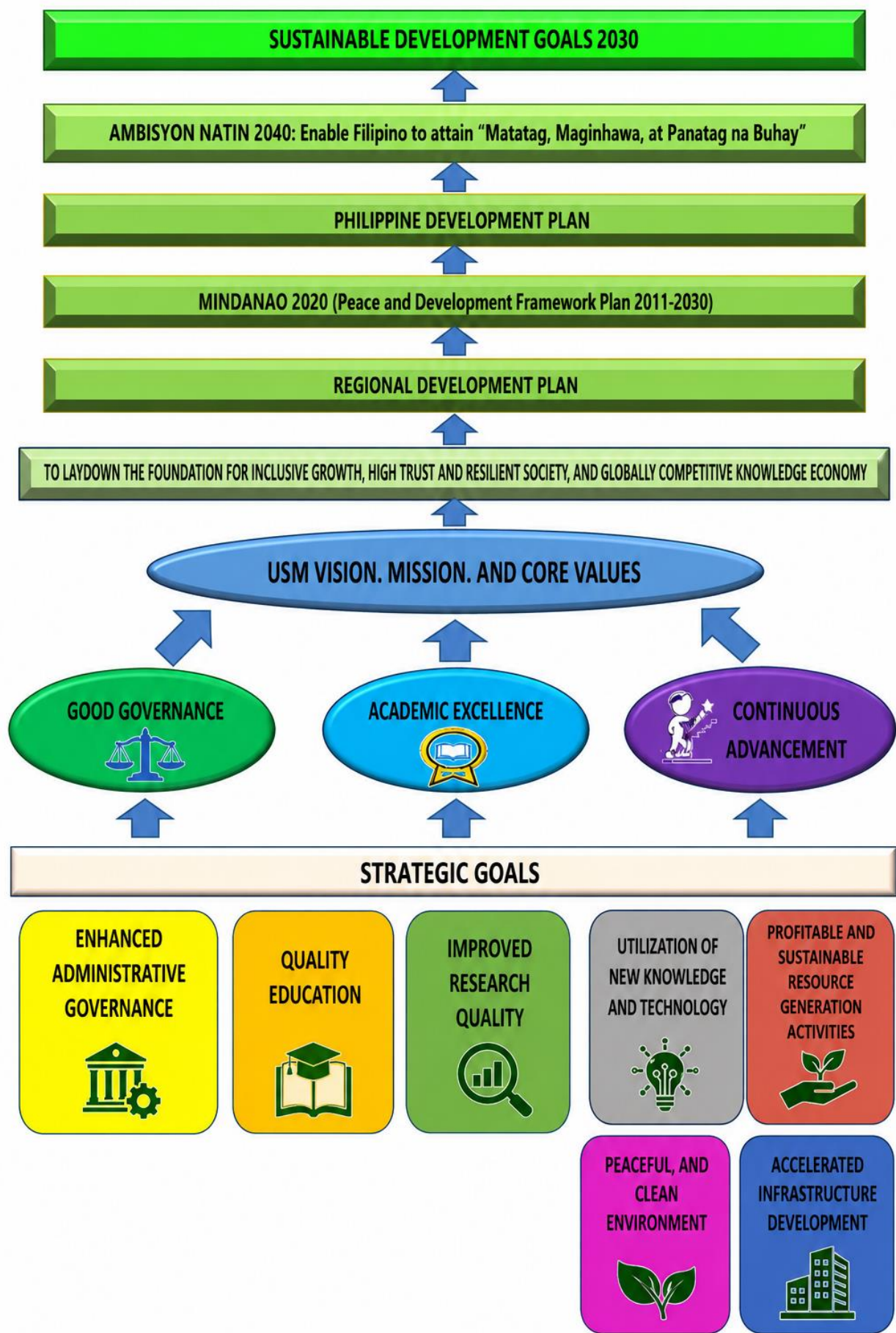


Figure 2. The University Development Agenda towards AmBisyon Natin 2040

USM Strategic Plan for 2023-2028

Aside from the Strategic Plan, the University is currently classified its plans into the following: Land Use Development and Infrastructure Plan (LUDIP) and Operational Plan. LUDIP is a university’s master plan containing the distribution and development of land within a university’s geographic border to satisfy the needed academic and non-academic support infrastructure and services. On the other hand, Strategic Plan is a written document of the midterm plan of the University’s goals, and the actions needed to achieve those goals by 2023-2028. To achieve the Strategic goals for five (5) years, the University sets an Operational Plan annually. The Operational Plan is a written document of the annual plan of the University that outlines the key activities and targets a university will undertake based on the major organizational outcomes/outputs in each period. The Strategic Plan and Operational Plan documents must be congruent with each other to address the uniformity of achieving the goals/ objectives of the University. This narrative report discusses in detail the different plans of the University of Southern Mindanao (USM).



The University's strategic goals are categorized into three major areas: (a) **Good Governance**, which emphasizes enhanced administrative governance; (b) **Academic Excellence**, which focuses on quality education and improved research quality; and (c) **Continuous Advancement**, which

promotes the utilization of new knowledge and technology, sustainable and profitable resource generation, a peaceful and environmentally responsible campus, and accelerated infrastructure development. These strategic goals are aligned with the University's Vision, Mission, and Core Values, laying the foundation for inclusive growth, a high-trust and resilient society, and a globally competitive knowledge economy that is responsive to local, national, and international development agendas, as shown in Figure 3. The corresponding strategies, targets, and priority initiatives are deliberated and approved during Academic Council meetings composed of the Unit Heads, Directors, and Deans.

The University's quality plan is implemented in accordance with the established criteria and performance targets. The implementation schedule is determined by the availability of budget appropriations, while programs, projects, and activities (PPAs) requiring minimal financial resources are carried out simultaneously with other planned initiatives to ensure the efficient and timely attainment of institutional goals.

The Unit Heads, Directors, and Deans shall be responsible for the implementation of their respective unit PPAs and shall coordinate with the appropriate responsibility centers (Bids and Awards Committee and the Office of the President) for review and approval. Upon approval, the implementation of the unit PPAs shall be closely coordinated with the Physical Plant and Development Office (PPDO) and the Financial Management Services (FMS). Initial implementation activities shall prioritize those requiring minimal or no financial resources.

For capital-intensive initiatives, the University shall allocate the necessary budget or establish partnerships with external funding agencies to support implementation. The University's four-fold functions—instruction, research, extension, and resource generation—shall be implemented simultaneously in accordance with the approved budget per office and the timelines established during the planning process.

Budgetary Requirements, Monitoring and Evaluation Framework

The successful implementation of the **University of Southern Mindanao (USM) Strategic Plan 2023–2028** is anchored on a sustainable financial framework and a robust monitoring and evaluation (M&E) system. The University's five-year budget is guided by two fundamental premises: **(1)** the institution's existing financial resources must be substantially strengthened to effectively pursue its strategic directions, and **(2)** proactive resource mobilization initiatives and strategic partnerships are essential to generating the additional funds required to achieve the University's medium- and long-term development goals.

The implementation budget is financed through three major sources:

1. **Allocations from the General Appropriations Act (GAA)** through the National Government;
2. **Internally Generated Income (IGI)** derived from the University's income-generating projects and services; and
3. **Donations, grants, and other external funding** from local and international partners.

To ensure that strategic initiatives are implemented effectively and efficiently, the University institutionalizes a comprehensive **Monitoring and Evaluation (M&E) Framework** that provides timely, accurate, and evidence-based information for decision-making. Regular monitoring and periodic evaluation enable the University to:

- assess the progress and effectiveness of strategic initiatives;
- improve the likelihood of achieving desired outcomes;
- document lessons learned and best practices for continuous improvement;
- identify necessary adjustments to implementation strategies, operational guidelines, and procedures; and
- recommend policy enhancements based on implementation evidence and emerging institutional needs.

The implementation of the Quality Plan at the college and unit levels shall be monitored and evaluated by the respective **Unit Heads, Directors, or Deans**, in collaboration with the **Planning and Development Office (PDO)**. Monitoring shall preferably be conducted on a **quarterly basis**, or more frequently when necessary, to ensure that planned activities, performance indicators, and strategic targets are accomplished accurately and within the prescribed timelines. Whenever implementation deviates from the approved plan or performance targets are not met, appropriate corrective and mitigation measures shall be immediately formulated and implemented.

The **Planning and Development Office (PDO)** serves as the University's lead office for monitoring institutional compliance with the Strategic Plan. It shall consolidate and analyze performance data submitted by all responsibility centers on a quarterly basis, as applicable. These reports shall include key institutional performance indicators such as student enrolment, graduation rates, licensure examination performance, accreditation status, internally generated revenues, faculty and staff development, research productivity, extension accomplishments, community beneficiaries, institutional linkages, graduate employability, and other relevant indicators.

To improve the efficiency and timeliness of reporting, the University utilizes digital information systems that enable responsibility centers to submit performance data electronically. These reports are consolidated by the PDO and transformed into accessible management information, dashboards, and performance reports to facilitate evidence-based planning, institutional assessment, and executive decision-making.

Each responsibility center shall likewise submit its annual performance targets to the PDO. These targets shall be developed collaboratively with the appropriate Vice President and endorsed to the Administrative Council for review and, when necessary, submitted to the Board of Regents for approval. Throughout the implementation period, all responsibility centers shall undertake periodic self-evaluation against their approved targets. University-wide support offices, including the Offices of the Vice Presidents, Human Resource Management and Development Office, Financial Management Services, and other administrative units, shall likewise conduct performance evaluations within their respective functional areas. Evaluation results shall serve

as an important basis for institutional improvement, strategic planning, employee performance assessment, promotion, and the granting of performance-based incentives.

The **USM Strategic Plan 2023–2028** identifies the University's desired **Key Result Areas (KRAs)** across its four mandated functions—**instruction, research, extension and resource generation**—as well as **general administration and support services**. These KRAs represent the University's expected institutional outcomes at the end of the planning period and provide the foundation for setting measurable objectives, performance indicators, and annual targets across all academic and administrative units.

Within the **instruction function**, the University's strategic priorities are organized into four major Key Result Areas:

- **Student Development and Success**
- **Faculty and Staff Development**
- **Academic Program Quality and Excellence**



Republic of the Philippines
**UNIVERSITY OF SOUTHERN
MINDANAO**
Kabacan, Cotabato
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OFFICE OF THE PRESIDENT

January 5, 2026

MEMORANDUM No. 004
Series of 2026

TO : VICE PRESIDENTS, DEANS, DIRECTORS, CAMPUS HEADS
AND HEADS OF UNITS

SUBJECT : 2026 ANNUAL PLANNING WORKSHOP

DATE : January 5, 2026

=====

Please be informed that the **USM 2026 Annual Planning and Workshop** will be held on **January 13–14, 2026**, from 8:00 a.m. to 5:00 p.m., at the Commercial Building, USM, Kabacan, Cotabato.

The **Vice Presidents, Deans, Directors, Campus Heads, and Heads of other Units** are required to attend the said activity.

In line with this, you are expected to **formulate your 2026 Operational Plan** and **identify the risks and opportunities** relevant to your respective units. Furthermore, you are required to submit the **2025 cumulative OPCR**, including **actual accomplishments, ratings, and narrative accomplishment reports**, on **January 15, 2026**.

Participants are requested to wear **business attire with a coat** during the event.

For your information and appropriate action.


JONALD L. PIMENTEL, PhD
SUC President IV

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

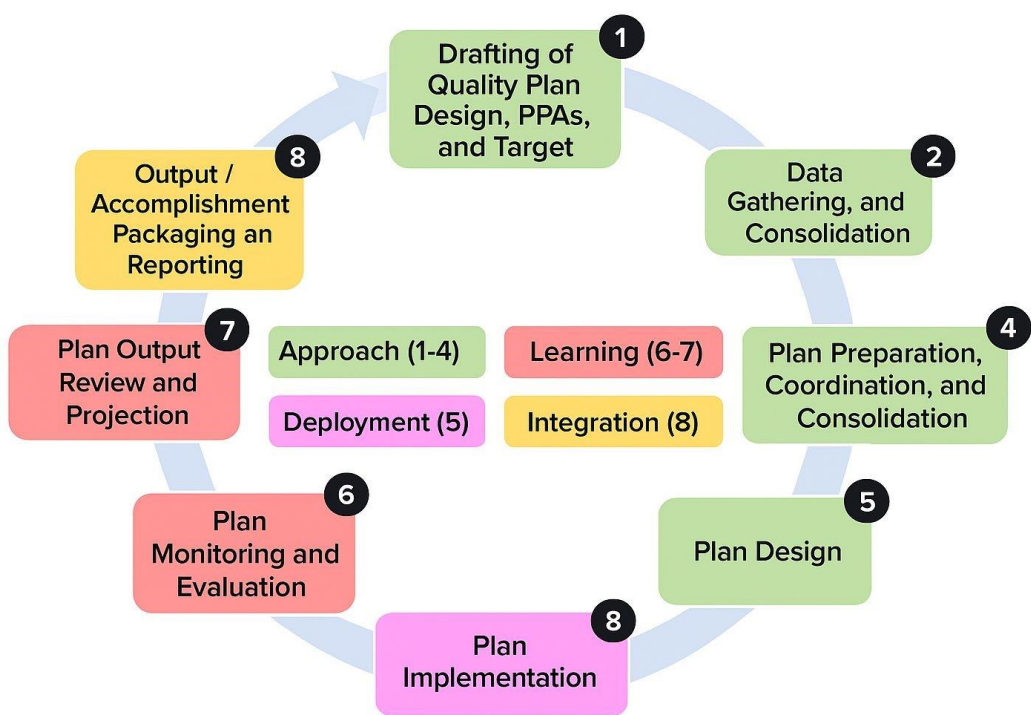
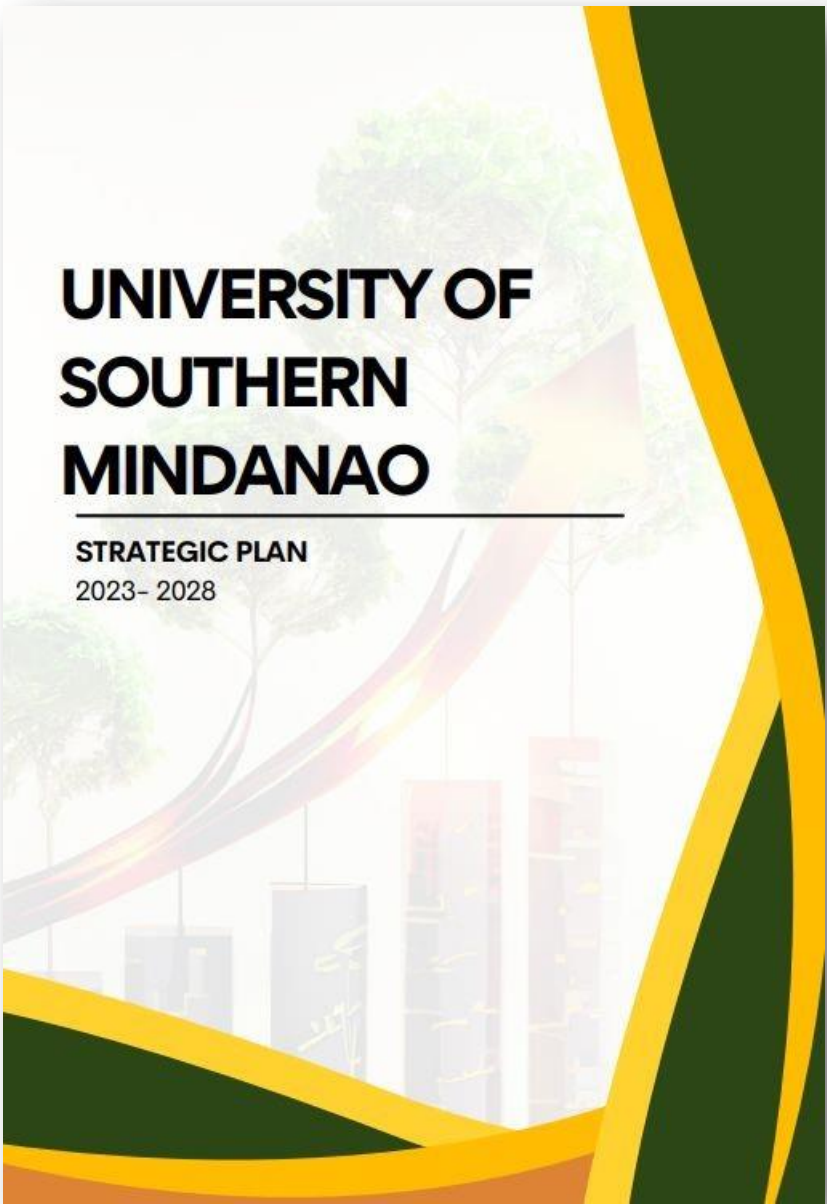


USM-SYS-F70-Rev.2.2023.12.29

Licensure Examination Performance

These KRAs guide the operational and quality plans of the University's academic colleges and serve as the basis for planning, implementation, monitoring, and performance evaluation. By aligning college-level targets with the University's strategic priorities, the institution ensures that instructional initiatives contribute directly to institutional excellence, graduate employability, quality assurance, and the realization of the University's vision and mission.





Annually, the Planning and Development Office (PDO) conducts the Operational Planning process based on the University's Strategic Plan and the results of the previous year's performance evaluation. This process establishes the annual targets for the University's Key Result Areas (KRAs) covering Instruction, Research, Extension and Resource Generation, and General Administration and Support Services. The Operational Planning and Control Process follows the eight-step procedure prescribed under USM-PDO-001 (Rev. 2, 2020-06-01), ensuring that institutional plans are systematically aligned with strategic priorities and performance objectives.

Operational Planning and Control Process

The University's Operational Planning and Control Process follows a systematic eight-step cycle that ensures the alignment of unit-level plans with institutional priorities while promoting accountability, continuous improvement, and evidence-based decision-making.

Step 1: Preparation of Unit Quality Plans. Unit Heads prepare their respective **Quality Plans**, including the unit's programs, projects, and activities (PPAs), performance targets, and resource requirements. These plans are aligned with the University's Strategic Plan and the Key Result Areas (KRAs) of the respective functional units.

Step 2: Collection and Analysis of Plans. The Planning and Development Office (PDO) collects, validates, and analyzes the submitted Quality Plans to ensure consistency with institutional priorities, available resources, and prescribed planning guidelines.

Step 3: Consolidation of Operational Plans. The preparation of operational plans is coordinated with the concerned Unit Heads. The respective Vice Presidents consolidate the plans from the University's three campuses under their functional areas and submit the consolidated plans to the PDO. The PDO then integrates all unit submissions into a single institutional **Operational Plan (OP)**.

Step 4: Review and Approval. The consolidated Operational Plan undergoes review by the Administrative Council and the Board of Regents (BOR) Committee on Administration and Finance before final approval by the Board of Regents. Once approved, the Operational Plan becomes the official implementation guide for the succeeding year.

Step 5: Implementation of the Quality Plan. Following approval, Unit Heads implement their respective programs, projects, and activities (PPAs) in coordination with the appropriate responsibility centers. The University's four mandated functions—instruction, research, extension and resource generation, and general administration and support services—are implemented simultaneously in accordance with the approved budget appropriations and the implementation timelines established during the planning process.

Step 6: Monitoring and Performance Evaluation. The Planning and Development Office serves as the primary office responsible for monitoring the implementation of the Operational Plan. Monitoring is conducted quarterly, or as applicable, to determine whether targets are being achieved accurately and on schedule. The Offices of the Vice Presidents, the Human Resource Management and Development Office (HRMDO), the Financial Management Services (FMS), and other concerned units conduct performance evaluations based on the approved targets. Evaluation results support institutional improvement and serve as important inputs to the

Strategic Performance Management System (SPMS), including employee promotion and the granting of performance-based incentives.

Step 7: Performance Review and Operational Planning. The PDO facilitates the conduct of the **Semi-Annual and Annual Review and Planning Seminar-Workshop**, during which Unit Heads present their accomplishments, performance indicators, challenges encountered, and recommended interventions. The Performance Management Team (PMT) reviews and assesses these accomplishments for documentation, validation, and continuous quality improvement. The PMT is composed of the SPMS Champion, Vice President for Administration and Finance (VPAF), HRMDO Director, HRMDO Learning and Development Head, FMS Director, PDO Director, University Quality Assurance Center (UQAC) Director, USM Faculty Association, Inc. (USMFAI) President, USM Association of Supreme Student Advocates (USMASSA) President, Alumni Representative, Student Representative, and the Head and members of the Secretariat. For the Individual Performance Commitment and Review (IPCR), the HRMDO facilitates the performance analysis. The workshop also serves as the venue for developing and documenting the Operational Plan for the succeeding year.

Step 8: Reporting and Continuous Improvement. Following monitoring and evaluation, the PDO consolidates institutional performance reports and submits them to the appropriate external oversight and regulatory agencies. These reports provide the basis for institutional reporting requirements, strategic decision-making, policy enhancement, and the continuous refinement of the University's operations, thereby completing the annual planning and quality assurance cycle.

This eight-step Operational Planning and Control Process institutionalizes a culture of strategic planning, performance accountability, and continuous quality improvement by ensuring that every unit's plans, accomplishments, and future initiatives remain aligned with the University's vision, mission, strategic goals, and mandated functions.



