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## Master in Public Administration

Republic of the Philippines  
**CAMARINES NORTE STATE COLLEGE**  
F. Pimentel Avenue, Brgy. 2, Daet, Camarines Norte – 4600, Philippines

### Recommendation 5

Prepare your “faculty Development Program / Plan for the period of 2018-2022. Indicate the specific projects/ grants and the corresponding beneficiaries/ scholars/ participants, time period covered, funding, funding sources and sponsoring agencies, etc.

1. Implement the program
2. Make a report on the results in 2022



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## Compliance Report to Recommendation 5

Recommendation	Action Taken	Extent of Compliance	Evidence of Compliance
<p>Prepare your "faculty Development Program / Plan for the period of 2018-2022. Indicate the specific projects/ grants and the corresponding beneficiaries/ scholars/ participants, time period covered, funding, funding sources and sponsoring agencies, etc.</p> <ol style="list-style-type: none"><li>1. Implement the program</li><li>2. Make a report on the results in 2022</li></ol>	<p>Developed a comprehensive Faculty Development Program tailored for the Graduate Faculty, aligning it with the Individual Development Plan of each faculty member.</p> <p>Matrix of Grants and Scholarship for Faculty</p> <p>Report of the Faculty granted with the scholarship Grant</p> <p>Report of the Faculty Grantee on the Development Plan</p>	100%	<p>Faculty Development Plan 2022- 2025</p> <p>Matrix of GS Faculty Scholarship Grantees from Institutional, Gov't Agencies Scholars</p> <p>Graduate School Dean Administrative Direction 2022-2025</p> <p>Institutional Learning and Development Guidelines on faculty development</p> <p>Report of the Faculty given the Grant based on the Development Plan</p>



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# Republic of the Philippines CAMARINES NORTE STATE COLLEGE

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## Master in Public Administration

# CNSC Learning and Development Manual (1)

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### 1.0 INTRODUCTION

1.1 Learning and Development (L&D) is a function of human resource management concerned with organizational activity aimed at bettering the performance of individuals and groups in an organizational setting. Creating the right organizational atmosphere in any institution or industry is a basic requirement towards making a holistic and integrated policies on the different aspects of human resource handling and development. With this, the need for a Learning and Development (L&D) Plan becomes more imperative. The CNSC L&D program recognizes the importance of having competent workforce in order to achieve strategic and operational plans. This L&D program commits to providing an environment that is conducive to effective performance and promoting learning and development opportunities for all employees.

Pursuant to CSC Resolution No. 1601209 dated October 21, 2016, the Civil Service Commission adopted the PRIME-HRM Maturity Level indicators. This recognizes the value of capacitating employees through Learning and Development Interventions. Such can be acquired from seminars, training, and conferences including likewise from other venue for learning. It should be noted however that the L&D personnel development interventions should be aligned to the maturity indicators, system, practices and competencies for PRIME-HRM Level. Additionally, collaboration among managers/supervisors, HRDO and other HR bodies (PDC) is necessary to strengthen the link and communication of Learning and Development particularly in tracking the processes and the employees' performance before, during and after L&D intervention. In this context, a systematic and competency-based L&D Program should be in place using Assessment, Design, Development, Implementation and Evaluation (ADDEIE) so as to track the effectiveness of L&D implementation.

This L & D manual is divided into three sections: The Principles, Personnel Development Committee and General Processes and Procedures. Each section discusses the phase of the learning processes used during the intervention and provides its purpose, general principles, process and templates.

Camarines Norte State College (CNSC) believes that improved performance of an organization is a function of the capability of its employees, thus, the agency provides opportunities for them to acquire new behaviors, knowledge, skills, attitudes and practices that would enhance their ability to meet current and future job requirements and perform at higher levels in achieving optimum clientele satisfaction. CNSC is then committed to support the development of individuals across the institution by providing a number of development programs, all of which are underpinned by precise diagnosis of needs, design and delivery. Additionally, it recognizes the importance and value of building organizational self-sufficiency in development activities; hence the creation of this L&D manual, as a resource to Learning and Development decisions.

### 2.0 OBJECTIVES

2.1 L&D interventions in CNSC are based on the identified and verified needs that are strategically aligned to CNSC directions which will serve as guide in continuously upgrading individual competencies of the teaching and non-teaching personnel through various interventions towards a more effective and efficient manpower resource and clientele satisfaction.

Prepared by: ORIGINAL SIGNED MARTIN M. LUKIBAN HRDO III	Reviewed by: ORIGINAL SIGNED RAYNOLD S. ZABALA CNR	Approved by: ORIGINAL SIGNED DR. MARLO M. DE LA CRUZ, PECE College President
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L&D shall focus on the development, improvement or enhancement of competencies needed by every employee. This will also serve as the accession plan in preparation for retirement and promotion.