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Resolution No. 89 S. 2025
Approving The University FY 2025 Operational Plan

AACCUP Level IV Survey Visit 2026 • 21

UNIVERSITY OF SOUTHERN MINDANAO
Main Campus
2026 Operational Plan

Strategic Goal 1: Locally and Globally Competitive Graduates				Time Frame and Physical Targets		Units Involved/ Persons involved	Remarks
KRA	STRATEGIC OBJECTIVES	KPI	ACTIVITIES	Jan- June	Jan- Dec		
KRA1: Deserving students access to higher/advanced education	SO1-To provide deserving students access to higher education	KPI 1: Number of enrolled students in higher education	A1-Conduct education campaigns/information drive A2-Screen, admit and enroll students	18,685	20,150	VPAA	Main: 16500; GS 1 Total: 17,700
		KPI 2: Number of scholarship granting agencies (Local and International)	A1- Comply to the requirements of Scholarship Funding Agencies	n/a	10	Dean/ Campus Heads	
		KPI 3: Percentage of Student Grantees of Academic Scholarship Grants	A1- Assist student scholarship	15% Non- board; 5% with board exam	15% Non- board; 5% with board exam	Dean/ Campus Heads	
		KPI 4: Number of International scholarship grantee	A1. Scout for potential international agencies	3%	3%	CVM, USM KCC, CHEFS, CEIT, CA,IMEAS, CHK	
		KPI 5: Percentage of Students for Non-Academic Scholarship	A1. Partnership with GOs and NGOsagencies	10%	25%	Dean/Campus Heads	
	SO2-To provide quality learning experience and opportunities	KPI 1: % of programs passed above the national passing rate	A1-Monitor instruction delivery	100%	100%	Dean/Campus Heads	
		KPI 2a: Employment Rate (past 2 years) with published tracer study	A1- Conduct of tracer study	40%	80%	DIO	

Organizational Outcomes and Targets and Accomplishments

Pursuant to **National Budget Circular (NBC) No. 532** dated **November 28, 2021**, Major Final Outputs (MFOs) refer to the goods and services that a department or agency is mandated to deliver to its external clients through the implementation of its programs, activities, and projects. In 2017, the University adopted MFOs as its primary performance framework, which focused on output-based performance measurement. Beginning in 2018, however, the University transitioned to **Organizational Outcomes (OOs)**, an outcome-based performance framework prescribed under the **General Appropriations Act (GAA)** of the Department of Budget and Management (DBM) for State Universities and Colleges (SUCs). This shift reflects the University's commitment to results-oriented planning and performance management by emphasizing the long-term impact of its programs and services rather than merely the delivery of outputs.

The following section presents the **Major Final Outputs (MFOs)** and **Organizational Outcomes (OOs)/Performance Indicators**, together with their corresponding institutional targets for the **University of Southern Mindanao (USM)** from **2018 to 2022**, as prescribed in the **General Appropriations Act (GAA)**.

O.4. UNIVERSITY OF SOUTHERN MINDANAO		
STRATEGIC OBJECTIVES		
SECTOR OUTCOME		
Lifetime learning opportunities for all ensured		
ORGANIZATIONAL OUTCOME		
1. Relevant and quality tertiary education ensured to achieve inclusive growth and access of deserving but poor students to quality tertiary education increased		
2. Higher education research improved to promote economic productivity and innovation		
3. Community engagement increased		
PERFORMANCE INFORMATION		
ORGANIZATIONAL OUTCOMES (OOs) / PERFORMANCE INDICATORS (PIs)	BASISLINE	2020 TARGETS
Relevant and quality tertiary education ensured to achieve inclusive growth and access of deserving but poor students to quality tertiary education increased		
HIGHER EDUCATION PROGRAM		
Outcome Indicators		
1. Percentage of first-time licensure exam-takers that pass the licensure exams	30%	30%
2. Percentage of graduates (2 years prior) that are employed	80%	80%
Output Indicators		
1. Percentage of undergraduate student population enrolled in CHED-identified and RDC-identified priority programs	50%	50%
2. Percentage of undergraduate programs with accreditation	10%	10%
Higher education research improved to promote economic productivity and innovation		
ADVANCED EDUCATION PROGRAM		
Outcome Indicators		
1. Percentage of graduate school faculty engaged in research work applied in any of the following:		
a. pursuing advanced research degree programs (Ph.D)	10%	10%
b. actively pursuing in the last three (3) years (investigative research, basic and applied scientific research, policy research, social science research)	10%	10%
c. producing technologies for commercialization or livelihood improvement	10%	N/A
d. whose research work resulted in an extension program	10%	N/A
Output Indicators		
1. Percentage of graduate students enrolled in research degree programs	10%	10%
2. Percentage of accredited graduate programs	50%	50%
RESEARCH PROGRAM		
Outcome Indicators		
1. Number of research outputs in the last three years utilized by the industry or by other beneficiaries		20%

OFFICIAL GAZETTE		
GENERAL APPROPRIATIONS ACT, FY 2020		
RESEARCH PROGRAM		
Outcome Indicators		
1. Number of research outputs in the last three years utilized by the industry or by other beneficiaries		
Output Indicators		
1. Number of research outputs completed within the year		5
2. Percentage of research outputs published in internationally-referenced or CHED recognized journal within the year		10%
Community engagement increased		
TECHNICAL ADVISORY EXTENSION PROGRAM		
Outcome Indicators		
1. Number of active partnerships with LGUs, industries, NGOs, NCAs, SMEs, and other stakeholders as a result of extension activities		5
Output Indicators		
1. Number of trainees weighted by the length of training		2,200
2. Number of extension programs organized and supported consistent with the SUC's mandated and priority programs		10
3. Percentage of beneficiaries who rate the training course / s and advisory services as satisfactory or higher in terms of quality and relevance		80%

Relevant and quality tertiary education ensured to achieve inclusive growth and access of poor but deserving students to quality tertiary education increased		
HIGHER EDUCATION PROGRAM		
Outcome Indicators		
1. Percentage of first-time licensure exam-takers that pass the licensure exams	30%	30%
2. Percentage of graduates (2 years prior) that are employed	80%	80%
Output Indicators		
1. Percentage of undergraduate students enrolled in CHED-identified and RDC-identified priority programs	50%	50%
2. Percentage of undergraduate programs with accreditation	10%	10%
Higher education research improved to promote economic productivity and innovation		
ADVANCED EDUCATION PROGRAM		
Outcome Indicators		
1. Percentage of graduate school faculty engaged in research work applied in any of the following:		
a. pursuing advanced research degree programs (Ph.D)	10%	10%
b. actively pursuing in the last three (3) years (investigative research, basic and applied scientific research, policy research, social science research)	10%	10%
c. producing technologies for commercialization or livelihood improvement	10%	N/A
d. whose research work resulted in an extension program	10%	N/A
Output Indicators		
1. Percentage of graduate students enrolled in research degree programs	10%	10%
2. Percentage of accredited graduate programs	50%	50%
RESEARCH PROGRAM		
Outcome Indicators		
1. Number of research outputs in the last three years utilized by the industry or by other beneficiaries		20%

OFFICIAL GAZETTE		
GENERAL APPROPRIATIONS ACT, FY 2021		
2. Percentage of research outputs published in internationally-referenced or CHED recognized journal within the year	10%	10%
Community engagement increased		
TECHNICAL ADVISORY EXTENSION PROGRAM		
Outcome Indicators		
1. Number of active partnerships with LGUs, industries, NGOs, NCAs, SMEs, and other stakeholders as a result of extension activities	5	5
Output Indicators		
1. Number of trainees weighted by the length of training	2,200	2,200
2. Number of extension programs organized and supported consistent with the SUC's mandated and priority programs	10	10
3. Percentage of beneficiaries who rate the training course / s and advisory services as satisfactory or higher in terms of quality and relevance	80%	80%

QUARTERLY PHYSICAL REPORT OF OPERATION													
As of March 31, 2025													
Department	: State Universities and Colleges (SUCs)												
Agency/Entity	: University of Southern Mindanao												
Operating Unit	: < not applicable >												
Organization Code (UACS)	: 08 103 000000												
Particulars	UACS CODE	Physical Target (Budget Year)					Physical Accomplishment (Budget Year)					Variance as of March 31, 2025	Remarks
		1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Total	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Total		
1	2	3	4	5	6	7	8	9	10	11	12	13	14
HIGHER EDUCATION PROGRAM	21010800000000												
DO: Relevant and quality tertiary education ensured to achieve inclusive growth and access of poor but deserving students to quality tertiary education increased													
Outcome Indicator(s)													
1. Percentage of first-time licensure exam takers that pass the licensure exams					30%	30%	77.14% (2735)				77.14% (2735)	47.14%	
2. Percentage of graduates (2 years prior) that are employed					80%	80%	0%				0%	-80%	
Output Indicator(s)													
1. Percentage of undergraduate students enrolled in CHED-identified and RDC-identified priority programs				50%		50%	59.72% (8396/15734)				59.72% (8396/15734)	8.72%	
2. Percentage of undergraduate programs with accreditation					70%	70%	87.5% (25/28)				87.5% (25/28)	17.5%	
ADVANCED EDUCATION PROGRAM	33010800000000												
DO: Higher education research improved to promote economic productivity and innovation													
Outcome Indicator(s)													
1. Percentage of graduate school faculty engaged in research work applied in any of the following:					10%	10%							
a. pursuing advanced research degree programs (Ph.D.) or													
b. actively pursuing within the last three (3) years (investigative research, basic and applied scientific research, policy research, social science research) or													
c. producing technologies for commercialization or livelihood improvement or							22.22% (2/9)				22.22% (2/9)	12.22%	
d. whose research work resulted in an extension program							77.77% (7/9)				77.77% (7/9)	67.77%	
Output Indicator(s)													
This report was generated using the Unified Reporting System on April 28, 2025 10:33 AM. Status: SUBMITTED													

Department	: State Universities and Colleges (SUCs)												
Agency/Entity	: University of Southern Mindanao												
Operating Unit	: < not applicable >												
Organization Code (UACS)	: 08 103 000000												
Particulars	UACS CODE	Physical Target (Budget Year)					Physical Accomplishment (Budget Year)					Variance as of March 31, 2025	Remarks
		1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Total	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Total		
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Percentage of graduate students enrolled in research degree programs					10%	10%	97.94% (93/95)				97.94% (93/95)	87.94%	
2. Percentage of accredited graduate programs					50%	50%	96.43% (27/28)				96.43% (27/28)	46.43%	
RESEARCH PROGRAM	33020800000000												
DO: Higher education research improved to promote economic productivity and innovation													
Outcome Indicator(s)													
1. Number of research outputs in the last three years utilized by the industry or by other beneficiaries					20	20	9				9	-11	The target number comprises research outputs being utilized by the industry or other beneficiaries, from both internally-funded and GAA-funded research. The actual accomplishment, however, only includes those research outputs that were GAA-funded. Further, some research projects are not geared towards utilization but aim to provide information/baseline data for future studies. One problem is that monitoring focuses on ongoing projects but there is also a need to monitor completed projects so that they can be utilized.
Output Indicator(s)													
1. Number of research outputs completed with the year					5	5	0				0	-5	The target is set in the 4th quarter. Also, there is no completed project yet as of this quarter.
2. Percentage of research outputs published in internally-referred or CHED-recognized journal within the year					10%	10%	0%				0%	-10%	One problem is that monitoring focuses on ongoing projects but there is also a need to monitor completed projects so that they can be published. One publication was already submitted but needs further revision, and for two research projects, the data gathered was not (checked, SC & submission).
TECHNICAL ADVISORY EXTENSION PROGRAM	33010800000000												
DO: Community engagement increased													
Outcome Indicator(s)													
1. Number of active partnerships with LGUs, industries, NGOs, NCAs, SMEs, and other stakeholders as a result of extension activities					5	5	14				14	9	
Output Indicator(s)													
1. Number of trainees weighted by the length of training				1,154		1,150	2,300	271.50			271.50	1928.50	
This report was generated using the Unified Reporting System on April 28, 2025 10:33 AM. Status: SUBMITTED													

Bachelor of Arts in English Language

Department : State Universities and Colleges (SUCs)
Agency/Entity : University of Southern Mindanao
Operating Unit : < not applicable >
Organization Code (UACS) : 08 103 000000

Particulars	UACS CODE	Physical Target (Budget Year)					Physical Accomplishment (Budget Year)					Variance as of March 31, 2025	Remarks
		1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Total	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Total		
1	2	3	4	5	6	7	8	9	10	11	12	13	14
2. Number of extension programs organized and supported consistent with the SUC's mandated and priority programs			5		5	10	10				10	0	
3. Percentage of beneficiaries who rate the training course as an satisfactory or higher in terms of quality and relevance					90%	90%	100%				100%	20%	

Prepared Digitally
by
MARICELA RANAL
DIRECTOR, FMS
Date: April 25, 2025 05:07 PM

In cooperation with:
Digitally signed by
JAY-R G. VILAC
DIRECTOR, FMS
Date: April 25, 2025 05:07 PM

Approved By:
Digitally signed by
JONALDO L. PIMENTAL
SUC PRESIDENT IV
Date: April 25, 2025 05:08 PM

BAR No. 1

QUARTERLY PHYSICAL REPORT OF OPERATION
As of June 30, 2025

Department : State Universities and Colleges (SUCs)
Agency/Entity : University of Southern Mindanao
Operating Unit : < not applicable >
Organization Code (UACS) : 08 103 000000

Particulars	UACS CODE	Physical Target (Budget Year)					Physical Accomplishment (Budget Year)					Variance as of June 30, 2025	Remarks
		1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Total	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Total		
1	2	3	4	5	6	7	8	9	10	11	12	13	14
HIGHER EDUCATION PROGRAM	31010000000000												
OO - Retain and quality tertiary education ensured to achieve inclusive growth and access of poor but deserving students to quality tertiary education increased													
Outcome Indicator(s)													
1. Percentage of first-time licensure exam takers that pass the licensure exams					30.00% (855/2,183)	30.00% (855/2,183)	86.97% (434/499)				86.97% (434/499)	56.97%	
2. Percentage of graduates (2 years prior) that are employed					80.00% (3,132/3,915)	80.00% (3,132/3,915)	16.60% (609/3,076)				16.60% (609/3,076)	-63.40%	There was a delay in conducting the survey because the approval of the University office committee was just released on April 1, 2025, with which the survey can not be conducted without the said approval
Output Indicator(s)													
1. Percentage of undergraduate students enrolled in CHED identified and RDC-identified priority programs				50.00% (10,151/20,300)	50.00% (10,151/20,300)	71.00% (13,037/18,311)					71.00% (13,037/18,311)	21.20%	
2. Percentage of undergraduate programs with accreditation				70.00% (26/40)	70.00% (26/40)	87.23% (41/47)					87.23% (41/47)	17.23%	
ADVANCED EDUCATION PROGRAM	32010000000000												
OO - Higher education research improved to promote economic productivity and innovation													
Outcome Indicator(s)													
1. Percentage of graduate school faculty engaged in research work applied in any of the following:					11.11% (1/9)	11.11% (1/9)							
a. pursuing advanced research degree programs (Ph.D.) or													
b. actively pursuing within the last three (3) years (investigative research, basic and applied scientific research, policy research, social science research) or							80% (8/10)				80% (8/10)	68.89%	
c. producing technologies for commercialization or livelihood improvement or							60% (6/10)				60% (6/10)	48.89%	

Department : State Universities and Colleges (SUCs)
Agency/Entity : University of Southern Mindanao
Operating Unit : < not applicable >
Organization Code (UACS) : 08 103 000000

Particulars	UACS CODE	Physical Target (Budget Year)					Physical Accomplishment (Budget Year)					Variance as of June 30, 2025	Remarks
		1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Total	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Total		
1	2	3	4	5	6	7	8	9	10	11	12	13	14
d. whose research work resulted in an extension program							80% (8/10)				80% (8/10)	68.89%	
Output Indicator(s)													
1. Percentage of graduate students enrolled in research degree programs					9.09% (107/1,071)	9.09% (107/1,071)	91.35% (808/894)				91.35% (808/894)	81.35%	
2. Percentage of accredited graduate programs					50.00% (1/2)	50.00% (1/2)	88.24% (30/34)				88.24% (30/34)	38.24%	
RESEARCH PROGRAM	33030000000000												
OO - Higher education research improved to promote economic productivity and innovation													
Outcome Indicator(s)													
1. Number of research outputs in the last three years utilized by the industry or by other beneficiaries					20 (1/5)	20 (1/5)	6 (6/10)	4 (4/10)			10 (10/10)	-10	Signed MOA with the Provincial Government of Cotabato for the adoption of technologies was just released recently, hence, the actual implementation and adoption of the technologies was also affected. Additionally, some research projects are not designed towards producing technologies for utilization but for pure research only that serves as reference for future studies.
Output Indicator(s)													
1. Number of research outputs completed within the year					5 (1/5)	5 (1/5)	0 (0/10)	0 (0/10)			0 (0/10)	-5	All ongoing projects are currently in the second quarter of their implementation, hence, final results and terminal reports are not yet available. It is anticipated that the projects will be completed and its corresponding terminal reports will be submitted by the 4th quarter of 2025.
2. Percentage of research outputs published in internationally-referred or CHED recognized journal within the year					10.00% (1/10)	10.00% (1/10)	0% (0/10)				0% (0/10)	-10%	Researchers continue to encounter difficulties in procuring manuscripts and navigating the research publication process due to limited experience and technical capacity. To address these challenges, the Publication and Printing Unit is implementing continuing initiatives to support researchers in publishing their results.
TECHNICAL ADVISORY EXTENSION PROGRAM	33010000000000												
OO - Community engagement increased													
Outcome Indicator(s)													

Department : State Universities and Colleges (SUCs)
Agency/Entity : University of Southern Mindanao
Operating Unit : < not applicable >
Organization Code (UACS) : 08 103 000000

Particulars	UACS CODE	Physical Target (Budget Year)					Physical Accomplishment (Budget Year)					Variance as of June 30, 2026	Remarks
		1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Total	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Total		
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Number of active partnerships with LGUs, industries, NGOs, NGAs, SMEs, and other stakeholders as a result of extension activities					5	5	3	5			8	3	
Output Indicator(s)													
1. Number of trainees weighted by the length of training			1,100		1,100	2,200	260	710			970	-1,230	Additional trainings are expected to be conducted, with a corresponding increase in the number of trainees, in the succeeding quarters
2. Number of extension programs organized and supported consistent with the SUC's mandated and priority programs			5		5	10	24	3			27	17	
3. Percentage of beneficiaries who rate the training/course/s as satisfactory or higher in terms of quality and relevance					79.99%	79.99%	100%	100%			100%	20.01%	
					(2,882/3,728)	(2,882/3,728)	(260/250)	(710/710)			(970/970)		

Prepared By: Digitally signed by JAY R G. VILDAZ
Director, FMS
Date: July 17, 2026 09:20 AM

In coordination with:
JAY R G. VILDAZ
Director, FMS
Date: July 17, 2026 09:20 AM

Digitally signed by Setsu Shereen Mae Villanuz

Approved By: Digitally signed by JONALDO L. PABON
SUC President IV
Date: July 17, 2026 09:23 AM

This report was generated using the Unified Reporting System; Status : SUBMITTED; Date Printed : July 17, 2026 9:32 AM; Date of initial submission : July 17, 2026 09:23 AM; Date of final submission : July 17, 2026 09:23 AM

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USM Strategic Performance Management System (SPMS)

Pursuant to **Civil Service Commission (CSC) Memorandum Circular No. 6, s. 2012**, the **Strategic Performance Management System (SPMS)** serves as a performance management mechanism that aligns individual employee performance with the overall performance of the organization. It is designed to strengthen the performance orientation of the compensation and rewards system by ensuring that employees achieve the objectives established by the organization while enabling the institution to attain the strategic goals and targets set forth in its Strategic Plan. Through this alignment, the SPMS promotes accountability, organizational effectiveness, and the achievement of institutional priorities.



The **Strategic Performance Management System (SPMS)** consists of four stages, as illustrated in **Figure 5. Stage 1 (Performance Planning and Commitment)** begins with unit heads meeting with their supervisors and staff to identify and agree on the outputs to be accomplished in alignment with the University's goals and objectives. During this stage, **Success Indicators (SIs)** are established, serving as the basis for the preparation of the Office Performance Commitment and Review (OPCR) and Individual Performance Commitment and Review (IPCR).

Stage 2 (Performance Monitoring and Coaching) focuses on the regular monitoring of the performance of both organizational units and individual employees at various levels. Monitoring and evaluation mechanisms are implemented to ensure that timely and appropriate interventions are undertaken to keep programs on track and to facilitate the effective achievement of institutional objectives. Performance monitoring is continuous, while formal performance evaluations are conducted on a semi-annual basis.

Stage 3 (Performance Review and Evaluation) assesses the performance of both units and individual employees against the targets and performance measures approved in the OPCR and IPCR. During this stage, the **Planning and Development Office (PDO)** consolidates, reviews, validates, and evaluates the initial performance assessments submitted by unit heads. These assessments are based on reported office accomplishments vis-à-vis the established Success Indicators (SIs), as well as the comparison of allotted budgets against actual expenditures, to determine the extent of performance achievement and resource utilization.

The results of the performance assessment are submitted to the **Performance Management Team (PMT)** for calibration and recommendation to the University President, who determines the final performance rating of the units.

The immediate supervisor evaluates the performance of individual employees based on the commitments established at the beginning of the rating period. Performance is assessed using one or a combination of the following criteria, as appropriate: **Effectiveness/Quality, Efficiency, and Timeliness** (Figure 4.1-1).

Stage 4 (Performance Rewarding and Development Planning) focuses on recognizing performance and promoting continuous professional development. At this stage, the competency assessment of each employee is conducted to determine the extent to which individual competencies align with the requirements of the position. The results of the assessment are discussed by the unit heads and immediate supervisors with the concerned employee at the end of each rating period. These discussions emphasize individual strengths, competency-related performance gaps, career development opportunities, and appropriate interventions to address identified areas for improvement, thereby supporting continuous learning, career progression, and enhanced organizational performance.



MC No. 6, s. 2012

MEMORANDUM CIRCULAR

TO : ALL HEADS OF CONSTITUTIONAL BODIES; DEPARTMENTS, BUREAUS AND AGENCIES OF THE NATIONAL GOVERNMENT; LOCAL GOVERNMENT UNITS; GOVERNMENT-OWNED AND/OR CONTROLLED CORPORATIONS (GOCCs) WITH ORIGINAL CHARTERS; AND STATE UNIVERSITIES AND COLLEGES

SUBJECT : Guidelines in the Establishment and Implementation of Agency Strategic Performance Management System (SPMS)

I. INTRODUCTION

Background

The University of Southern Mindanao envisions quality and relevant education for its clientele to be globally competitive, culture sensitive and morally responsive human resources for sustainable development. To attain this, the University's mission and strategic goals must be achieved with the collective effort of the human workforce-the University's ultimate capital. Individual performance must be aligned to Organizational goal. Thus, a system is developed on linking individual performance vis-à-vis the agency's organizational vision, mission and strategic goals. It is envisioned as a technology composed of strategies, methods and tools for ensuring fulfilment of the functions of the offices and its personnel as well as for assessing the accomplishments.¹

It is a mechanism that ensures that the employee achieves the objectives set by the organization and the organization, on the other hand, achieves the objectives that it has set itself in its strategic plan.

Performance management system is the heart of the human resource system because information produced from it is useful in human resource planning, management and decision-making processes.

The SPMS follows the four-stage PMS cycle: performance planning and commitment, performance monitoring and coaching, performance review and evaluation, performance rewarding and development planning.

To complement and support the SPMS, the following enabling mechanisms must be present, operational and maintained:

- A Recruitment System that identifies competencies and other attributes required for particular jobs or functional groups;
- An adequate Rewards and Incentives System;
- Mentoring and coaching program;
- An Information Communication Technology (ICT) that supports project documentation, knowledge management, monitoring, and evaluation.
- Change management program; and
- Change management program; and
- Policy reviews and formulation.

OPERATIONAL EXCELLENCE & PERFORMANCE MANAGEMENT

Implementation

The Department of English Language and Literature (DELL) has institutionalized a comprehensive strategic governance system through its 2022–2027 Strategic Development Plan, which serves as the Department's primary roadmap for academic excellence, organizational sustainability, and continuous quality improvement. The planning process was evidence-based and participatory, drawing on institutional performance data, environmental scanning, graduate tracer studies, faculty performance evaluations, curriculum assessments, accreditation recommendations, and stakeholder consultations to identify strategic priorities and measurable development targets. The Plan is deliberately aligned with the University of Southern Mindanao's Vision, Mission, Goals, and Objectives, the University's Strategic Development Plan, CHED Policies and Standards, Outcomes-Based Education (OBE), Results-Based Management (RBM), the Sustainable Development Goals (SDGs), and the AACUP quality assurance framework, ensuring coherence between departmental initiatives and broader institutional and national development agendas.

To operationalize the Strategic Development Plan, the Department translates its strategic priorities into Annual Operational Plans (AOPs) that specify yearly activities, responsible offices, required resources, implementation timelines, expected outputs, and measurable Key Performance Indicators (KPIs). Implementation is further supported by clearly designated coordinators and committees responsible for instruction, research, extension, production and innovation, internationalization, faculty development, student development, and quality assurance. Annual strategic planning workshops, periodic implementation reviews, risk management mechanisms, and resource development planning ensure that governance remains responsive, data-driven, transparent, and accountable throughout the planning cycle.

Highlights and Accomplishments

The Department has established a governance framework that integrates planning, implementation, monitoring, evaluation, and continuous improvement into a unified institutional management system. Among its major accomplishments is the formulation of a comprehensive Strategic Development Plan that consolidates the University's fourfold functions—instruction, research, extension, and production and innovation—together with cross-cutting priorities in faculty development, student success, internationalization, digital transformation, and quality assurance. This integrated framework enables the Department to strategically coordinate all academic and administrative initiatives under a common vision and measurable development agenda.

A further achievement is the institutionalization of evidence-based planning practices. Rather than relying solely on administrative projections, departmental priorities are informed by graduate tracer studies, faculty qualification profiles, research productivity, stakeholder feedback, curriculum evaluations, environmental scanning, and accreditation recommendations.

The Department has also established an annual planning cycle comprising performance review, quarterly monitoring, mid-year evaluation, strategic planning workshops, and annual operational planning, embedding strategic management into its regular governance processes. The inclusion of a comprehensive risk management and sustainability framework has likewise strengthened organizational resilience by proactively addressing challenges related to faculty development, research funding, internationalization, enrollment, technological change, leadership succession, and resource allocation.

Performance Indicators

The effectiveness of strategic governance is assessed through clearly defined institutional performance indicators that measure both implementation and outcomes. These include the completion of Annual Operational Plans, achievement of strategic targets, conduct of annual strategic reviews, curriculum review and benchmarking, graduate employability, faculty qualification targets, research productivity, extension participation, international collaborations, quality assurance compliance, and stakeholder satisfaction. Progress is monitored through documented evidence such as faculty profiles, curriculum review reports, graduate tracer studies, annual accomplishment reports, strategic planning workshop reports, departmental council minutes, budget utilization reports, and monitoring and evaluation reports. These indicators enable the Department to assess progress objectively, identify performance gaps, and ensure accountability across all strategic areas.



Continuous Quality Improvement

Continuous Quality Improvement (CQI) is foundational to the Department's strategic governance system. The Department applies the Plan–Do–Check–Act (PDCA) model together with the Results-Based Management framework to keep planning dynamic and responsive to changing institutional and external conditions. Strategic objectives are translated into annual implementation plans, monitored through established KPIs, evaluated using evidence-based documentation, and refined through systematic review and corrective action. Findings from curriculum evaluations, graduate tracer studies, stakeholder consultations, faculty performance assessments, research productivity monitoring, environmental scanning, and accreditation feedback are continuously integrated into subsequent planning cycles, ensuring that strategic decisions remain data-driven and improvement-oriented. This institutionalized feedback mechanism reinforces a culture of accountability, organizational learning, and sustained academic excellence.



Impact to Stakeholders

The Department's strategic governance and institutional planning framework has strengthened organizational effectiveness by providing a clear, coordinated, and evidence-based direction for academic and administrative decision-making. Faculty members benefit from transparent planning processes, clearly defined institutional priorities, structured professional development opportunities, and systematic performance monitoring that support academic growth and leadership development. Students experience improved curriculum responsiveness, enhanced learning environments, stronger quality assurance mechanisms, and expanded opportunities for

Bachelor of Arts in English Language

research, leadership, journalism, community engagement, and international participation—resulting in greater graduate preparedness and employability. Institutional administrators benefit from reliable planning and monitoring systems that facilitate resource allocation, policy implementation, accreditation compliance, and strategic decision-making. External stakeholders—including alumni, employers, partner institutions, government agencies, and community organizations—benefit from strengthened collaboration, responsive academic programs, and graduates whose competencies align with societal and workforce needs. Collectively, these outcomes demonstrate that strategic governance has become an enabling mechanism for sustaining institutional excellence, stakeholder confidence, and the long-term development of the Bachelor of Arts in English Language program.

ACADEMIC EXCELLENCE & KNOWLEDGE LEADERSHIP

Implementation

The Department of English Language and Literature (DELL) advances instructional excellence through an outcomes-based, learner-centered, and technology-enhanced educational framework designed to develop graduates with advanced communicative competence, critical inquiry, intercultural understanding, ethical leadership, and professional readiness. Instructional planning is anchored on the Bachelor of Arts in English Language (BAEL) Program Outcomes and aligned with the University's Vision, Mission, Goals, and Objectives, CHED Policies and Standards, Outcomes-Based Education (OBE), and institutional quality assurance mechanisms. Curriculum delivery is strengthened through authentic assessment, research-informed teaching, continuous curriculum review and benchmarking, graduate tracer studies, faculty capability development, and systematic monitoring of instructional effectiveness.

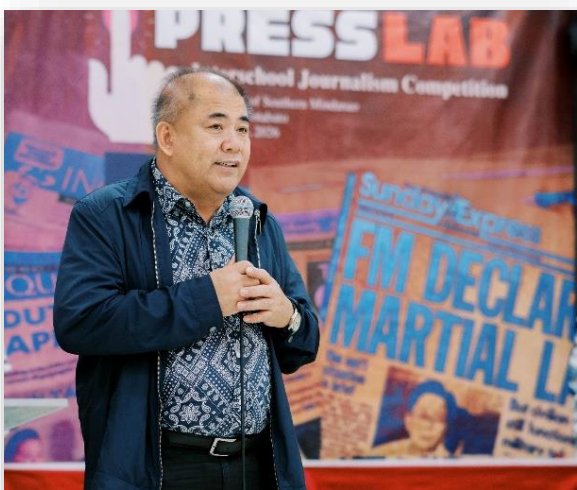
To ensure responsive and relevant instruction, the Department institutionalizes regular curriculum evaluation based on emerging educational trends, labor market demands, stakeholder feedback, and accreditation recommendations. Technology-enhanced teaching strategies, learner-centered pedagogies, and the responsible integration of digital tools are embedded across courses to improve student engagement and learning outcomes. Experiential learning is further reinforced through authentic academic platforms such as The English Press, the Department's ISSN-registered student magazine, and PressLab, which provide students with practical experience in journalism, editorial management, digital communication, and publication production. Complementing these initiatives are research mentoring, leadership development, community engagement, and interdisciplinary academic activities that cultivate holistic student development beyond the classroom.

The Department successfully organized its first-ever **PressLab Interschool Journalism Competition**, spearheaded by Assoc. Prof. Lloyd Anton Von M. Colita. PressLab is a Mindanao-wide interschool journalism competition and convention that integrates competitions, technical lectures, mentoring sessions, panel discussions, workshops, and adviser networking into a comprehensive ecosystem for developing journalistic competence and ethical awareness among student participants. Held on February 6, 2026, the event convened 405 student journalists and advisers from multiple institutions at the USM Commercial Building, reinforcing the University of Southern Mindanao's role as a regional hub for journalism training, ethical reporting, and media literacy.

PressLab responds to the dual challenges confronting student journalists today: developing technical proficiency while navigating the ethical, social, and technological demands of contemporary media practice. By framing campus journalism as a "laboratory" for ideas, experimentation, and professional practice, the initiative provides students with structured opportunities to learn, test, and apply journalistic principles under realistic conditions—through reporting exercises, multimedia projects, and competitive writing.



With DELL faculty members serving as the judges, steering committee, hosts, and facilitators, the project encompasses instructional training, advisory support, extension and outreach, regional convening, and inter-school networking. Instruction and advisership form the foundation of the ecosystem, cultivating writing competence, publication management, and professional ethics, while extension, convening, and networking amplify program reach, foster collaboration, and ensure long-term sustainability. These services are delivered through structured modules, hands-on mentoring, interactive workshops, and annual competitions, including specialized categories such as news, feature, opinion, sports writing, photojournalism, editorial cartooning, mobile journalism, and science and technology reporting.





PRESSLAB In



PressLab’s mandate is to build a *sustainable regional ecosystem for student journalism* that bridges classroom theory with professional practice. Its core competencies include journalism pedagogy, publication advisership, capacity-building, and organizing competitive and collaborative platforms, all directly supporting USM’s mission to provide quality education, research, and extension services, while establishing the university as a leader in Mindanao media development.

The project’s human resource framework includes faculty advisers, technical facilitators, workshop lecturers, student coordinators, and editorial staff from participating publications. Faculty advisers and facilitators are required to have advanced degrees and professional experience in journalism or media practice, while student coordinators are the fourth year AB English Language students enrolled in my ELElec07: Language and Journalism class.

Key engagement drivers include professional development, leadership opportunities, and contributions to regional media literacy. Special health and safety measures include secure event protocols, emergency preparedness plans, and safe transportation for all the delegates.

PRESSLAB 2026 DELEGATES

Region X (Northern Mindanao)

- Philippine College Foundation (PCF) – Valencia City, Bukidnon

Region XI (Davao Region)

- Davao del Sur State College (DSSC) – Digos City

Bangsamoro Autonomous Region in Muslim Mindanao (BARMM)

- St. Francis Episcopal School of Upi, Inc. – Upi, Maguindanao del Norte
- South Upi National High School – South Upi, Maguindanao del Sur

Region XII (SOCCSKSARGEN)

- University of Southern Mindanao (Main Campus) – Kabacan
- USM-University Laboratory School (ULS) – Kabacan
- Notre Dame of Kabacan, Inc. – Kabacan
- University of Southern Mindanao (USM-KCC) – Kidapawan City
- Kidapawan City Pilot Elementary School (KCPES) – Kidapawan City
- Kidapawan City National High School (KCNHS) – Kidapawan City
- Kidapawan Doctors College, Inc. – Kidapawan City
- Central Mindanao Colleges – Kidapawan City
- Notre Dame of Midsayap College – Midsayap
- Southern Christian College – Midsayap
- Pigcawayan National High School – Pigcawayan
- Tulunan National High School (TNHS) – Tulunan
- Carmen National High School (CNHS) – Carmen
- Pikit National High School – Pikit
- Notre Dame of Pikit, Inc. – Pikit
- Noorul Eilm Academy Foundation Inc. – Pikit
- Matalam High School – Matalam
- Notre Dame of Magpet Diocesan School, Inc. – Magpet
- Mariano Untal High School – M'lang
- Sultan Kudarat State University (SKSU) – Kalamansig Campus

Highlights and Accomplishments

The Department has established a strong instructional ecosystem characterized by highly qualified faculty, research-informed pedagogy, and learner-centered educational practices. A major accomplishment is maintaining a faculty complement in which 100% hold graduate qualifications, with 33.33% already holding doctoral degrees and nearly forty percent actively pursuing doctoral studies—strengthening instructional expertise and academic leadership. Faculty members continuously integrate current research, technology-enhanced methodologies, and authentic assessments into classroom instruction, ensuring that learning experiences remain responsive to contemporary educational and professional demands.

Curriculum responsiveness has likewise been strengthened through periodic curriculum review and benchmarking, keeping the BA English Language program aligned with industry expectations, graduate competencies, and institutional priorities. Student learning is enriched through experiential platforms such as The English Press, PressLab, and Byline, where students apply theoretical knowledge in journalism, communication, editorial production, multimedia storytelling, and ethical media practice. These initiatives transform instruction into authentic professional practice while fostering leadership, creativity, collaboration, and communication competence. The Department also emphasizes graduate employability by integrating research, extension, leadership training, and professional preparation throughout the curriculum, producing graduates equipped for careers in education, journalism, communication, publishing, media, public service, and other language-related professions.



Performance Indicators

Instructional excellence and student success are systematically monitored through measurable performance indicators identified in the Strategic Development Plan. These include the percentage of faculty members with doctoral qualifications, implementation of learner-centered and technology-enhanced pedagogies across courses, completion of curriculum review and benchmarking activities, graduate employability, stakeholder satisfaction, student course evaluations, graduate tracer study results, and attainment of BA English Language Program Outcomes. Additional indicators include student participation in research, journalism, publication, leadership, extension, and international academic activities, reflecting the Department's commitment to holistic student development. Means of verification include faculty profiles, curriculum review reports, course evaluation results, graduate tracer studies, student achievement records, awards, and annual accomplishment reports.



Continuous Quality Improvement

Continuous Quality Improvement in instruction is achieved through a systematic cycle of planning, implementation, monitoring, evaluation, and enhancement. The Department regularly reviews curriculum content, instructional delivery, assessment practices, and graduate outcomes using evidence generated from stakeholder consultations, tracer studies, course evaluations, accreditation recommendations, environmental scanning, and faculty performance assessments. These findings guide curriculum revisions, instructional innovations, faculty capability-building, and improvements in teaching strategies, ensuring that academic programs remain relevant and responsive to emerging educational, technological, and industry developments.

Faculty development further reinforces instructional quality through graduate education, professional training, certifications, research mentoring, leadership development, and capability-building in digital pedagogy and responsible artificial intelligence integration. This continuous investment in faculty competence ensures that instructional practices evolve alongside advances in higher education while sustaining excellence in teaching, learning, and student achievement.



Impact to Stakeholders

The Department's commitment to instructional excellence has created meaningful benefits for students, faculty members, employers, alumni, and the University. Students benefit from an outcomes-based curriculum that combines academic rigor with authentic experiential learning, enabling them to develop advanced communication skills, research competence, leadership abilities, ethical practice, and professional confidence. Experiential platforms such as PressLab, The English Press, and Byline bridge classroom instruction with professional practice, enhancing graduate readiness for careers in journalism, communication, education, publishing, media, public service, and related industries.

Faculty members benefit from structured professional development, curriculum innovation, research-informed teaching, and continuous quality assurance mechanisms that strengthen instructional effectiveness and scholarly engagement. Employers and industry partners benefit from graduates whose competencies align with workforce demands, while the University

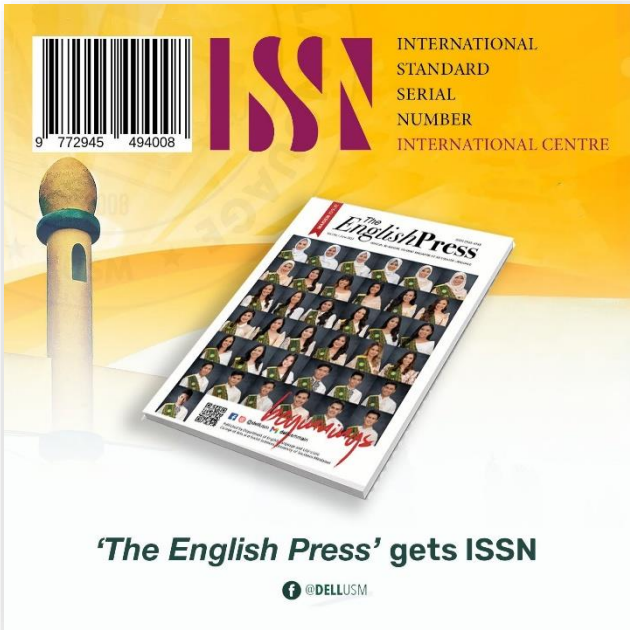
benefits from improved graduate employability, stakeholder satisfaction, enhanced academic reputation, and sustained compliance with national quality assurance standards. Through this integrated instructional framework, the Department successfully advances student success while reinforcing its vision of producing globally competitive, ethically grounded, and professionally competent graduates.

Research, Innovation, and Knowledge Generation

The Department of English Language and Literature (DELL) has institutionalized a research-driven academic culture by integrating scholarly inquiry, innovation, and knowledge generation into its core functions of instruction, extension, production, and community engagement. Guided by its Strategic Development Plan, the Department implements initiatives that strengthen faculty and student research capability, increase scholarly productivity, promote interdisciplinary collaboration, and align research with institutional priorities, national development goals, and community needs. Faculty members are encouraged to pursue international publication, collaborative and externally funded research, participation in scholarly conferences, and continuing professional development to expand the reach and impact of their research. Undergraduate students, in turn, are systematically engaged in discipline-based research, conference presentations, publication opportunities, and research mentoring as integral components of the BA English Language curriculum.

Beyond traditional research outputs, the Department promotes innovation through the development of instructional materials, digital learning resources, literary publications, language services, communication consultancy, and other knowledge-based academic products that translate research into practical educational and community applications. The Department also positions journalism and communication as emerging research frontiers through PressLab, Byline, and The English Press, which collectively function as platforms for scholarly engagement, publication, editorial practice, and media innovation. **The English Press** is the official student magazine of the AB English Language students, and the only program in USM with its own official student-run magazine. These initiatives reinforce the Department's commitment to generating knowledge that informs instruction, strengthens communities, and contributes to institutional development.





Highlights and Accomplishments

The Department has cultivated a robust research environment characterized by increasing scholarly productivity, interdisciplinary collaboration, and knowledge dissemination. Faculty members have produced internationally published research in language, literature, communication, journalism, education, and interdisciplinary studies, strengthening the Department's academic reputation while contributing to the University's research agenda. The Strategic Development Plan identifies research excellence as a major institutional priority, emphasizing international publication, externally funded research, collaborative scholarship, and knowledge utilization as key drivers of academic development.

Research capability has likewise been strengthened through continuing professional development, research mentoring, publication support, and faculty participation in conferences and scholarly activities. At the undergraduate level, the Department promotes a strong culture of inquiry by encouraging students to undertake discipline-based research, present their studies

at academic conferences, publish scholarly outputs, and participate in interdisciplinary research initiatives. Complementing these scholarly endeavors is the Department's commitment to innovation through the production of instructional materials, digital resources, literary publications, journalism manuals, podcasts, communication consultancy, language consultancy, and multimedia learning resources that extend the practical application of research beyond the classroom.

Performance Indicators

Research productivity and innovation are monitored using clearly defined institutional performance indicators that measure both scholarly outputs and research capability development. Key indicators include the number of Scopus-, Web of Science-, and internationally indexed publications; externally funded research projects; completed research proposals and studies; faculty participation in research capability-building programs; student research presentations and publications; conference participation; collaborative research activities; and the production of knowledge-based academic resources. Performance is verified through publications, research reports, conference certificates, funded project records, faculty portfolios, research databases, publication repositories, annual accomplishment reports, and monitoring reports. These indicators enable the Department to systematically evaluate research productivity, monitor progress toward strategic targets, and inform evidence-based decision-making.



Continuous Quality Improvement

The Department continuously strengthens its research ecosystem through a structured Continuous Quality Improvement framework anchored on Results-Based Management and the Plan–Do–Check–Act (PDCA) cycle. Research performance is periodically evaluated using publication records, project completion reports, faculty capability assessments, stakeholder feedback, environmental scanning, and strategic reviews. Findings from these evaluations inform the refinement of research priorities, enhancement of mentoring programs, expansion of collaborative research, pursuit of external funding opportunities, and strengthening of publication support mechanisms.