2.2 CNSC gives priority and invests on the L&D of every employee, may be teaching or non-teaching personnel as an important resource valued by the organization thus, intends to improve employees' skills and knowledge in their current job role which is seen to maximize employees' key competencies such as team work, problem solving and communication; and

2.3 CNSC upholds equal opportunity principle in providing learning and development interventions among all its employees regardless of age, gender, civil status, ethnicity, political affiliation, religious belief, position in the institutions and giving importance to physically challenged personnel, solo parent, and personnel who belong to the LGDT community. The PRIME-HRM requirements push organizations to achieve organizational development by fostering shared attitudes and values, change management, instead on individual goals. The L&D is then a shared responsibility of the management and the employees. Through this, the L&D efforts would contribute more in achieving organizational development and foster systematic and competency-based approach in Learning and Development Plan.

### 3.0 SCOPE

#### 3.1 SECTION 1: PRINCIPLES

##### 3.1.1 CNSC COMPETENCY FRAMEWORK

The formation of CNSC Competency Framework provides the base for the L&D interventions. It contains three competencies such as: Leadership, Functional and Core Competencies (Annex A&A.1.)

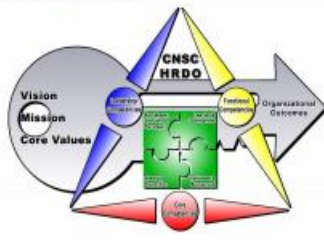


Figure 1. CNSC Competency Framework (Annex H)

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### 3.1.2 GENERAL GUIDELINES

#### 3.1.2.1 COVERAGE

Learning and development opportunities should be made available to employees at all levels. All employees, teaching and non-teaching with casual, temporary or permanent status with employer-employee relationship, are covered by the L&D interventions that are relevant to their functions.

#### 3.1.2.2 LEARNING AND DEVELOPMENT INTERVENTIONS

CNSC allows the following specified interventions to address the needs of the employees based on the categories of trainings (ANNEX B).

1. Employee competency training is a program that is designed to increase the technical skills, knowledge, efficiency and value creation in do any specific job in a much better way. Training increases the set of skills needed and helps in the development of an employee as well as overall growth of the organization.
2. Statutory and Compliance Training is the training that the College is legally required to provide as defined by law if there is an existing such as updates from procurement, financial issues and guidelines, civil service mandates etc. This may be enshrined within current College policy or may have otherwise been determined as being good practice to which the College should adhere.
3. Other Forms of L&D interventions - faculty and staff scholarship, coaching and benchmarking, etc.

#### 3.1.2.3 EQUAL OPPORTUNITY IN LEARNING AND DEVELOPMENT INTERVENTIONS

No one shall be discriminated from participating and in accessing L&D interventions of CNSC regardless of age, gender, civil status, ethnicity, political affiliation, religious belief, economic and social status, and physical disability. Likewise, the L&D implementers shall ensure gender balance and equity among participants and learners.

#### 3.1.2.4 MANAGING LEARNING SERVICE PROVIDERS AND ORGANIZING POOL OF EXPERTS

The purpose of Managing Learning Service Provider is to ensure that the L&D intervention is effective by sourcing and choosing the appropriate learning service providers, resource persons, or facilitator, and appropriate information, communication, and contracting are prepared and completed in dealing with the learning service providers, resource persons, or facilitators. A pool of experts may be organized composing of personnel from the College and partner agencies and individuals to serve as the official learning service providers.

The institution shall ensure that the trainers meet a certain set of requirements. It will then consider the following criteria in sourcing out trainers.

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- a. Education- area of specialization
- b. Experience- sustainability for the task
- c. Integrity- absence of critical incidents that affects person's credibility

Manpower Resource Persons  
Once an agreement is reached with the resource person, the following steps should be taken:

1. Confirmation of all date and venue of L&D intervention.
2. Define the objectives, time frame and available resources.
3. Preparation of materials/handouts.
4. Verification of support requirements.
5. Listing the number and profile of participants.

#### 3.1.2.5 LEARNING & DEVELOPMENT DESIGN

Proposals for local L&D interventions shall be affixed with the L&D Design Matrix (ANNEX N) and must be submitted to the L&D coordinator for monitoring and evaluation purposes before the approval of the head of office. On the other hand, proposals for institutional L&D interventions shall be submitted to the HRDO through the L&D Officer.

#### 3.1.2.6 SELECTION

Selection of intervention will be based on the nature of identified learning needs and the applicability shall be based on the availability of resources (time, financial, manpower etc.)

#### 3.1.2.7 PERFORMANCE EVALUATION

Evaluation will help in identifying weaknesses in some areas of the learning and development interventions provided to employees. This will provide an idea that could help the top management on specific interventions to further improve the capabilities of employees, thus, improving the institution's delivery of services.

The employee shall submit an Attendance Report (ANNEX F) to the supervisor and HRDO as basis for evaluation. The Quantified Evaluation Metrics (QEM) is to be accomplished by the supervisor three (3) months after the intervention and will be monitored by L&D