Recognizing emerging trends in higher education, the Department also integrates digital transformation and responsible artificial intelligence into research processes while encouraging interdisciplinary scholarship in language, literature, communication, journalism, education, and related fields. Continuous investment in faculty development, graduate education, and research capability-building ensures that scholarly productivity remains sustainable and responsive to evolving academic, technological, and societal challenges.



Impact to Stakeholders

The Department's commitment to research, innovation, and knowledge generation has strengthened the scholarly capacity of both faculty and students while contributing to institutional excellence and community development. Faculty members benefit from expanded opportunities for publication, collaborative research, professional advancement, and

Bachelor of Arts in English Language

international scholarly engagement, enhancing both individual academic careers and the Department's research profile. Students develop strong research competencies, critical thinking, analytical skills, and scholarly confidence through active participation in undergraduate research, conferences, publications, and interdisciplinary inquiry, preparing them for graduate studies and research-intensive professions.

The University benefits from increased research productivity, stronger compliance with quality assurance standards, enhanced institutional visibility, and broader contributions to national and international scholarship. Community partners, educators, policymakers, and industry stakeholders likewise benefit from research-informed instructional materials, language and communication resources, journalism initiatives, and evidence-based interventions that address educational, cultural, and societal needs. Through this integrated research ecosystem, the Department reinforces its role as a center for scholarly excellence, innovation, and knowledge generation that advances both institutional development and public service.

JOURNALISM, COMMUNICATION, & PROFESSIONAL ENGAGEMENT

Implementation

The Department of English Language and Literature (DELL) has strategically positioned journalism, communication, and media development as one of its institutional niche areas by integrating instruction, research, extension, production, and partnership-building. Guided by Strategic Direction 9: Journalism and Media Leadership, the Department has institutionalized initiatives that strengthen journalism education, ethical media practice, scholarly publication, media research, and experiential learning. Central to this strategy is PressLab, the Department's flagship journalism and media development program, established to position the University of Southern Mindanao as the regional hub for campus journalism and student media development in Mindanao. Through PressLab, the Department conducts interschool journalism competitions, journalism conferences, teacher capability-building programs, editorial coaching, publication initiatives, and collaborative engagements that connect the University with schools, media practitioners, educators, and community stakeholders.

Complementing PressLab are The English Press, the Department's ISSN-registered student magazine, and **"Byline: Selected Winning Works in Campus Journalism,"** the official proceedings and archival publication of PressLab. These platforms serve as authentic learning laboratories where students apply classroom knowledge in news writing, feature writing, editorial writing, literary journalism, multimedia storytelling, publication management, and ethical journalism. The Department likewise promotes journalism scholarship by encouraging faculty and student engagement in media research, communication studies, scholarly publication, and interdisciplinary inquiry, strengthening journalism as both an academic discipline and a community development platform.



April 24, 2026

Lloyd Anton Von M. Colita
Author
Department of English Language and Literature
University of Southern Mindanao

Dear Sir Lloyd Anton Von M. Colita:

We are pleased to inform you that the following book has been assigned with International Standard Book Number (ISBN):

TITLE: *Byline: Selected Winning Works in Campus Journalism*
AUTHOR: Lloyd Anton Von M. Colita

Form	ISBN
Hardbound	978-621-06-5650-3
Softbound/Paperback	978-621-06-5651-0
EPUB	978-621-06-5652-7
PDF (read only)	978-621-06-5653-4





Highlights and Accomplishments

A defining accomplishment of the Department is the institutionalization of PressLab as its signature strategic program and the cornerstone of its journalism and communication ecosystem. More than a training initiative, PressLab integrates the University's fourfold functions by serving simultaneously as an instructional platform, a research venue, an extension program, a production initiative, and a partnership-building mechanism. It has significantly expanded opportunities for journalism education by organizing annual journalism competitions, conferences, school paper mentoring, campus journalism caravans, editorial coaching, teacher

capability-building programs, and community media literacy initiatives that benefit students, educators, and partner institutions across the region.

The Department has likewise strengthened experiential learning through The English Press, which provides students with authentic editorial and publication experience while reinforcing outcomes-based instruction in journalism and communication. The publication enables students to demonstrate competencies in editorial management, publication production, ethical reporting, feature writing, literary journalism, and digital storytelling within a professional editorial environment. Complementing this initiative is Byline, which preserves exemplary journalistic works produced during PressLab competitions and serves as an instructional reference for journalism education, editorial practice, and campus publication development. Together, these initiatives establish a sustainable journalism ecosystem that distinguishes the Department within the University and reinforces its aspiration to become the regional leader in journalism education and student media development.

Performance Indicators

The Department evaluates journalism and media leadership using measurable performance indicators identified in the Strategic Development Plan. These include the annual implementation of PressLab as the Department's flagship journalism development program; expansion of journalism instruction; publication of The English Press and Byline; conduct of annual journalism conferences; establishment of journalism partnerships; participation in media research and scholarly publication; development of journalism manuals, digital magazines, podcasts, and multimedia learning resources; and implementation of media literacy and ethical journalism initiatives. Additional indicators include student participation in journalism competitions, editorial production, leadership activities, and communication-related academic engagements. Evidence of accomplishment is documented through publication records, production reports, utilization reports, certificates, Memoranda of Agreement, conference reports, annual accomplishment reports, and monitoring and evaluation records.



Continuous Quality Improvement

The Department continuously enhances its journalism and communication initiatives through systematic monitoring, evaluation, and evidence-based improvement. Annual strategic reviews, stakeholder consultations, participant feedback, publication evaluations, accreditation recommendations, and monitoring reports are used to assess the effectiveness and relevance of PressLab, The English Press, and Byline. These findings inform improvements in journalism curricula, editorial policies, training methodologies, competition formats, publication quality, and partnership strategies, ensuring that journalism education remains responsive to emerging trends in media, communication, and digital technologies.

The Department likewise strengthens journalism leadership by expanding collaborations with educational institutions, media organizations, and professional networks while integrating digital transformation and responsible artificial intelligence into journalism instruction and media practice. Through sustained innovation, scholarly engagement, and continuous capability-building, the Department ensures that its journalism ecosystem remains dynamic, relevant, and

aligned with national and international standards of ethical communication and media education.



Impact to Stakeholders

The Department's journalism, communication, and media leadership initiatives have significantly enriched student learning, faculty engagement, institutional visibility, and community development. Students benefit from authentic experiential learning that enables them to develop professional competencies in news reporting, editorial writing, publication management, multimedia storytelling, ethical journalism, leadership, and communication. These experiences bridge classroom instruction with real-world media practice, enhancing graduate employability and preparing students for careers in journalism, broadcasting, publishing, public relations, digital communication, education, and related professions.

Faculty members benefit from expanded opportunities for media research, publication, extension, professional leadership, and interdisciplinary collaboration, strengthening both scholarly productivity and community engagement. Schools, teachers, campus publications, and partner institutions benefit from sustained journalism training, editorial mentoring, teacher capability-building, and media literacy programs delivered through PressLab and its community engagement initiatives. For the University, these initiatives reinforce institutional identity, increase regional and national visibility, strengthen strategic partnerships, and establish the Department of English Language and Literature as a recognized center for journalism education, student media development, and ethical communication in Mindanao. Collectively, this pillar demonstrates how strategic planning has transformed journalism from a curricular component into a flagship institutional program that advances academic excellence, community service, and regional leadership.



COMMUNITY ENGAGEMENT, GLOBAL PARTNERSHIPS, & SOCIETAL IMPACT

Implementation

The Department of English Language and Literature (DELL) advances community engagement and global collaboration by integrating extension, internationalization, and strategic partnerships into its instructional, research, and production functions. Guided by its Strategic Development Plan, the Department implements sustainable, community-responsive programs that promote literacy development, language education, teacher capability-building, journalism training, cultural preservation, and communication initiatives designed to address local and regional development needs. These extension activities are complemented by service-learning opportunities that enable students to apply disciplinary knowledge in authentic community settings while cultivating civic responsibility, ethical leadership, and social accountability.

To strengthen its global engagement, the Department actively pursues international academic collaborations through institutional partnerships, collaborative research, faculty and student participation in international conferences and webinars, virtual exchange programs, visiting scholars, and scholarly publication. The Strategic Development Plan also identifies the expansion of ASEAN campus journalism partnerships, international student newsroom collaborations, visiting media scholars, and international journalism webinars as key internationalization initiatives that enhance intercultural learning and broaden the Department's academic reach. Together, these initiatives position the BA English Language program within an increasingly interconnected global academic environment while strengthening regional and international networks that support instruction, research, and community development.

Highlights and Accomplishments

The Department has successfully institutionalized community engagement as one of its major strategic functions by sustaining full faculty participation in extension programs and expanding collaborative partnerships with educational institutions, government agencies, non-government organizations, industries, and community organizations. Extension initiatives focus on literacy development, language education, journalism training, teacher capability-building, communication, and cultural preservation, enabling the Department to apply its expertise in addressing educational and community needs while strengthening stakeholder relationships. These programs demonstrate the Department's commitment to translating academic knowledge into meaningful social impact.

Among the Department's most significant accomplishments is the integration of PressLab into its community engagement framework through programs such as Journalism on Wheels, Campus Journalism Caravan, School Paper Mentoring, Teacher Capability Building, Editorial Coaching, and Community Media Literacy. These initiatives extend the Department's expertise beyond the University by providing capacity-building opportunities for students, teachers, school

publications, and partner institutions across the region. At the international level, the Department has expanded opportunities for faculty and student participation in international academic activities, collaborative publications, virtual exchanges, and partnership development, laying the foundation for sustained international engagement and increased institutional visibility.

Performance Indicators

The effectiveness of community engagement, internationalization, and strategic partnerships is monitored using measurable institutional performance indicators identified in the Strategic Development Plan. These include full faculty participation in extension programs, the number of active community partnerships and Memoranda of Agreement (MOAs), student participation in extension activities, implementation of literacy and journalism initiatives, community impact assessments, beneficiary satisfaction, international collaborations, international MOAs, faculty and student participation in international conferences and webinars, collaborative publications, virtual exchange activities, and international journalism partnerships. Means of verification include extension accomplishment reports, MOAs, attendance records, impact assessment reports, certificates of participation, international collaboration reports, scholarly publications, annual accomplishment reports, and monitoring and evaluation documents.



Continuous Quality Improvement

The Department continuously enhances its community engagement and internationalization initiatives through systematic monitoring, stakeholder consultation, impact assessment, and strategic review. Extension programs are regularly evaluated using beneficiary feedback, accomplishment reports, partnership evaluations, and community impact assessments to ensure that activities remain relevant, responsive, and sustainable. Internationalization initiatives are similarly assessed through participation records, collaborative outputs, partnership reviews, and scholarly accomplishments, allowing the Department to refine its strategies for global engagement and intercultural collaboration.

Findings from monitoring activities, accreditation recommendations, environmental scanning, and stakeholder consultations are integrated into annual operational planning, enabling the Department to strengthen partnerships, expand extension initiatives, increase international collaborations, and optimize resource utilization. Through this evidence-based improvement process, the Department ensures that community engagement and internationalization remain dynamic, inclusive, and aligned with institutional priorities and emerging global trends.



Impact to Stakeholders

The Department's strategic commitment to community engagement, internationalization, and partnership development has created meaningful and sustainable benefits for students, faculty members, partner institutions, communities, and the University. Students gain valuable experiential learning opportunities through service-learning, extension programs, journalism outreach, international academic activities, and intercultural engagement, strengthening their communication skills, leadership, civic responsibility, and global perspectives.

Bachelor of Arts in English Language

Faculty members benefit from expanded opportunities for collaborative research, professional networking, international scholarly participation, and community-based academic engagement, enriching both teaching and research.

Community partners—including schools, local government units, non-government organizations, and educational institutions—benefit from literacy initiatives, language education, journalism training, teacher capability-building, communication consultancy, and sustained collaborative programs that contribute to educational improvement and community development. International partners benefit from collaborative research, academic exchange, and joint scholarly initiatives that promote knowledge sharing and intercultural understanding. For the University, these strategic engagements strengthen institutional visibility, reinforce its commitment to public service and internationalization, expand collaborative networks, and enhance the reputation of the Bachelor of Arts in English Language program as a socially responsive and globally engaged academic program. Collectively, this pillar demonstrates how strategic planning has transformed community engagement and internationalization into sustained institutional partnerships that create measurable academic, professional, and societal value.

QUALITY ASSURANCE & CONTINUOUS IMPROVEMENT

Implementation

The Department of English Language and Literature (DELL) has institutionalized a comprehensive quality assurance system that serves as the foundation of its strategic management and organizational development. Guided by the principles of Outcomes-Based Education (OBE), Results-Based Management (RBM), and Continuous Quality Improvement (CQI), the Department integrates quality assurance into every aspect of instruction, research, extension, production and innovation, faculty development, student development, and internationalization. Implementation is anchored on the Department's Strategic Development Plan, which establishes measurable objectives, key performance indicators (KPIs), implementation schedules, monitoring mechanisms, and evidence-based evaluation processes that ensure accountability and alignment with institutional priorities.

The Department adopts the Plan–Do–Check–Act (PDCA) model as its primary quality assurance framework. Strategic objectives are translated into Annual Operational Plans (AOPs), implemented through coordinated departmental activities, monitored using established performance indicators, evaluated through systematic documentation and stakeholder feedback, and refined through evidence-based improvement initiatives. Quality assurance mechanisms include annual strategic planning workshops, curriculum review and benchmarking, graduate tracer studies, faculty performance evaluation, student course evaluations, research productivity monitoring, extension impact assessment, annual accomplishment reporting, documentation management, stakeholder consultations, and preparation for external quality assurance and accreditation activities. Through these institutional processes, quality assurance becomes an integral component of everyday governance rather than a periodic accreditation exercise.

Highlights and Accomplishments

Among the Department's most significant accomplishments is the establishment of an integrated quality assurance framework that aligns strategic planning, implementation, monitoring, evaluation, and continuous improvement into a unified management system. The Department has successfully institutionalized evidence-based planning by drawing on faculty profiles, graduate tracer studies, curriculum evaluations, stakeholder feedback, research productivity, environmental scanning, and annual performance reviews as primary inputs for strategic decision-making. This systematic approach enables departmental policies and programs to remain responsive to institutional priorities, accreditation standards, and the evolving needs of students, employers, and partner institutions.

The Department has likewise strengthened its quality culture by adopting clearly defined performance indicators and comprehensive means of verification across all strategic areas. Documentation systems have been enhanced through the regular preparation of Annual Operational Plans, strategic review reports, curriculum review reports, research publications,

extension accomplishment reports, faculty development records, budget utilization reports, and monitoring and evaluation documents. In addition, the Department recognizes PressLab, The English Press, and Byline as authentic learning laboratories that generate measurable evidence for outcomes-based instruction, journalism education, student achievement, production, extension, and continuous quality improvement. These initiatives provide concrete indicators of program effectiveness while distinguishing the Department's quality assurance practices from traditional compliance-based approaches.

Performance Indicators

Performance excellence is evaluated through a comprehensive set of institutional indicators covering all strategic functions of the Department. These include the achievement of annual strategic targets, completion of Annual Operational Plans, implementation of curriculum reviews, faculty qualification and development, graduate employability, student satisfaction, research productivity, extension participation, production outputs, international collaborations, and compliance with accreditation standards. Monitoring also extends to the achievement of departmental KPIs, implementation of quality assurance activities, strategic plan reviews, stakeholder participation, and evidence of continuous improvement across academic and administrative functions.

The Department draws on multiple sources of evidence to verify performance, including curriculum review reports, graduate tracer studies, faculty portfolios, research publications, conference certificates, extension accomplishment reports, Memoranda of Agreement, instructional materials, production reports, student achievement records, annual accomplishment reports, strategic planning workshop reports, Department Council minutes, budget utilization reports, monitoring reports, and quality assurance documentation. These measurable indicators enable the Department to objectively assess institutional performance, identify areas for enhancement, and demonstrate accountability to internal and external stakeholders.



Continuous Quality Improvement

Continuous Quality Improvement is embedded within the Department's governance structure through an institutionalized cycle of planning, implementation, monitoring, evaluation, and enhancement. Using the PDCA framework, the Department regularly reviews institutional performance based on established KPIs, accreditation recommendations, environmental scanning, stakeholder consultations, graduate tracer studies, curriculum assessments, faculty evaluations, and annual accomplishment reports. Findings from these monitoring activities are systematically analyzed to identify strengths, address performance gaps, revise strategic priorities, improve operational procedures, and enhance resource allocation.

The Department likewise strengthens organizational sustainability through proactive risk management and strategic resource development. Potential risks related to faculty development, research funding, technological change, internationalization, enrollment, leadership succession, and financial resources are continuously monitored and addressed through mitigation strategies incorporated into annual planning. This integrated approach

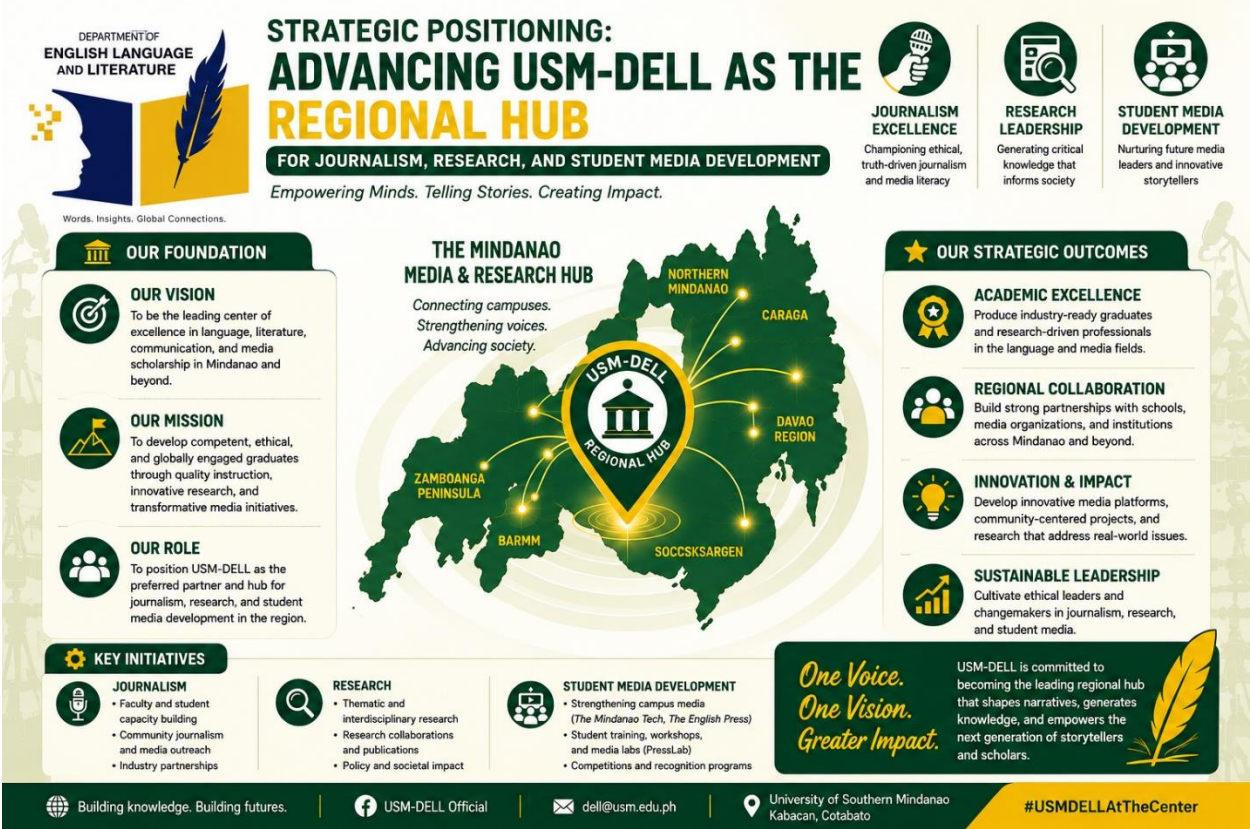
ensures that quality assurance is not limited to compliance but becomes a mechanism for organizational learning, innovation, resilience, and sustained institutional excellence.

Impact to Stakeholders



The Department's quality assurance and continuous improvement system has fostered a culture of excellence, accountability, and evidence-based decision-making that benefits all stakeholders. Students experience improved instructional quality, responsive curricula, enhanced learning resources, transparent assessment practices, and academic programs that consistently align with professional competencies and employer expectations. Faculty members benefit from clearly defined performance standards, structured professional development opportunities, systematic mentoring, and institutional support that promotes teaching excellence, scholarly productivity, and leadership development.

For the University, the Department's quality assurance framework strengthens institutional governance, accreditation readiness, strategic planning, resource optimization, and organizational effectiveness while reinforcing compliance with national quality assurance standards and institutional development goals. Employers, alumni, partner institutions, and community stakeholders benefit from graduates whose competencies are continuously enhanced through evidence-based program improvement, as well as from transparent, accountable, and collaborative institutional practices. Ultimately, this pillar demonstrates that quality assurance has evolved into a continuous institutional culture—one that sustains academic excellence, drives innovation, strengthens stakeholder confidence, and ensures the long-term competitiveness and sustainability of the Bachelor of Arts in English Language program.



Strategic Positioning: Advancing USM-DELL as the Regional Hub for Journalism, Research, and Student Media Development

The Department of English Language and Literature (DELL) envisions the University of Southern Mindanao (USM) as the leading regional center for journalism, research, and student media development in Mindanao. Anchored on its Strategic Development Plan, the Department integrates strategic governance, instructional excellence, scholarly research, journalism leadership, community engagement, internationalization, and quality assurance into a unified framework that advances the University's fourfold functions of instruction, research, extension, and production and innovation. Rather than pursuing these areas independently, DELL strategically aligns them toward a common institutional aspiration—to become a recognized center of excellence in language education, communication, journalism, and media scholarship that empowers minds, tells stories, and creates lasting impact across Mindanao and beyond.

At the core of this vision is **Strategic Governance, Leadership, and Institutional Planning**, which provides the organizational foundation for all institutional initiatives. Through evidence-based planning, participatory governance, performance monitoring, and accountable leadership, the Department ensures that its programs remain aligned with institutional priorities, emerging educational trends, and stakeholder expectations. This governance framework establishes a culture of innovation, transparency, and strategic decision-making that enables the Department to pursue sustainable academic growth while continuously responding to regional and global developments.

Building on this strong governance structure, **Instructional Excellence and Student Success** translates strategic priorities into meaningful educational experiences. The Department delivers outcomes-based, research-informed, and technology-enhanced instruction that develops graduates with advanced communication competence, critical and creative thinking, ethical leadership, and professional readiness. Experiential learning opportunities—including journalism laboratories, publication work, research engagement, leadership development, and authentic community-based learning—prepare students not only to excel in their chosen professions but also to become responsible communicators, educators, researchers, and changemakers. Through this commitment to academic excellence, the Department produces industry-ready graduates and research-driven professionals equipped to contribute to the language, communication, and media sectors.

The Department's commitment to **Research, Innovation, and Knowledge Generation** further strengthens USM's reputation as a producer of impactful scholarship. Faculty and student research, interdisciplinary collaboration, scholarly publications, innovative instructional resources, and knowledge-based academic products generate evidence that informs teaching, supports extension programs, influences policy discussions, and addresses societal concerns. Research is treated not as an isolated academic requirement but as a catalyst for innovation, institutional development, and community transformation. By cultivating a robust research culture, the Department reinforces its academic credibility while advancing USM as an emerging leader in language, communication, journalism, and interdisciplinary research that informs society and contributes to regional development.

The Department's most distinctive institutional niche is embodied in **Journalism, Communication, and Media Leadership**. Through flagship initiatives such as PressLab, The English Press, and Byline, journalism is transformed from a curricular specialization into an integrated academic ecosystem that combines instruction, research, extension, production, and partnership-building. These initiatives cultivate ethical journalism, truth-driven reporting, media literacy, editorial competence, and innovative storytelling while providing authentic learning environments where students gain practical newsroom experience. Beyond the campus, PressLab extends the Department's influence through journalism conferences, competitions, editorial coaching, teacher capability-building, and media literacy programs that strengthen campus journalism throughout Mindanao. Together, these initiatives establish DELL as a leading center for journalism excellence and student media development in the region.

Complementing these efforts is **Community Engagement, Internationalization, and Strategic Partnerships**, which broadens the Department's influence beyond the University through meaningful collaboration with schools, media organizations, government agencies, industries, communities, and international academic institutions. Literacy programs, journalism outreach, teacher capability-building, collaborative research, community-responsive extension initiatives, and international academic exchanges strengthen the Department's contribution to regional development while creating opportunities for intercultural learning and global engagement. These strategic partnerships connect campuses, amplify voices, and expand scholarly collaboration across Mindanao and beyond, reinforcing USM's role as a regional media and research hub.

Binding all these strategic initiatives together is **Quality Assurance, Performance Excellence, and Continuous Improvement**. Guided by Outcomes-Based Education, Results-Based Management, and the Plan–Do–Check–Act (PDCA) model, the Department institutionalizes a culture of evidence-based evaluation, accountability, and organizational learning. Systematic monitoring, performance measurement, stakeholder feedback, strategic reviews, and continuous quality improvement ensure that every program, initiative, and partnership contributes to institutional effectiveness and sustainable excellence. This quality culture enables the Department to remain adaptive, innovative, and responsive while upholding the highest standards of academic performance and organizational effectiveness.

Together, these six strategic pillars form a comprehensive and mutually reinforcing framework that defines the Department's long-term institutional positioning. Governance provides strategic direction; instruction develops competent and globally competitive graduates; research generates knowledge that informs society; journalism leadership cultivates ethical communicators and innovative storytellers; community engagement and partnerships strengthen regional collaboration and global connectivity; and quality assurance sustains organizational excellence through continuous improvement. Working in synergy, these pillars advance the Department's vision of establishing the University of Southern Mindanao as the preferred academic partner and regional hub for journalism, research, and student media development in Mindanao.

This strategic positioning is realized through three defining institutional commitments. First, the Department champions **Journalism Excellence** by promoting ethical, truth-driven journalism, media literacy, and experiential learning that develops future media professionals. Second, it advances **Research Leadership** by generating critical knowledge that informs education, policy, and community development through interdisciplinary scholarship and innovation. Third, it strengthens **Student Media Development** by nurturing future media leaders and creative storytellers through campus publications, newsroom experiences, media laboratories, and leadership opportunities. Guided by these commitments, the Department seeks not only to produce graduates and scholarly outputs but also to build strong regional collaborations, create innovative media platforms, cultivate ethical leaders, and generate research that addresses real-world challenges. In doing so, USM-DELL fulfills its vision of building knowledge, strengthening communities, and empowering the next generation of scholars, journalists, researchers, and storytellers who will shape the future of Mindanao and beyond.

Innovation and Strategic Planning

Innovation is an integral component of the University's strategic planning process. The University of Southern Mindanao (USM) cultivates a forward-looking planning culture by integrating emerging trends, benchmarking best practices, and aligning institutional priorities with national and international developments. During strategy formulation, the University systematically examines advances in higher education, consults relevant regulatory issuances, and benchmarks against leading local and international higher education institutions to identify innovative approaches that strengthen institutional performance and competitiveness.

To foster organizational resilience and strategic responsiveness, USM incorporates opportunity management into its planning processes. Opportunities are identified, documented, and evaluated through the University's Opportunity Management Sheet and are treated as strategic initiatives capable of enhancing institutional effectiveness. Guided by the University's Risk and Opportunity Management Procedure, opportunities are assessed alongside potential risks to determine their feasibility, anticipated benefits, and implications for institutional development. This proactive approach enables the University to transform challenges into strategic opportunities while supporting innovation, sustainability, and continuous improvement.

Evidence-Based Strategy Development

The University's strategic and operational plans are founded on comprehensive data gathering and environmental scanning. Strategy development is informed by multiple sources of evidence, including:

- institutional performance reports and historical accomplishments;
- benchmarking of best practices from reputable local and international universities;
- stakeholder consultations and client feedback to determine emerging needs and expectations;
- national government policies, CHED directives, and other statutory and regulatory requirements; and
- analyses of future trends and institutional growth opportunities.

These diverse sources of information enable the University to formulate responsive, relevant, and evidence-based strategies that address both current institutional priorities and future challenges.

The collected data are analyzed during the University's midyear and year-end strategic performance reviews. These review mechanisms evaluate institutional accomplishments, assess strategic targets, examine identified risks and opportunities, and determine the effectiveness of implemented interventions. The results provide valuable inputs for policy refinement, resource prioritization, and the formulation of succeeding plans, thereby reinforcing a culture of continuous quality improvement and evidence-informed decision-making.

Work Systems and Organizational Core Competencies

USM's planning framework recognizes two complementary work systems that collectively support the achievement of its Vision, Mission, Goals, and Objectives: the **Core Work System** and the **Support Work System**.

The **Core Work System** encompasses the University's primary mandates of instruction, research, and extension, which directly contribute to academic excellence, knowledge generation, and community engagement. Complementing these functions is the **Support Work System**, which

includes resource generation, administrative services, finance, human resource management, infrastructure development, procurement, and other enabling services that ensure the efficient delivery of the University's core functions.

To strengthen institutional capability, the University strategically engages qualified external partners for specialized infrastructure, consultancy, security, and other technical services when internal expertise or resources are insufficient. Such engagements follow established procurement and quality assurance procedures and are subject to systematic monitoring and performance evaluation to ensure accountability, efficiency, and compliance with institutional standards.

By integrating clearly defined work systems, evidence-based planning, innovation, and strategic partnerships, USM ensures that its planning processes remain responsive, sustainable, and aligned with institutional priorities and the evolving needs of higher education.

Table 1. USM’s Planned Changes

 Educational Programs	▶ Strengthening Outcomes-Based Education Incorporation of Flexible Learning to the Curriculum Continue Online Accreditation ▶ ISO 2018 Certification ISA Certification ▶ POA Certification ▶ Improve international visibility in education, research development, and extension
 Customers	▶ Employ online client satisfaction feedback mechanism ▶ AGAPAY (USM Clientele’s Hotline)
 Suppliers	▶ Allow online accessibility of biddings and submission of documents
 Partners	▶ Organize and conduct webinars with partner institutions (Local, Regional, National, International)
 Operations	▶ Streamline the procurement procedure Utilize SINUPAN (USM’s archival database) ▶ YAMANG TAO (online streamline from Strategic Plan to IPCR) ▶ Employ Future’s Thinking Initiative for Strategic Planning
 Resource Generation	▶ Employ Techno-Commercialization (partnership with private entities for resource generation activities)

Strategic Objective Alignment

The University of Southern Mindanao (USM) ensures that its strategic objectives are translated into measurable and achievable outcomes through an integrated planning and performance management system. Institutional priorities are cascaded from the Strategic Development Plan to the Operational Plan (OpPlan), Office Performance Commitment and Review (OPCR), and Individual Performance Commitment and Review (IPCR), thereby ensuring organizational alignment from the institutional level down to individual personnel.

This alignment is facilitated through the collaborative efforts of the Performance Management Team (PMT), Planning and Development Office (PDO), University Quality Assurance Center (UQAC), Human Resource Management and Development Office (HRMDO), and the various academic and administrative units. Together, these offices ensure that operational targets, performance indicators, and individual commitments contribute directly to the University's strategic objectives and desired organizational outcomes.

USM adopts a multi-level planning horizon to balance immediate operational priorities with long-term institutional aspirations. Performance targets are reviewed semi-annually through the OPCR and IPCR, operational plans are prepared annually, strategic plans are developed every five years, and long-range infrastructure and development initiatives are guided by the University's Long-Term Development and Infrastructure Plan (LUDIP). This integrated planning framework enables the University to respond effectively to emerging opportunities and challenges while maintaining strategic continuity and institutional sustainability.

Throughout the planning process, the University remains firmly anchored on its Vision, Mission, Goals, Core Values, and Quality Policy Statement. Stakeholder expectations, student needs, government priorities, and institutional capabilities are continuously assessed to ensure that strategic objectives remain relevant, responsive, and aligned with the University's mandate.

Implementation of Strategic Action Plans

The successful implementation of institutional action plans is achieved through systematic planning, broad stakeholder participation, and continuous performance monitoring. Annual planning workshops provide a venue for senior administrators, college deans, directors, unit heads, faculty members, and staff to formulate operational plans, identify priority programs, projects, and activities (PPAs), and establish measurable performance targets aligned with the University's strategic direction.

Following institutional planning, each academic and administrative unit conducts its own planning and cascading activities to communicate priorities, clarify responsibilities, and translate institutional objectives into unit-level work plans. This structured deployment ensures that every member of the University community contributes to the achievement of institutional goals.

USM likewise extends strategic implementation to its external partners, suppliers, and collaborating agencies through partnership meetings, coordination activities, and formal agreements. These engagements facilitate the alignment of collaborative initiatives with

institutional priorities while providing mechanisms for monitoring progress, addressing implementation concerns, and refining action plans as necessary.

Implementation is continuously monitored through regular accomplishment reviews, progress assessments, and annual evaluations. The results of these monitoring activities provide evidence for strategic adjustments, policy refinement, and the continuous improvement of institutional plans and programs.

Resource Planning and Allocation

Resource allocation is closely integrated with the University's planning system to ensure that institutional priorities are adequately supported. Programs, Projects, and Activities (PPAs) are prepared in advance of the implementation period in accordance with government planning and budgeting policies, allowing the University to anticipate financial, human, physical, and technological resource requirements.

The prioritization of resources is guided by institutional strategic objectives, organizational performance, and stakeholder needs. Budgetary decisions consider the relevance, urgency, and expected impact of proposed initiatives to maximize institutional effectiveness and ensure responsible stewardship of public resources.

Human resource planning likewise forms an essential component of strategic resource allocation. Through competency-based workforce planning, succession planning, leadership development, and need-based capacity-building programs, the University continuously strengthens employee competencies and organizational capability. These initiatives ensure that qualified personnel are available to support instruction, research, extension, and administrative services while fostering a highly competent, engaged, and future-ready workforce.

Performance Monitoring and Evaluation

USM employs a comprehensive performance monitoring and evaluation system to determine the extent to which strategic objectives and operational targets are achieved. Key Success Indicators (KSIs) and performance measures are established during the planning process and are explicitly aligned with the University's Strategic Development Plan, Operational Plan, and organizational objectives.

Performance is monitored through a standardized planning and performance management framework that promotes consistency, transparency, and accountability across all academic and administrative units. Accomplishments are reviewed through the Office Performance Commitment and Review (OPCR) and Individual Performance Commitment and Review (IPCR), providing quantitative and qualitative evidence of organizational performance.

Semi-annual and annual performance reviews enable University leaders to assess progress toward institutional goals, identify implementation gaps, evaluate the effectiveness of strategies, and determine appropriate corrective actions. Findings from these evaluations serve as critical

inputs to subsequent planning cycles, ensuring that planning remains evidence-based, responsive to changing conditions, and committed to continuous quality improvement.

Collectively, these monitoring and evaluation mechanisms reinforce a culture of accountability, strategic learning, and data-informed decision-making, ensuring that institutional plans are effectively implemented and continuously enhanced to achieve the University's Vision, Mission, and long-term development goals.

Table 2. Strategic Objectives with Corresponding Plans & Performance Measures					
Organizational Outcome	KRA	Long-Term Plan	Short-Term Plan	Success Indicators	Key Results
Relevant & quality tertiary education ensured to achieve inclusive growth & access of poor but deserving students to quality tertiary education increased	Instruction	Students Concerns: Streamline the enrolment process, increase the students' enrolment, award scholarship to deserving students, facilitate financial assistance to deserving students, support students involved in inter-country mobility, monitor & manage students' activities, ensure students' compliance to <u>University</u> policies	Lessen the enrolment process, finalize & follow the revised enrolment procedure, ensure that deserving students receive scholarships by funding agencies, screen & award deserving students & follow-up to financial agencies, scout facilities/agencies in other countries, consult student leaders and their advisers about their activities, cascade to students the University policies	Enrolment procedure, Enrolment trends, # of students with scholarship, # of students involved in inter-country internship/OJT, % of monitoring conducted, % of students' compliance	7.1-4 to 7.2.5 7-4.13a & 13b
		Faculty Concerns: Update faculty profile in terms of completion of higher degree, achieve average rating in students' faculty performance evaluation, observe faculty in the conduct of classes, ensure faculty & staff's compliance to <u>University</u> policies	Monitor faculty who pursued & will finish higher degree, discuss with students the performance tool during evaluation, observe faculty classes, cascade to faculty and staff the University policies	# of faculty pursuing and finished master's and doctorate degree, result of students' evaluation, % of class observation conducted, % of faculty and staff compliance	7.2-3b & 3c
		Academic Program Concerns: Submit programs for Level 2-4 accreditation, sustain ISO certification, submit for ISA & PQA certification, COPC, 90% of students graduate on time	Submit programs for accreditation, surveillance of ISO sustainability, submit requirements for ISA and PQA certification, Yearly monitor graduating students	# of programs accredited, % of surveillance conducted, % of students who graduated on-time	7.1-10 & 11 7-4.5, 6 & 13b
		Licensure Exam Performance: Attain 5% above national passing percentage, at least 50% of first takers passed the exam, 80% of graduates be employed (2 yrs back after graduation), sustain COD/COE status, revise syllabi according to OBE format, ensure that IMs be used	Close monitor & evaluate the conduct of students review, monitor employment status of graduates, renew COD/COE status, review curriculum in all levels, conduct workshop on OBE & revise all syllabi according to OBE format, follow the procedure on evaluation of IMs	Licensure Exam Results, Tracer Study, % or curriculum review conducted, # of revised syllabi, # of utilized IMs	7.1-2a & 2b 7.1-3a to 3l 7-4.13b
		Research: Submit research proposal, implement research for funding, engage faculty in research, opening of linkages and publication of research output	Submit & implement research for funding, prepare PMPs & materials for the implementation of research, conduct writeshop workshop on research proposals, & publication of research output	# of proposals submitted, # of researches implemented, % of faculty engagement in research, # of published researches	7.1-13
		Extension: Conduct technology transfer & commercialization	Establish techno-demo; conduct trainings, field days among stakeholders	# of techno-demo, trainings and field days conducted	7-4.11 & 12
		Linkages: Establish partnership with local & international agencies/institutions	Link with local & international agencies & academic institutions for possible collaboration	# of linkages established	
		Establish research centers, involve & enhance faculty & researchers for active engagement in pursuing research, increase collaboration to generate externally funded research, facilitate utilization of plagiarism software, record thesis outline & manuscript of students, intensify presentation of quality papers in legitimate scientific fora, earn citation of research-based paper by book authors, establish & maintain database for USM-based researches, conform with priorities & research agenda with thematic areas, revise RDE process	Establish new research centers, appropriate budget planilla for research implementation, source out external funds, subject students' theses in plagiarism, index thesis outline & manuscript, evaluate abstracts/papers for presentation with plagiarism software & verify legitimacy of conferences, present papers in local, national & international conferences, 10% of the total papers published already cited, compile electronic thesis abstracts & encode locally & externally funded researches, review researches/proposals to conform with thematic areas & assist deliverable/ outputs based on themes	# of research centers established, amount of external funds sourced out, # of theses indexed & subjected to plagiarism, # of abstracts evaluated, # of conferences evaluated, # of papers presented in local, national & international conferences & cited, # of compiled electronic theses abstracts, # of locally & externally funded researches, # of researches/proposals reviewed	7-4.13b
Community engagement increased.	Extension	Align extension programs with instruction & research, poverty reduction & food sufficiency, develop competent & scientifically-inclined faculty, develop &	Embed extension activities in one syllabus per degree program with community engagement, maintain and monitor adopters of USM technologies, conduct capacity building of faculty researcher on community	# of syllabi where extension activities are embedded, # of adopters maintained, monitored & organized, # of capacity	7-4.11 12, & 13b

		partner development agencies, develop effective & sustainable extension programs & projects, publish extension program/outputs	services, benchmark existing collaborations & review & revitalize MOA/MOU w/ partner development agencies & other institutions (local, national & international), quarterly monitoring & evaluation of extension projects implemented by USM & other agencies, conduct writeshop among extension coordinators & publish all extension activities/projects annually
	Resource Generation & Entrepreneurial Services	Sustain financial viability of USM-IGPs, strengthen URGES operations, personnel effectiveness & IGP infrastructure functionality, institutionalize professional & Tech/Voc trainings & other NFE programs for professional & community development, strengthen community participation of campus & IGP security, sustain customers' satisfaction on IGP products & services, access IGPs for instruction, research &/or extension by intended clientele/customers, keep track of IGP operations & customers development, keep track of IGP operations & customers development	Increase revenue collections by 10% with 15% ROE annually, ensure 100% collection from USM-IGP in all campuses; enhance staff skills esp. in financial management & service delivery, establish linkages or partnership with accessible GOs & NGOs for establishment of new & big IGPs, upgrade equipment & other physical resources of URGES to expect quality products/services, conduct potential & attractive professional, technical & vocational training programs for outside clientele, conduct consultations, meetings & dialogue, attend clients' concerns/problems related to product/service satisfaction, optimize determine project condition for appropriate action & the functionality/ productivity of trained manpower
	General Administration & Support Services	Sustain people-centered, clean, efficient & effective governance, develop infrastructure & facilities, promote peaceful & clean environment for sustainable development	Strict observance of ARTA & Citizen's Charter, develop & adopt ICT-based feedback mechanisms, develop of new USM website & timely uploading of relevant & allowable information, enhance HRMD systems & processes, enhance personnel competency & performance, adhere to QS in all functions & processes, ensure security of infrastructure facilities & assets of USM, implement regular preventive maintenance check & ensure availability of materials for repairs of buildings & facilities, execute MOA/MOU with law enforcement agencies, local government units, & security force multipliers, conduct information drives or awareness campaign about illegal drugs & other issues and concerns, revisit manual on solid waste management; optimize utilization of existing renewable energy

Quality Assurance as a Foundation of Institutional Planning

Quality assurance is a fundamental component of the University of Southern Mindanao's planning system, ensuring that institutional plans are systematically developed, effectively implemented, continuously monitored, and regularly enhanced. The University recognizes that strategic planning and quality assurance are mutually reinforcing processes that promote organizational excellence, accountability, and continuous improvement.

At the forefront of this effort is the **University Quality Assurance Center (UQAC)**, which serves as the University's lead office in promoting a culture of quality across all academic, research, extension, and administrative functions. Working collaboratively with the Planning and Development Office (PDO), colleges, campuses, and administrative units, the UQAC ensures that institutional plans, policies, programs, and initiatives are aligned with quality standards, accreditation requirements, regulatory mandates, and the University's Vision, Mission, Goals, and Objectives.

The UQAC facilitates quality assurance initiatives by coordinating accreditation activities, monitoring compliance with institutional and external quality standards, providing technical guidance to academic and administrative units, and promoting evidence-based planning and

continuous quality improvement. Through regular quality assessments, internal audits, management reviews, and performance evaluations, the University identifies strengths, addresses areas for improvement, and incorporates evaluation results into succeeding planning cycles.

Quality assurance at USM is not confined to compliance with standards but is embedded as an institutional culture that informs planning and decision-making at every level of the organization. Every strategic initiative, operational plan, and institutional program is designed with quality, relevance, effectiveness, and stakeholder satisfaction as guiding principles. This planning approach ensures that resources are utilized efficiently, institutional priorities remain responsive to emerging needs, and organizational performance is continually strengthened.

By integrating quality assurance into every stage of the planning process—from strategic formulation and implementation to monitoring, evaluation, and continuous improvement—USM sustains a dynamic planning system that advances institutional excellence, enhances stakeholder confidence, and supports the University's long-term vision of becoming a globally competitive and socially responsive higher education institution.



UNIVERSITY QUALITY ASSURANCE OFFICE (UQAO)

Table of Organization



Departments	Function
 Document Control Center (DCC)	▪ Facilitate document control management system across USM-QMS implementation, specifically for identified core, support and outsource processes; ▪ Ensure documents comply to standard format and process of control to prevent duplication or uncontrolled changes; ▪ Manage document review and approval process including processing document change requests and updates; ▪ Ensure that documents are complete, accurate and compliant to the University policy standards and ISO 9001 standards; and ▪ Collect and dispose obsolete copies of documents;
 International Standards Organization (ISO)	▪ Preparation of quality manual and quality assurance procedure for ensuring compliance as per ISO 9001 standards; ▪ Spearhead conduct of quality awareness by designing training programs for key official/researchers whose work will affect quality of the product and services of the University; ▪ Ensure processes needed for the quality management system are established, implemented and maintained;
 Internal Audit	▪ Report to top management on the performance system and any need for improvement; and ▪ Ensure promotion of awareness of customer requirements throughout the organization
 AACUP Accreditation	▪ Facilitate planning of internal audit process across USM-QMS scope of application for its defined frequency; ▪ Ensure timely conduct of internal audit based on established audit program; ▪ Report to the Corporate Management Representative objective findings during the process of audit; ▪ Submission of schedule and audit findings to the auditee; and ▪ Report to the top management during the management review the status of internal audit findings and submitted corrective actions.
 CHED Related Concerns Curriculum Certificate of Program Compliance	▪ Takes the lead role in the accreditation of the different academic programs in coordination with the academic deans of the units involved; ▪ Assists the college in its accreditation process; ▪ Orients the college and stakeholders on the accreditation standard/measures process; ▪ Schedules and facilitates regular meetings with the internal assessment committee; ▪ Maintains database of documents that demonstrate conformity to accreditation standards and measures; ▪ Identifies tasks and assignments for internal assessment committee to undertake standards review; and ▪ Acts as the primary point of contact for accreditation visit;
 Institutional Sustainability Assessment (ISA)	▪ Facilitate planning of internal audit process across USM-QMS scope of application for its defined frequency; ▪ Ensure timely conduct of internal audit based on established audit program; ▪ Report to the Corporate Management Representative objective findings during the process of audit; ▪ Submission of schedule and audit findings to the auditee; and ▪ Report to the top management during the management review the status of internal audit findings and submitted corrective actions.
 Other Quality Assurance Certification Philippine Quality Award	▪ Prepare and submit the Self-Evaluation Document (SED) for evaluation of CHEDRO XII and CHED National Office ▪ Coordinate with all units and offices in the University along with the external campuses on preparation of documents and exhibits needed for ISA ▪ Maintains a database and repository of documents required for ISA ▪ Ensure awareness and coordination among units and offices as well as external stakeholders on the preparation for the ISA visit by CHED ▪ Facilitation of the activities during the ISA Visit.
	▪ Serves as core office in the compliance or requirements of Philippine Quality Award ▪ Facilitates the writing of the Application ▪ Report Monitor to the compliance to the recommendations of the assessors.

List of Procedures Under Quality Management System of the University

	DOCUMENT CODE	TITLE
1	USM-QMS-002-Rev.9.2026.01.12	USM QUALITY MANAGEMENT SYSTEM MANUAL
2	USM-QMS-007-Rev.2.2020.02.18	USM QUALITY POLICY STATEMENT
3	USM-QMS-013-Rev.10.2026.01.05	DOCUMENT CONTROL PROCEDURE
4	USM-QMS-014-Rev.7.2024.06.03	RECORDS CONTROL PROCEDURE
5	USM-QMS-015- Rev.8.2024.06.11	INTERNAL AUDIT PROCEDURE
6	USM-QMS-016-Rev.5. 2024.09.02	CONTROL OF NON-CONFORMING PRODUCT AND SERVICES DELIVERY
7	USM-QMS-017- Rev.7.2024.09.02	CORRECTIVE ACTION PROCEDURE
8	USM-QMS-019-Rev.5. 2024.08.05	PERFORMANCE MANAGEMENT REVIEW PROCEDURE
9	USM-QMS-020-Rev.4.2024.09.02	CONTINUAL IMPROVEMENT PROCEDURE
10	USM-QMS-023-Rev.6.2024.03.06	MONITORING OF CLIENT SATISFACTION
11	USM-QMS-025-Rev.4.2024.09.02	COMPLAINT HANDLING PROCEDURE
12	USM-QMS-026-Rev.5.2025.01.20	PROGRAM ACCREDITATION MANAGEMENT PROCEDURE
13	USM-QMS-028-Rev.1.2020.02.28	7S: SYSTEM OF GOOD HOUSE KEEPING PROCEDURAL ENFORCEMENT GUIDELINE
14	USM-QMS-029-Rev.4.2024.01.04	RISK AND OPPORTUNITY MANAGEMENT PROCEDURE
15	USM-QMS-030-Rev.6.2026.01.12	CONTEXT OF THE ORGANIZATION AND RELEVANT INTERESTED PARTIES
16	USM-QMS-031-Rev.2.2024.09.02	ORGANIZATIONAL KNOWLEDGE
17	USM-EDL-001-Rev.3.2025.08.04	CALIBRATION OF LABORATORY EQUIPMENT
18	USM-EDL-002-Rev.3.2025.08.04	PROCEDURE FOR THE CONDUCT OF LABORATORY ACTIVITIES
19	USM-EDL-004-Rev.3.2025.08.04	PROCEDURE FOR PREVENTIVE AND CORRECTIVE MAINTENANCE OF LABORATORY INSTRUMENTS AND FACILITIES
20	USM-EDL-005-Rev.2.2025.08.04	PROCEDURE FOR SAFETY OF STUDENTS AND LABORATORY STAFF
21	USM-EDR-005-Rev.9.2025.09.08	STUDENT RESEARCH ENGAGEMENT PROCEDURE
22	USM-EDU-001-Rev.3.2025.08.04	PROCEDURE FOR ACADEMIC ADVISING
23	USM-EDU-003-Rev.4.2024.07.19	DESIGN, DEVELOPMENT AND REVISION OF CURRICULUM
24	USM-EDU-005-Rev.3.2025.08.04	ASSESSMENT OF ACADEMIC PERFORMANCE AND SUBMISSION OF GRADES
25	USM-EDU-006-Rev.4.2025.08.04	PROCEDURE ON EVALUATION OF INSTRUCTIONAL MATERIALS
26	USM-EDU-007-Rev.2.2021.06.14	FACILITATING INITIATIVES FOR POOR ACADEMIC PERFORMANCE PROCEDURE
27	USM-EDU-008-Rev.3.2023.01.23	EVALUATING LEARNING OUTCOMES, TEST CONSTRUCTION AND ADMINISTRATION
28	USM-EDU-009-Rev.3.2021.06.14	PROCEDURE FOR DELIVERY OF INSTRUCTION
29	USM-EDU-010-Rev.6.2025.08.04	PROCEDURE FOR COURSE SYLLABUS PREPARATION AND REVISION
30	USM-EDU-011-Rev.3.2026.02.12	DISTRIBUTION OF FACULTY WORKLOAD PROCEDURE
31	USM-EDU-012-Rev.2.2021.06.14	PROCEDURE FOR FACILITATION OF EXAMINATIONS
32	USM-EDU-014-Rev.2.2025.08.04	USE OF FACILITIES AND BORROWING OF COLLEGE EQUIPMENT
33	USM-EDU-015-Rev.1.2021.01.13	PRACTICE TEACHING PROCEDURE
34	USM-EDU-016-Rev.1.2025.08.04	PROCEDURE FOR DELIVERY OF INSTRUCTION (FACE-TO-FACE)
35	USM-EDU-017-Rev.0.2025.09.18	PROCEDURE FOR COMMUNITY IMMERSION
36	USM-ACC-001-Rev.4.2025.06.02	DISBURSEMENT PROCEDURE
37	USM-ACC-002-Rev.2.2020.03.02	REFUND OF SCHOOL FEES, SCHOLARSHIP GRANTS AND OTHER FEES PROCEDURE
38	USM-ACC-003-Rev.2.2025.06.02	Withholding of Taxes & Preparation of Certificates and Returns of Taxes Withheld Procedure
39	USM-BRD-001-Rev.3.2025.04.15	BOARD OF REGENTS MEETING PROCESS

40	USM-BUD-001- Rev.2.2026.01.05	PROCEDURE FOR CERTIFICATION OF BUDGET OBLIGATION FOR ALL FUNDS
41	USM-DIO-001-Rev.7.2024.02.22	PROCEDURE FOR FACILITATION OF INSTRUCTION-RELATED REQUESTS
42	USM-DIO-002-Rev.3.2025.10.21	PROCEDURE FOR CLASSROOM OBSERVATION
43	USM-DIO-004-Rev.4.2026.01.15	MAKE-UP CLASS PROCEDURE
44	USM-DIO-006- Rev.4.2026.01.15	ON-THE-JOB TRAINING PROCEDURE
45	USM-EXT-001-Rev.5.2026.03.30	COMMUNITY ENGAGEMENT PROCEDURE
46	USM-FMC-001-Rev.1.2021.11.16	CHECK AND CASH PAYMENT PROCEDURE
47	USM-FMC-002-Rev.1.2021.11.16	COLLECTION AND DEPOSIT PROCESS
48	USM-HRD-001-Rev.4.2025.01.22	COMPETENCE, AWARENESS AND TRAINING PROCEDURE
49	USM-HRD-002-Rev.2.2025.01.22	PROCEDURES ON RECUITMENT, SELECTION AND APPOINTMENT OF NON-TEACHING PERSONNEL
50	USM-HRD-003-Rev.1.2020.03.13	PROCEDURE ON TURNING-OVER OF DUTIES AND RESPONSIBILITIES
51	USM-HRD-004-Rev.4.2025.01.22	PROCEDURE ON ADMINISTRATION OF LEAVE OF ABSENCE
52	USM-HRD-005-Rev.2.2025.01.07	PROCEDURE ON SALARY OF PERMANENT AND CASUAL EMPLOYEES
53	USM-HRD-006-Rev.2.2025.01.16	PROCEDURE ON WAGES FOR CONTRACT OF SERVICE AND JOB ORDERS
54	USM-HRD-007-Rev.1.2020.03.13	PROCEDURE ON ISSUANCE OF TRAINING / SEMINAR / ORIENTATION CERTIFICATES
55	USM-HRD-008-Rev.1.2021.06.08	PROCEDURE ON FORMAT, CONTENT AND SIGNATORY OF CERTIFICATE
56	USM-HRD-009-Rev.2.2025.01.16	PROCEDURE FOR OVERTIME SERVICES
57	USM-HRD-010-Rev.3.2025.01.22	PROCEDURE FOR DESIGNATIONS AND ISSUANCE OF SPECIAL ORDERS
58	USM-HRD-011-Rev.2.2025.01.16	PROCEDURE IN CONDUCTING AUTOMATED FACULTY EVALUATION
59	USM-HRD-012-Rev.1.2020.04.01	PREPARATION OF FACULTY WORKLOAD AND MONITORING OF ATTENDANCE PROCEDURE
60	USM-HRD-013-Rev.1.2025.01.22	PROCEDURES ON RECRUITMENT, SELECTION AND APPOINTMENT OF TEACHING PERSONNEL
61	USM-HRD-014-Rev.0.2025.01.07	PROCEDURE ON HIRING OF JOB ORDER (JO) AND INDIVIDUAL CONTRACT OF SERVICE (COS) PERSONNEL
62	USM-ICT-001-Rev.6.2024.12.23	SYSTEMS ACCESS AND MAINTENANCE PROCEDURE
63	USM-ICT-002-Rev.4.2021.01.11	UICTO MAINTENANCE PROCEDURE
64	USM-ICT-003-Rev.4.2024.10.07	IT EQUIPMENT REPAIR PROCEDURE
65	USM-ICT-004-Rev.4.2021.01.11	IT EQUIPMENT BORROWING PROCEDURE
66	USM-ICT-005-Rev.0.2026.03.05	SOFTWARE PROJECT INITIATION PROCEDURE
67	USM-LRC-001-Rev.5.2025.03.03	PROCEDURE TO ACCESS WEB OPAC
68	USM– LRC-002-Rev.5.2025.03.03	PROCEDURE TO ACCESS ONLINE RESOURCES
69	USM– LRC-003-Rev.5.2025.03.03	SELECTION AND ACQUISITION OF LIBRARY MATERIALS PROCEDURE
70	USM– LRC-004-Rev.6.2025.03.03	CIRCULATION OF BOOKS PROCEDURE
71	USM– LRC-005-Rev.6.2025.03.03	CATALOGING AND CLASSIFICATION OF BOOKS PROCEDURE
72	USM– LRC-008-Rev.5.2025.03.03	INDEXING PROCEDURE
73	USM-OSA-002-Rev.4.2025.05.05	MANAGEMENT OF VARIOUS SCHOLARSHIP PROGRAMS PROCEDURE
74	USM-OSA-003-Rev.3.2025.05.05	MANAGEMENT OF STUDENT CAMPUS ORGANIZATIONS PROCEDURE
75	USM-OSA-004-Rev.1.2022.12.05	PARTICIPATION AND FINANCIAL ASSISSTANCE TO LEADERSHIP TRAININGS (PARFALT)
76	USM-OSA-005-Rev.3.2026.01.05	PUBLICATION PROCESS OF THE STUDENT PUBLICATION
77	USM-OSA-006-Rev.2.2026.01.05	SCREENING OF THE MINDANAO TECH EDITORIAL STAFF
78	USM-CAA-001-Rev.2.2023.01.19	PROCEDURE ON THE SELECTION OF CULTURE AND ARTS SCHOLARS
79	USM-CAA-002-Rev.2.2023.01.19	REQUEST FOR UPAG SERVICES PROCEDURE
80	USM-CAA-003-Rev.2.2023.01.19	CONDUCT OF KALILINE FESTIVAL PROCE DURE

81	USM-SPO-001-Rev.2.2022.11.28	UNILYMPIC GAMES PROCEDURE
82	USM-SPO-002- Rev.3.2025.04.04	VARSITY SELECTION AND RETENTION PROCEDURE
83	USM-HOS-001-Rev.5.2025.09.29	STUDENT HEALTH SERVICES PROCEDURE
84	USM-HOS-003-Rev.1.2025.09.29	UNIVERSITY HEALTH SERVICES VACINATION DRIVE
85	USM-HOS-004-Rev.0.2025.04.04	UNIVERSITY HEALTH SERVICES PROCEDURE FOR SATELLITE CAMPUSES
86	USM-CCD-001-Rev.5.2022.12.20	COUNSELING PROCEDURE
87	USM-CCD-002-Rev.4.2024.02.16	FACILITATION OF TESTING PROCEDURE
88	USM-REG-002-Rev.5. 2025.12.23	PROCEDURE IN HANDLING CURRICULAR CHANGES
89	USM-REG-003-Rev.6.2025.12.23	STUDENTS’ RECORDS MANAGEMENT PROCEDURE
90	USM-REG-006-Rev.6.2025.12.23	ENROLMENT PROCEDURE (UNIVERSAL ACCESS TO QUALITY TERTIARY EDUCATION RA 10931)
91	USM-PDO-001-Rev.2 2020.06.01	OPERATIONAL PLANNING AND CONTROL PROCEDURE
92	USM-PDO-002-Rev.2. 2020.07.01	PERFORMANCE EVALUATION PROCEDURE
93	USM-GSO-001-Rev.4.2025.10.27	BUILDING REPAIR MANAGEMENT PROCEDURE
94	USM-GSO-002-Rev.4.2025.10.27	ELECTRICAL SYSTEM MANAGEMENT PROCEDURE
95	USM-GSO-003-Rev.0.2025.10.27	GROUND MAINTENANCE AND WATER SYSTEM PROCEDURE
96	USM-GSO-004-Rev.0.2025.10.27	MECHANICAL & TRANSPORT MANAGEMENT SYSTEM PROCEDURE
97	USM-PRO-001-Rev.3.2020.03.06	PROCEDURE ON THE ISSUANCE OF ACCOUNTABLE FORMS
98	USM-PRO-002-Rev.4.2025.07.01	PROPERTY, PLANT & EQUIPMENT INVENTORY PROCEEDURE
99	USM-PRO-003-Rev.11.2025.10.06	PROCUREMENT PROCEDURE
100	USM-PRO-004-Rev.3.2024.07.01	PROCEDURES ON RECEIVING AND RELEASING, RECORDING AND DISTRIBUTION OF SUPPLIES AND EQUIPMENT
101	USM-RES-001-Rev.5.2021.12.01	RESEARCH ENGAGEMENT PROCEDURE
102	USM-SEC-001-Rev.5.2024.01.26	INCIDENT REPORT HANDLING PROCEDURE
103	USM-SEC-002-Rev.6.2026.03.04	ISSUANCE OF USM STICKER/GATE PASS TO USM EMPLOYEES, STUDENTS, VISITORS & UTILITY VEHICLE PROCEDURE
104	USM-SEC-007-Rev.5.2024.01.26	REQUEST FOR SECURITY ASSISSTANCE PROCEDURE
105	USM-SEC-008-Rev. 0.2025.03.06	CCTV MONITORING AND MAINTENANCE PROCEDURE
106	USM-UCS-001-Rev.5.2021.10.28	MANAGEMENT OF FOODSERVICE PROVIDERS PROCEDURE (CANTEENS)
107	USM-REC-001-Rev.0.2020.08.17	RECORDS MANAGEMENT PROCEDURE
108	USM-UCA-001-Rev.2.2020.12.10	CATERING AND ACCOMMODATION MANAGEMENT
109	USM-PRM-001-Rev.5.2026.04.06	CONSTRUCTION MANAGEMENT PROCEDURE
110	USM-UPG-001-Rev.0.2023.06.22	PROTOCOL FOR OUTSIDERS TO CONDUCT ACTIVITIES IN THE CAMPUS
111	USM-UPG-002-Rev.0.2023.06.22	PROTOCOL FOR SIGNING DOCUMENTS BY AUTHORIZED OFFICER
112	USM-UPG-003-Rev.0.2023.06.22	PROTOCOL FOR CONDUCTING UNIVERSITY PROGRAMS
113	USM-WRI-001-Rev.2.2026.01.05	WORK INSTRUCTION FOR ENROLMENT OF FORM SHEETS
114	USM-WRI-002-Rev.3.2026.01.05	WORK INSTRUCTION FOR ENROLMENT OF SYLLABUS
115	USM-WRI-003-Rev.0.2020.02.17	WORK INSTRUCTION FOR PROVISION OF FEEDBACK TO SERVICE PROVIDERS
116	USM-WRI-004-Rev.2.2022.12.07	WORK INSTRUCTION FOR FORM SHEETS DISTRIBUTION
117	USM-WRI-005-Rev.3.2025.08.04	WORK INSTRUCTION FOR DEVELOPMENT AND REVIEW OF INSTRUCTIONAL MATERIALS
118	USM-WRI-007-Rev.1.2023.02.20	WORK INSTRUCTION FOR THE COMPLETION OF “INC” GRADE
119	USM-WRI-008-Rev.1.2024.01.16	WORK INSTRUCTION FOR ADDING/DROPPING OF SUBJECTS
120	USM-WRI-009-Rev.1.2021.08.03	WORK INSTRUCTION FOR SIMPLIFIED STUDENT’S FINAL CLEARANCE
121	USM-WRI-010-Rev.1.2024.01.16	WORK INSTRUCTION FOR DOCUMENT REQUEST
122	USM-WRI-011-Rev.1.2024.01.17	WORK INSTRUCTION FOR REQUEST SUBJECT
123	USM-WRI-012-Rev.1.2024.01.17	WORK INSTRUCTION FOR WITHDRAWAL OF SUBMITTED CREDENTIALS AND CANCELLATION OF ENROLLMENT
124	USM-WRI-013-Rev.0.2020.12.10	WORK INSTRUCTION FOR ONLINE CLIENT SATISFACTION SURVEY

125	USM-WRI-14-Rev.1.2025.10.27	WORK INSTRUCTION FOR EMERGENCY LIGHT CHECKLIST
126	USM-WRI-015-Rev.2.2026.03.04	WORK INSTRUCTION FOR FIRE EXTINGUISHER INSPECTION
127	USM-WRI-016-Rev.1.2024.01.22	WORK INSTRUCTION FOR USMCEE ONLINE REGISTRATION
128	USM-WRI-017-Rev.0.2020.12.15	WORK INSTRUCTION FOR (FTF) CHANGE/RECTIFICATION OF GRADES
129	USM-WRI-018-Rev.0.2020.12.15	WORK INSTRUCTION FOR ONLINE SUBMISSION OF GRADES
130	USM-WRI-019-Rev.2.2024.01.22	WORK INSTRUCTION FOR ONLINE ENROLMENT
131	USM-WRI-020-Rev.0.2021.06.14	WORK INSTRUCTION FOR MONITORING FOR ONLINE DELIVERY OF INSTRUCTION
132	USM-WRI-021-Rev.1.2025.05.05	WORK INSTRUCTION FOR STUDENT ACTIVITY PERMIT APPLICATION AND COMPLETION (ONLINE TRANSACTION)
133	USM-WRI-022- Rev.1.2025.05.05	WORK INSTRUCTION FOR STUDENT ACTIVITY PERMIT APPLICATION AND COMPLETION (ONSITE TRANSACTION)
134	USM-WRI-023-Rev.1.2022.12.20	WORK INSTRUCTION FOR GUIDANCE SERVICES EVALUATION
135	USM-WRI-024- Rev.1.2022.12.20	WORK INSTRUCTION FOR STUDENT NEED ASSESSMENT
136	USM WRI-025- Rev.2.2024.01.17	WORK INSTRUCTIONS FOR ACCOMPLISHING THE COMMITMENT FORM FOR STUDENTS WHO CANNOT SUBMIT ORIGINAL DOCUMENTS DURING THE PRE-REGISTRATION
137	USM WRI-026-Rev.1.2025.10.27	WORK INSTRUCTIONS FOR APPLICATION FOR CAMPUS TRANSFER
138	USM WRI-027-Rev.0.2023.04.17	WORK INSTRUCTION FOR PASSENGER FEEDBACK FORM AND RETURN SLIP
139	USM-WRI-028-Rev.0.2023.05.22	WORK INSTRUCTION ON ANALYSIS AND REPORTING OF PASSENGER FEEDBACK SURVEY
140	USM-WRI-029-Rev.0.2023.08.23	WORK INSTRUCTION FOR ONLINE PROCESSING OF PERSONNEL CLEARANCE FOR COS TEACHING FACULTY
141	USM-WRI-030-Rev.0.2023.08.15	WORK INSTRUCTION FOR VISITING THE UNIVERSITY
142	USM-WRI-031-Rev.3.2026.01.05	ONLINE DISTRIBUTION OF CONTROLLED DOCUMENTS
143	USM-WRI-032-Rev.1.2023.08.18	WORK INSTRUCTIONS FOR REQUEST AND ACCESS OF PERSONAL AND SENSITIVE DATA IN THE ADMISSION AND RECORDS OFFICE (ARO)
144	USM-WRI-033-Rev.0.2024.02.02	WORK INSTRUCTIONS FOR REISSUANCE OF RFID (Radio Frequency Identification)
145	USM WRI-34-Rev.0.2024.02.16	WORK INSTRUCTION FOR THE USAGE OF THE CCD AVR
146	USM WRI-35-Rev.0.2024.02.16	WORK INSTRUCTION FOR THE REMOTE ADMISSION OF THE OSA-CCD'S BRIEF PSYCHOSOCIAL SCREENING
147	USM-WRI-036-Rev.0.2024.05.15	WORK INSTRUCTION FOR ENROLLMENT (RETURNING STUDENTS AND SHIFTERS)
148	USM-WRI-037-Rev. 0.2024.05.15	WORK INSTRUCTION FOR ONLINE ENROLLMENT (FRESHMEN AND TRANSFEREES)
149	USM-WRI-038-Rev.0-2024.10.2	WORK INSTRUCTION FOR ACCOMPLISHING THE OSA-CCD INDIVIDUAL STUDENT RECORD (ISR)
150	USM-WRI-039-Rev.1.2025.10.27	WORK INSTRUCTION FOR FIRE FIGHTING SYSTEM
151	USM-WRI-040-Rev.0.2025.04.15	ISSUANCE OF TRAVEL AUTHORITY
152	USM-WRI-041- Rev.0.2025.04.15	ISSUANCE OF CERTIFICATE OF NO PENDING ADMINISTRATIVE CASE
153	USM-WRI-042- Rev.0.2025.06.13	WORK INSTRUCTION FOR EXIT SURVEY FOR GRADUATING STUDENTS

Present Status of the University Quality Assurance Center

The University of Southern Mindanao (USM) continues to strengthen its culture of quality through the strategic leadership of the **University Quality Assurance Center (UQAC)**. As the University's central coordinating office for quality assurance, the UQAC plays a pivotal role in integrating quality management principles into institutional planning, implementation, monitoring, and continuous improvement. Through its initiatives, the Center ensures that the University's academic, research, extension, and administrative functions remain aligned with national and international standards of quality and excellence.

A significant milestone in the University's quality journey is its **ISO 9001:2015 Quality Management System (QMS) Certification**, which demonstrates USM's adherence to internationally recognized standards for effective organizational management, customer satisfaction, process efficiency, and continual improvement. The certification reinforces the University's commitment to implementing systematic and evidence-based management practices that enhance institutional performance and service delivery.

Complementing this achievement is the University's recognition under the **Philippine Quality Award (PQA) Level II**, a prestigious national distinction that affirms the maturity of USM's quality management systems and organizational processes. This recognition reflects the University's ability to translate strategic plans into measurable results through effective leadership, sound governance, stakeholder engagement, and a culture of continuous quality improvement.

USM has likewise achieved substantial progress in academic quality assurance through program accreditation. At present, **87.5% of the University's academic programs are accredited by the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACUP)**, demonstrating sustained compliance with nationally recognized standards of academic quality. The remaining eligible programs have been scheduled for accreditation, reflecting the University's commitment to attaining comprehensive accreditation coverage across all academic offerings.

In addition, nearly all of the University's academic programs have been granted **Certificates of Program Compliance (COPCs)** by the Commission on Higher Education (CHED), except for recently established programs that are still undergoing the prescribed evaluation process. The issuance of COPCs signifies compliance with CHED policies and standards relating to curriculum, faculty qualifications, learning resources, facilities, governance, and student support services.

These accomplishments demonstrate the effectiveness of USM's integrated quality assurance system and its strong alignment with institutional planning. More importantly, they provide credible evidence that quality assurance serves as a strategic driver of decision-making, resource allocation, policy development, and continuous organizational improvement. Through the sustained leadership of the University Quality Assurance Center, USM continues to institutionalize a culture of excellence, accountability, innovation, and stakeholder responsiveness, thereby positioning the University as a leading higher education institution committed to sustainable quality and global competitiveness.

QA Plan Progress Monitoring 2026

Main Campus Undergraduate Programs

No.	Program	Current Accreditation Status	2026 QA Monitoring
1	BS Industrial Technology (Automotive Technology, Architectural Drafting Technology, Electrical Technology, Electronics Technology)	Level III, Re-accredited (Assessment on-going in Phase of the 4th Survey Visit – Revisit Areas V, VI & IX) September 1, 2024 – August 31, 2025 September 2–4, 2025	Level III, Re-accredited (The program is Level III. Passed the Phase 1 of two (2) Phases of evaluation in the 4th survey visit. Has to undergo Phase 2) September 16, 2025 – September 15, 2026 September 2026
2	BS Business Administration	Level II, Re-accredited (Must comply with mandatory recommendations) July 1, 2023 – June 30, 2024 Submitted mandatory recommendations	Level III, Re-accredited July 16, 2025 – July 15, 2029 April 2029
3	BS Agricultural Economics	Level III, Re-accredited (Must comply with mandatory recommendations) April 1, 2025 – March 31, 2030 —	Level IV, Re-accredited April 01, 2025 – March 31, 2030 December 2029
4	BS Agribusiness	Level IV, Re-accredited (Must comply with mandatory recommendations) August 2022 – July 2023 June 18–20, 2025	Level III, Re-accredited (must comply with mandatory recommendations) July 01, 2025 – June 30, 2026 July 2026
5	BS Accountancy	Level II, Re-accredited (Revisit Extension; Must comply with mandatory recommendations) July 1, 2023 – June 30, 2024 June 18–20, 2025	Level III, Re-accredited July 1, 2025 – June 30, 2029 April 2029
6	BS Electronics Engineering	Level II, Re-accredited December 16, 2021 – December 15, 2025 September 2–4, 2025	Level II Re- accredited (Revisit Extension) October 01, 2025 – September 30, 2026 Comply w/mandatory recommendations
7	BS Computer Engineering	Level II, Re-accredited December 16, 2021 – December 15, 2025 September 2–4, 2025	Level II Re- Accredited October 01, 2025 – September 30, 2026 Comply w/mandatory recommendations
8	BS Civil Engineering (Structural Engineering)	Level II, Re-accredited (Assessment on-going in	

		Phase I of the 3rd Survey Visit – Revisit All Areas) September 1, 2023 – August 31, 2027 May 2027	
9	BS Computer Science	Level III, Re-accredited (Must comply with mandatory recommendations; Subject to another revisit in all areas) July 2022 – June 2023 June 18–20, 2025	Level III Re-accredited (must comply with mandatory recommendations) subject to another revisits in ALL AREAS July 1, 2025 – June 30, 2027 April 2027
10	BS Information Systems	Level III, Re-accredited (Must comply with mandatory recommendations) July 2022 – June 2023 Comply with mandatory recommendations	Level III Re-accredited June 01, 2025 – May 31, 2029 April 2029
11	BS Library Information Science	Level III, Re-accredited (Must comply with mandatory recommendations) July 2022 – June 2023 Comply with mandatory recommendations	Level III Re-accredited June 01, 2025 – May 31, 2029 April 2029
12	BS Agricultural and Biosystems Engineering	Level III, Re-accredited (Assessment ongoing in Phase II of the 4th Survey Visit; Must comply with mandatory recommendations) September 1, 2024 – August 31, 2025 Submit compliance report (2025)	Level IV, Re-accredited September 1, 2025 – August 31, 2030 Sept 2030
13	BS Hotel & Restaurant Management	Level II, Re-accredited (Must comply with mandatory recommendations) July 1, 2023 – June 30, 2024 Waiting for result	Level II Re-Accredited (must comply w/mandatory recommendations) July 1, 2023 – June 30, 2024 Waiting for result
14	BS Tourism Management	Level II, Re-accredited (Must comply with mandatory recommendations) July 1, 2023 – June 30, 2024 Comply with mandatory recommendations	Level III Re-accredited September 1, 2025 – August 31, 2030 Sept 2030
15	BS Nutrition and Dietetics	Level III, Re-accredited (Must comply with mandatory recommendations; Revisit All	Level III Re-accredited (Revisit Community Service)

		Areas) December 1, 2023 – November 30, 2025 September 2–4, 2025	October 01, 2025 – September 30, 2026 Comply w/mandatory recommendations
16	BS Food Technology	Level III, Re-accredited (Must comply with mandatory recommendations) July 2022 – June 2023 Comply with mandatory recommendations	
17	Bachelor of Physical Education	Level II, Re-accredited July 16, 2022 – July 15, 2026 April 2026	Level III Re-Accredited May 01,2026-Apr. 30, 2030 April 2030
18	BA Islamic Studies	Level I Accredited April 2022 – March 2026 April 2026	Level II Re-accredited May 01,2026-Apr. 30, 2030 April 2030
19	BS International Relations	Level II, Re-accredited April 16, 2023 – April 15, 2027 April 2027	Level II Re-accredited APRIL 16, 2023 – APRIL 15, 2027 April 2027
20	Bachelor of Elementary Education	Level III, Re-accredited (Revisit Community Service & International Linkages/Consortia) December 1, 2023 – November 30, 2024 June 18–20, 2025	Level III Re-accredited (must comply with mandatory recommendations) Revisit International Linkages & Consortia July 1, 2025 – June 30, 2026 August 2026
21	Bachelor of Secondary Education (Science, Math, Filipino, English & Social Studies)	Level III, Re-accredited (Revisit Community Service & International Linkages/Consortia) December 1, 2023 – November 30, 2024 June 18–20, 2025	Level III Re-accredited (must comply with mandatory recommendations) Revisit International Linkages & Consortia July 1, 2025 – June 30, 2026 August 2026
22	Doctor of Veterinary Medicine	Level IV, Re-accredited (Must comply with mandatory recommendations) August 2022 – July 2023 Comply with mandatory recommendations	
23	AB Psychology	Level III, Re-accredited (Passed Phase I of the 4th Survey Visit) September 1, 2024 – August 31, 2025 September 2–4, 2025	Level III – Reaccredited October 01, 2025 – September 30, 2026 comply with

			mandatory recommendations
24	BS Development Communication	Level IV, Re-accredited (Must comply with mandatory recommendations) August 2022 – July 2023 June 18–20, 2025	Level III Re-accredited (must comply with mandatory recommendations) Revisit Research Area July 1, 2025 – June 30, 2026 April 2026
25	BS Chemistry	Level III, Re-accredited May 2022 – April 2023 —	Level IV Re-accredited Apr. 16, 2026-Apr.15, 2031 May 2031
26	BS Biology	Level IV, Re-accredited March 1, 2020 – February 28, 2025 June 18–20, 2025	Level IV Re-accredited, revisit all areas July 01, 2025 – June 30, 2027 April 2027
27	BA English	Level III, Re-accredited July 1, 2022 – June 30, 2026 August 2026	
28	BS Criminology	Level I Accredited April 16, 2023 – April 15, 2026 April 2026	Level II Re-accredited May 01, 2026-Apr. 30, 2030 April 2030
29	BA Political Science	Level II, Re-accredited May 1, 2024 – April 30, 2028 June 2028	Level II Re-Accredited May 1, 2024 – April 30, 2028 June 2028
30	BS Nursing	Level I Accredited December 16, 2024 – December 15, 2028 June 2028	
31	BS Agriculture	Level IV, Re-accredited (Must comply with mandatory recommendations) May 2022 – April 2023 Comply with mandatory recommendations	Level IV Re-accredited Feb.01,2026-Jan.31,2031 March 2031
32	BS Fisheries	Level I Accredited May 1, 2024 – April 30, 2027 April 2027	
33	Bachelor of Science in Exercise and Sports Science, major in: Fitness and Sports Coaching (FSC), Fitness and Sports Management (FSM)		Level I May 01, 2026-Apr.30,2029 April 2029
34	Bachelor of Science in Veterinary Technology		Candidate Status May 01, 2026-

Bachelor of Arts in English Language

			Apr.30,2028 April 2028
35	Bachelor of Arts in Philosophy		Candidate Status Aug.01, 2025-July 31,2027 August 2027
36	Bachelor of Science in Applied Mathematics		Candidate Status Aug.01, 2025-July 31,2027 August 2027
37	Bachelor of Science in Management Accounting		Candidate Status Aug.01, 2025-July 31,2027 August 2027
38	Bachelor of Public Administration		Candidate Status Aug.01, 2025-July 31,2027 August 2027
39	Bachelor of Technical-Vocational Teacher Education, Major in: Automotive Technology, Drafting Technology, Electrical Technology, Electronics technology)		Candidate Status Aug.01, 2025-July 31,2027 August 2027
40	Bachelor of Science in Applied Physics		Not Accreditable Program is being offered for less than five years and has not yet reached the required batch of graduates
41	Bachelor of Science in Environmental Sciences		Not Accreditable Program is being offered for less than five years and has not yet reached the required batch of graduates
42	Bachelor of Science on Microbiology		Not Accreditable Program is being offered for less than five years and has not yet reached the required batch of graduates
43	Bachelor of Science in Midwifery		Not Accreditable Program is being offered for less than five years and has not yet reached the

Bachelor of Arts in English Language

			required batch of graduates
44	Bachelor of Science in Pharmacy		Not Accreditable Program is being offered for less than five years and has not yet reached the required batch of graduates
45	Bachelor of Science in Development management		Level II Jul.16, 2019- Jul.15,2021 Phase out

Kidapawan City Campus Undergraduate Programs

No.	Program	Current Accreditation Status	2026 QA Monitoring
1	Bachelor of Science in Industrial Engineering	Level III, Re-accredited Assessment on-going in Phase I of the 4th Survey Visit (Revisit All Areas) July 1, 2023 – June 30, 2028 June 2028	
2	Bachelor of Science in Mechanical Engineering	Level II, Re-accredited Assessment on-going in Phase I of the 3rd Survey Visit (Revisit All Areas) July 1, 2023 – June 30, 2027 April 2027	
3	Bachelor of Technology(Majors: Automotive Technology, Civil Technology, Electrical Technology, Electronic Technology, Mechanical Technology, Refrigeration and Air-conditioning Technology)	Level III, Re-accredited Assessment on-going in Phase I of the 4th Survey Visit (Revisit All Areas) July 1, 2023 – June 30, 2028 June 2028	
4	Bachelor of Secondary Education(Majors: English, Filipino, Mathematics, Social Studies)	Level I Accredited (Revisit All Areas) January 1, 2025 – December 2028 June 2028	
5	Bachelor of Technical and Vocational Teacher	Level I Accredited (Revisit All Areas) January 1, 2025 –	

	Education(Majors: Automotive Technology, Electronics Technology, Food Service and Management Technology, Garments, Fashion and Design Technology)	December 2028 June 2028	
6	Bachelor of Science in Electrical Engineering	Level I Accredited July 16, 2022 – July 15, 2025 July 14–18, 2025	Level II Re- accredited August 01, 2025 – July 31, 2029 April 2029
7	Bachelor of Industrial Technology(Major: Food and Beverage Preparation and Service Management)	Level II, Re-accredited December 16, 2024 – December 15, 2028 —	
8	Master of Technology Education	Level I Accredited September 1, 2023 – August 31, 2026 —	Level I Accredited May 01, 2026- Apr.30, 2027 April 2027

Main Campus Graduate Programs

No.	Program	Current Accreditation Status	2026 QA Monitoring
1	Doctor of Philosophy in Extension Education	Level III, Re-accredited May 2022 – April 2023 Comply with mandatory recommendations	
2	Doctor of Philosophy in Agricultural Science(Majors: Animal Science, Crop Protection, and Crop Production & Management)	Level III, Re-accredited (Must comply with mandatory recommendations; Revisit All Areas) December 1, 2023 – November 30, 2025 September 2–4, 2025	Level IV Re-accredited Feb.01,2026 – Jan.31,2031 March 2031
3	Master of Science in Biology	Level IV, Re-accredited (Must comply with mandatory recommendations) August 2022 – July 2023 June 18–20, 2025	Level III Re-accredited (must comply with mandatory recommendations) Revisit Area of Community Service and International Linkages and Consortia July 1, 2025 – June 30,

			2026 April 2026
4	Doctor of Education in Educational Management	Level III, Re-accredited (Must comply with mandatory recommendations; Revisit Area of Community Service and International Linkages & Consortia) December 1, 2023 – November 30, 2024 June 18–20, 2025	Level III Re-accredited (must comply with mandatory recommendations) Revisit Area of Community Service and International Linkages and Consortia July 1, 2025 – June 30, 2026 April 2026
5	Master of Science in Agronomy	Level III, Re-accredited (Revisit All Areas) September 1, 2024 – August 31, 2026 2026	
6	Master of Science in Crop Science	Level III, Re-accredited (Revisit All Areas) September 1, 2024 – August 31, 2026 2026	
7	Master of Science in Horticulture	Level III, Re-accredited (Revisit All Areas) September 1, 2024 – August 31, 2026 2026	
8	Master of Arts in Education in Educational Management	Level III, Re-accredited (Must comply with mandatory recommendations; Revisit Area of Community Service, International Linkages & Consortia) December 1, 2023 – November 30, 2024 June 18–20, 2025	Level III Re-accredited (must comply with mandatory recommendations) Revisit Area of Community Service and International Linkages and Consortia July 1, 2025 – June 30, 2026 April 2026
9	Master of Science in Teaching – Physics	Level I, Accredited (Revisit All Areas) May 1, 2024 – April 30, 2028 2028	
10	Master of Science in Teaching – Mathematics	Level II, Re-accredited September 1, 2023 – August 31, 2027 2027	
11	Master of Science in Teaching – Chemistry	Level II, Re-accredited September 1, 2023 –	

		August 31, 2027 2027	
12	Master of Science in Teaching – Biology	Level II, Re-accredited September 1, 2023 – August 31, 2027 2027	
13	Master of Science in Extension Education	Level II, Re-accredited September 1, 2023 – August 31, 2027 2027	
14	Master of Science in Plant Breeding	Level II, Re-accredited May 1, 2024 – April 30, 2028 2028	
15	Master of Science in Agricultural and Biosystems Engineering	Level II, Re-accredited September 1, 2023 – August 31, 2027 2027	
16	Master of Public Administration	Level II, Re-accredited September 1, 2023 – August 31, 2027 2027	
17	Master of Engineering in Rural Infrastructure Engineering	Level I, Accredited (Revisit All Areas) September 1, 2023 – August 31, 2027 2027	
18	Master of Arts in Teaching – Industrial Arts	Level I, Accredited April 1, 2022 – March 31, 2025 July 14–18, 2025	
19	Master of Arts in Language Teaching – Filipino	Level II, Re-accredited September 1, 2023 – August 31, 2027 2027	
20	Master of Arts in Language Teaching – English	Level II, Re-accredited September 1, 2023 – August 31, 2027 2027	
21	Master in Information Systems	Level II, Re-accredited September 1, 2023 – August 31, 2027 2027	
22	Doctor of Philosophy in Rural Development	Level II, Re-accredited September 1, 2023 – August 31, 2027 2027	
23	Master of Science in Animal Science	Level I, Accredited April 16, 2023 – April 15, 2026 2026	

24	Doctor of Philosophy in Education Major in Biology		Candidate May 01, 2026-Apr. 30, 2028 April 2028
25	Doctor of Philosophy in Education Major in Mathematics		Candidate May 01, 2026-Apr. 30, 2028 April 2028
26	Doctor of Philosophy in Education Major in Applied Linguistics		Candidate May 01, 2026-Apr. 30, 2028 April 2028
27	Doctor of Philosophy in Education Major in Filipino		Candidate May 01, 2026-Apr. 30, 2028 April 2028

Certificate of Program Compliance Status

University of Southern Mindanao-Main Campus Undergraduate Programs

Programs with COPC	Number of Programs	2026 QA Progress Monitoring		
		Program	Serial Number	Date Issued
College of Agriculture - Bachelor of Science in Agriculture - Bachelor of Science in Fisheries	2	College of Agriculture 1. Bachelor of Science in Agriculture a. Major in Crop Science (Agronomy) b. Major in Animal Science c. Major in Crop Science (Horticulture) d. Major in Crop Protection (Entomology) e. Major in Crop Protection (Plant Pathology) f. Major in Plant Breeding and Genetics g. Major in Agricultural Extension h. Major in Soil Science	015 122 117 120 124 123 121 119 118	3/18/2015 9/9/2025 9/9/2025 9/9/2025 9/9/2025 9/9/2025 9/9/2025 9/9/2025 9/9/2025

		2. Bachelor of Science in Fisheries	010	3/18/2015
College of Arts and Social Sciences - Bachelor of Science in Criminology - Bachelor of Arts in English - Bachelor of Science in Development Communication (major in Development Journalism, Educational Communication and Community Broadcasting) - Bachelor of Arts in Political Science - Bachelor of Arts in Psychology - AB Philosophy (NEW)	6	College of Arts and Social Sciences - Bachelor of Science in Criminology - Bachelor of Arts in English - Bachelor of Science in Development Communication - Bachelor of Arts in Political Science - AB Philosophy - Bachelor of Arts in Psychology (AB Psychology)	014 027 026 004 017 028	3/18/2015 3/18/2015 3/18/2015 3/18/2015 8/8/2024 3/18/2015
College of Science and Mathematics - Bachelor of Science in Chemistry - Bachelor of Science in Biology - BS Applied Mathematics (NEW) - BS Applied Physics (NEW) - BS Environmental Science (NEW)	6	College of Science and Mathematics - Bachelor of Science in Chemistry - Bachelor of Science in Biology 3 Majors Applied, waiting for RQAT - BS Applied Mathematics - BS Applied Physics - BS Environmental Science - Bachelor of Science in Microbiology	003 002 016 019 015 175	3/18/2015 3/18/2015 8/8/2024 8/29/2024 8/8/2024 6/17/2025
College of Business Development	6	College of Business, Development		

Economics and Management • Bachelor of Science in Accountancy • Bachelor of Science in Business Administration (<i>major in Marketing Management</i>) • Bachelor of Science in Accounting Technology • Bachelor of Science in Agribusiness • Bachelor of Science in Agricultural Economics • Bachelor of Public Administration (<i>NEW</i>) • Bachelor of Science in Management Accounting (<i>NEW</i>)		Economics and Management 1. Bachelor of Science in Business Administration 2. Bachelor of Science in Agricultural Economics 3. Bachelor of Science in Agri-business 4. Bachelor of Science in Accountancy 5. Bachelor of Public Administration 6. Bachelor of Science in Management Accounting	016 2016-0005 2016-0006 017 007 004	3/18/2015 2016 2016 3/18/2015 01/08/2025 01/08/2025
College of Education • Bachelor of Elementary Education • Bachelor of Secondary Education	2	College of Education 1. Bachelor of Elementary Education 2. Bachelor of Secondary Education a. Major in Mathematics b. Major in Science c. Major in Filipino d. Major in Social Studies e. Major in English	029 030 019 018 017 016 015	11/18/2015 11/18/2014 07/09/2026 07/09/2026 07/09/2026 07/09/2026 07/09/2026

College of Engineering & Computing • Bachelor of Science in Agricultural Engineering • Bachelor of Science in Electronics Engineering • Bachelor of Science in Civil Engineering • Bachelor of Science in Computer Engineering • Bachelor of Science in Information System • Bachelor of Science in Computer Science • Bachelor of Library and Information Science	8	College of Engineering and Information Technology 1. Bachelor of Science in Electronics Engineering 2. Bachelor of Science in Computer Engineering 3. BS in Civil Engineering (Structural Engineering) 4. Bachelor of Science in Computer Science 5. Bachelor of Science in Information Systems 6. BS in Library Information Science 7. BS in Agricultural Engineering (BS IN AGRICULTURAL AND BIOSYSTEMS ENGINEERING) 8. Bachelor of Science in Information Technology	006 008 009 023 024 025 007 091 005	3/18/2015 3/18/2015 3/18/2015 3/18/ 2015 3/18/2015 3/18/2015 3/18/2015 7/24/2025 5/28/2026
College of Human Ecology & Food Sciences • Bachelor of Science in Food Technology • Bachelor of Science in Nutrition and Dietetics	5	College of Human Ecology and Food Sciences 1. Bachelor of Science in Hotel & Restaurant Management 2. Bachelor of Science in Hospitality Management	011 116	3/18/ 2015 9/3/2025

• Bachelor of Science in Hotel & Restaurant Management • Bachelor of Science in Travel Management • Bachelor of Science in Tourism Management		3. Bachelor of Science in Tourism Management 4. Bachelor of Science in Nutrition and Dietetics 5. Bachelor of Science in Food Technology 6. BS in Travel Management	013 020 2016-0007 012	3/18/2015 3/18/2015 3/8/2016 3/18/ 2015
College of Veterinary Medicine Doctor in Veterinary Medicine	2	College of Veterinary Medicine 1. Doctor of Veterinary Medicine 2. Bachelor of Science in Veterinary Technology	005 025	3/18/2015 3/10/2025
College of Health and Sciences • Diploma in Midwifery • Bachelor of Science in Nursing • Bachelor of Science in Pharmacy	3	College of Health and Sciences 1. Bachelor of Science in Nursing 2. Bachelor of Science in Midwifery 3. Bachelor of Science in Pharmacy	019 104 105	3/18/2015 8/19/2025 8/19/2025
Institute of Middle East Asian Studies (IMEAS) • Bachelor of Arts in Islamic Studies (<i>major in Political Economy, Shari'ah Law, Halal Food Management and Technology, Islamic History, Islamic Values Education, and</i>	2	Institute of Middle East and Asian Studies (IMEAS) 1. Bachelor of Arts in Islamic Studies 2. Bachelor of Science in International Relations	No number 022	5/25/ 2015 3/18/2015

Bachelor of Arts in English Language

Arabic Language) Bachelor of Arts in International Relations				
ISPEAR - Bachelor of Physical Education (NEW) - Bachelor of Science in Sports Science (2 majors) (NEW)	2	College of Human Kinetics - Bachelor of Physical Education - Bachelor of Science in Sports Science (2 majors)	035 034,038	11/28/2024 11/28/2024

No.	Program	2026 QA Progress Monitoring
1	Bachelor of Culture and Arts Education	With RRPA
2	Bachelor in Early Childhood Education	With RRPA
3	Bachelor of Science in Radiologic Technology	With RRPA
4	Bachelor of Science in Social Work	With RRPA
5	Bachelor of Science in Economics	With RRPA

University of Southern Mindanao-PALMA Campus Undergraduate Programs

No.	Program	Status	Remarks	2026 QA Progress Monitoring
1	Bachelor of Elementary Education (Alamada/Aleosan)	Visited (February 22, 2024)	Waiting for issuance of COPC	Converted to Extension Classes, COPC not required
2	Bachelor of Secondary Education (Libungan)	Visited (February 22, 2024)	Waiting for issuance of COPC	
3	Bachelor of Science in Business Administration	Visited (February 22, 2024)	Waiting for issuance of COPC	
4	Bachelor of Science in Agriculture (Libungan)	For Application	New Program 2019	
5	Bachelor of Science in	For Application	New Program 2020	

Bachelor of Arts in English Language

	Criminology (Libungan)			
6	Bachelor of Science in Hospitality Management (Libungan)	For Application	New Program 2020	
7	Bachelor of Science in Veterinary Technology (Aleosan)	For Application	New Program 2019	

University of Southern Mindanao-M’lang Campus Undergraduate Program

No.	Program	Status	Remarks	2026 QA Progress Monitoring
1	Bachelor of Science in Criminology	For Application	New Program 2021	Converted to Extension Classes, COPC not required

University of Southern Mindanao-Main Campus Graduate School Master’s Program

No.	Programs With COPC	Date Issued	Remarks
1	Master of Science in Biology	September 18, 2020	With COPC
2	Master of Science in Rural and Economic Development	November 24, 2020	With COPC
3	Master of Science in Agronomy	November 24, 2020	With COPC
4	Master of Science in Animal Science	November 24, 2020	With COPC
5	Master of Science in Horticulture	November 24, 2020	With COPC
6	Master of Science in Plant Breeding	November 24, 2020	With COPC
7	Master of Engineering in Rural Infrastructure Engineering	May 31, 2023	With COPC
8	Master of Science in Crop Science	November 24, 2020	With COPC
9	Master of Science in Education in Educational Management	COPC No. 169-2024 January 24, 2025	With COPC
10	Master of Science in Teaching Mathematics	COPC No. 166-2024 January 24, 2025	With COPC
11	MA in Language Teaching – Filipino	COPC No. 165-2024 January 24, 2025	With COPC

Bachelor of Arts in English Language

12	Master Of Science In Teaching Biology	COPC No. 167-2024 January 24, 2025	With COPC
13	Master of Science in Information System	-	With COPC
14	Master of Science in Extension Education	COPC No. 168-2024 January 24, 2025	With COPC

University of Southern Mindanao-Main Campus Graduate Programs Without COPC

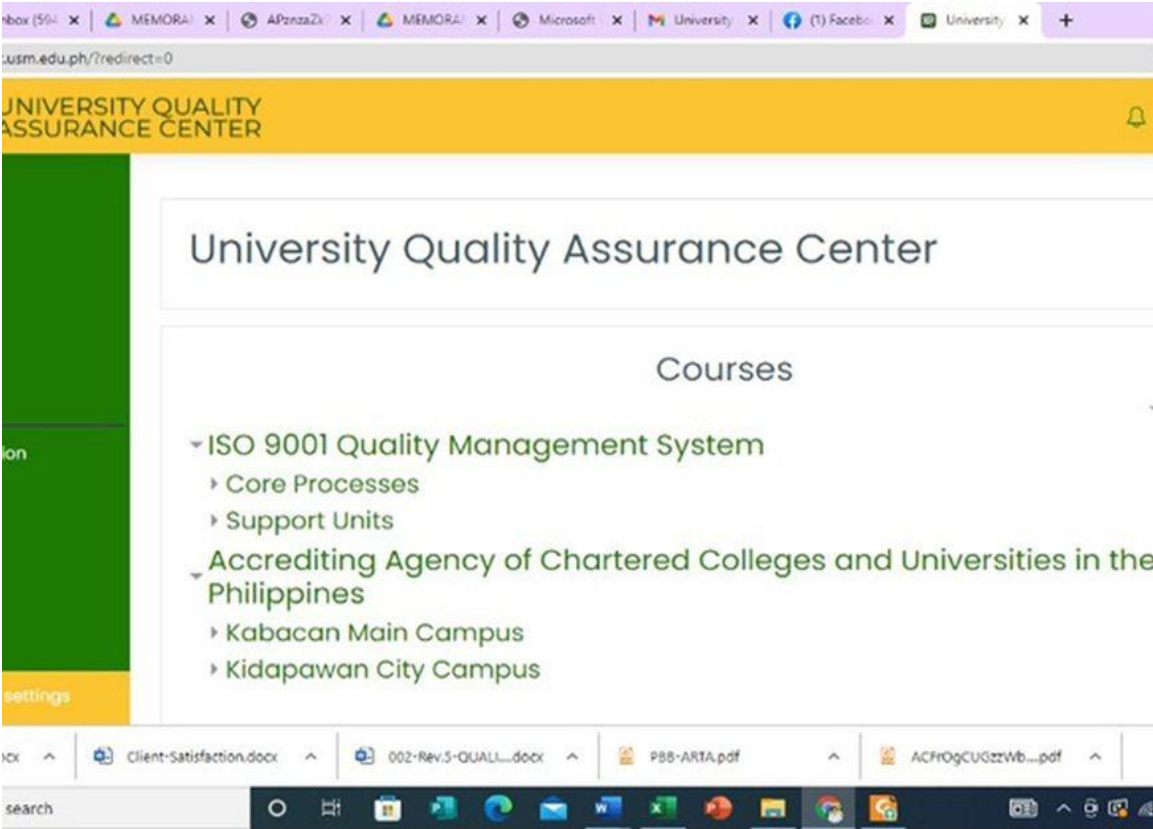
No.	No COPC	Remarks	2026 QA Progress Monitoring
1	MST Chemistry	Visited (July 2018)	Reapplied, waiting for CHED Visit
2	Master of Science in Teaching – Physics	Visited (July 2018)	
3	MA in Language Teaching – English	Visited (July 2018)	
4	MA in Teaching Industrial Arts	Visited (July 2018)	
5	MAED – Elementary Education	Applied	Waiting for CHED Visit
6	MAED – Science	Applied	
7	MAED – Social Sciences	Applied	
8	Master in Public Administration	Applied	
9	MS Agricultural Economics	For Application	

University of Southern Mindanao-Main Campus Graduate School
Doctorate Program

No.	Programs With COPC	Date Issued
1	Doctor of Philosophy in Agricultural Science (Major in Animal Science & Crop Protection)	November 24, 2020
2	Doctor of Philosophy in Agricultural Science (Major in Crop Protection)	November 24, 2020
3	Doctor of Philosophy in Rural Development	November 24, 2020
4	PhD in Education Major in Mathematics	COPC No. 172-2024 January 24, 2025
5	PhD in Education Major in Biology	COPC No. 170-2024 January 24, 2025
6	PhD in Education Major in Applied Linguistics	COPC No. 173-2024 January 24, 2025
7	PhD in Education Major in Filipino	COPC No. 171-2024 January 24, 2025

University of Southern Mindanao-Main Campus Graduate School
Doctorate Program Without COPC

No.	Programs With COPC	Date/ Status	2026 QA Progress Monitoring
1	PhD in Extension Education	Visited (July 2018)	Waiting for CHED Visit



Further, the UQAC, in coordination with the University Information Communication Technology Office, launched the University Quality Center website Assurance (<https://uqac.usm.edu.ph>) which serves as the landing page for AACUP accreditation and ISO Audit.

Bachelor of Arts in English Language

UNIVERSITY OF SOUTHERN MINDANAO									
Kabacan, Cotabato Philippines									
OFFICE PERFORMANCE COMMITMENT AND REVIEW (OPCR)									
I, <u>LAWRENCE ANTHONY U. DOLLENTE</u>		of the Office of the		<u>UNIVERSITY QUALITY ASSURANCE</u>		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			
						<u>January to December 2025</u>			
Submitted by: <u>Date:</u>				Compiled by:				Rating Scale 5 - Outstanding 4 - Very Satisfactory 3 - Satisfactory 2 - Unsatisfactory 1 - Poor	
<u>LAWRENCE ANTHONY U. DOLLENTE</u> Dean/ Head of Unit		<u>JONALD L. PIMENTEL</u> Immediate Supervisor		<u>RENEL M. ALUCILJA</u> Director for Planning & Dev't. Office					
CODE	Organizational Objectives/Outcomes		Success Indicator (Target + Measures)	Actual Accomplishment	Rating				Remarks
					Q ¹	E ²	T ³	A ⁴	
CORE FUNCTIONS		80%	80%						
Supervision in the Implementation of Mandated Functions		60%	60%						
a.	To align individual and unit objectives to its strategic goals on the attainment of university								
	a.1. Percentage of PPAs Reviewed	5%	5%	50% Evaluation of the compliance with processes	100% of all processes were evaluated based on the procedures	5	4		4.50
b.	To continuously innovate systems for the customers and stakeholders to submit feedback of their satisfaction or dissatisfaction to the services provided by the university.								
	b.1. Percentage of updated processes / procedures due for revision	5%	5%	Review 50% of enrolled procedures/ processes	All (100%) due for enrollment were reviewed	5	4		4.50
				Revise 50% enrolled procedures/ processes	100% of the procedures due for revision were reviewed and revised	5	4		4.50
	b.2. Percentage of utilized VOC information systems	5%	5%	Evaluate 50% of the implementation of VOC	Evaluated 100% of the implementation of VOC	5	4		4.50
	b.3. Achieve VS client satisfaction rating	5%	5%	Monitoring and evaluation of monthly client satisfaction ratings of units	Conducted 6 months Client satisfaction results	5			5.00
				Monitoring and evaluation of units' compliance with provisions of CART	100% monitored on CART Compliance	5			5.00
	b.4. number of enrolled necessary new and revised processes/procedures and policies	10%	10%	Enroll 10 new and revised procedures/processes	13 procedures were enrolled and 6 WRIs	5	4		4.50
c.	Undergo Program accreditation	5%	5%	Submit all due programs for accreditation	Submitted 10 programs for accreditation	5			5.00
d.	Submit all due Institutional for accreditation								
	d.1. Maintain ISO 9001:2015	3%	3%	Conduct 1 Recertification Audit	Conducted 1 Recertification Audit	5			5.00
		3%	3%	Conduct 1 cycle of Internal Audit	Conducted 1 cycle of Internal Audit	5			5.00
		2%	2%	Conduct 1 Implementation Check	Conducted 1 Implementation Check	5			5.00
		2%	2%	Conduct 1 orientation on ISO 2018	Conducted 1 orientation on ISO 2018	5			5.00

d.2. Maintain Philippine Quality Award	3%	3%	Review of the compliance to the findings of PQA	Reviewed necessary requirements for PQA	\$		\$ 60	
d.3. Certificate of Program Compliance	10%	10%	Submit all programs for RQAT and COPC	Submitted 4 programs for COPC	\$		\$ 80	
e. To optimize employee performance through implementation of a data-driven reward and recognition system								
e.1. Percentage of employees with at least VS rating in their IPCR	2%	2%	All employees will achieve at least VS rating in their IPCR	100% of employees achieved at least VS rating in their IPCR	\$		\$ 50	
Other Administrative Management	20%	20%						
a. Documents								
a.1. Receiving of Documents	5%	5%	Receive all documents	100% received all documents	\$		\$ 50	
a.2. Processing of documents								
a.2.1. Routine documents	2%	2%	Process all routine documents	Processed all routine documents	\$		\$ 50	
a.2.2. Urgent Documents	2%	2%	Process all urgent documents	Processed all (100%) urgent documents	\$		\$ 50	
a.3. Action Taken on the requests/Documents			Act on all the request/documents	Acted on all the request/documents	\$		\$ 50	
b. Evaluation of Subordinates' IPCRs	1%	1%	Evaluate all IPCRs of UQAG Staff	Evaluated all IPCRs of UQAG Staff	\$		\$ 50	
c. Assistance to immediate supervisor	5%	5%	Assist the immediate supervisor	Assisted the immediate supervisor	\$		\$ 50	
d. Signing of Documents	1%	1%	Sign all documents	Signed all documents	\$		\$ 50	
e. Consultation/Attending to client's needs/ queries/concerns	2%	2%	Attend to all clients' needs	Attended all clients' needs	\$		\$ 50	
f. Fund Utilization (if)	2%	2%	10% utilization	98.16% utilization	\$		\$ 50	
Support & Other Functions	20%	20%						
a. Communication/Coordination	6%	6%						
a. Number of meetings conducted	2%	2%	Conduct 2 meetings	Conducted more than 2 meetings with UQAG staff	\$		\$ 50	
b. Action to communications	1%	1%	Act to all communications	Act to all communications	\$		\$ 50	
c. Other Committee Membership	2%	2%	1 committee membership	More than 1 committee membership	\$		\$ 50	
d. Adviser/Trainer/Coach/ Coordinator/Facilitator/Judge/ Performer/Panelist and the likes.	1%	1%	At least 1 Adviser/Trainer/Coach/ Coordinator/Facilitator/Judge/ Performer/Panelist	More than 1 Adviser/coordinator/panel membership	\$		\$ 50	
b. Commitment & Purpose	15%	15%						
a. Attendance to University-wide activities (as defined)	5%	5%	Attend all mandated University activities	Attended all mandated University activities	\$		\$ 50	
b. Attendance to unit convocation and activities	2%	2%	Attend all unit convocation and activities	Attended all unit convocation and activities	\$		\$ 50	
c. Attendance to Unit meetings	2%	2%	Attend to all unit meetings	Attended to all unit meetings	\$		\$ 50	
d. Submission of required Documents (FOTR, OPCR, SALN, TOR, Training Certificates, PDS, training accomplishment report, CA Liquidation report, etc.)	1%	1%	Submit all required Documents (FOTR, OPCR, SALN, TOR, Training Certificates, PDS, training accomplishment report, CA Liquidation report, etc.)	Submitted all required Documents (FOTR, OPCR, SALN, TOR, Training Certificates, PDS, training accomplishment report, CA Liquidation report, etc.)	\$		\$ 50	
e. Observance to basic health protocols based on DOH and IATF protocols	1%	1%	Observance to basic health protocols based on DOH and IATF protocols	Observed to basic health protocols based on DOH and IATF protocols	\$		\$ 50	
c. Professional Development	3%	3%						
a. Attendance to seminars	2%	2%	Attend at least 2 seminars and trainings	More than 2 trainings	\$		\$ 50	
b. Membership to professional organization	1%	1%	At least 1 membership to professional organization	1 membership	\$		\$ 50	
D. Other Accomplishments	5%	5%						
Final Average Rating								
Category							TOTAL	
CORE FUNCTIONS	80%	80%						3.80
Supervision in the Implementation of Mandated Functions	60%	60%					2.88	
Other Administrative Management	20%	20%					1.00	
Support and Other Functions	20%	20%						1.00
Communication/Coordination	6%	6%					0.30	
Commitment & Purpose	10%	10%					0.55	
Professional Development	2%	2%					0.55	
Other Accomplishments	2%	2%						
Total Overall Rating	100%	100%						
Final Average Rating							4.88	
Adjectival Rating							Very Satisfactory	
Recommending Approval:		Date:			Approved by:			
RENEL M. ALUCILIA					JONALD L. PIMENTEL			
Immediate Supervisor					SUC President IV			
Legend:			2 - Efficiency	3 - Timeliness	4 - Average			

3. ISO 9001: 2015

Activities	2023	2024	2025	2026	2026	2027	2028
Internal Audit	June December	June December	June December	June December	June December	June December	June December
75 Audit	June December	June December	June December	June December	June December	June December	June December
Survelliance Audit	December	November			December	December	
Re-certification			December				
Recertification with upgrade							December
Management Performance Review	November	November	November	November	November	November	December

4. Philippine Quality Award

The University targets Philippine Quality Award (PQA) for Performance Excellence (Level 4) in 2028.

Prepared by:


LAWRENCE ANTHONY U. DOLLENTE
Director

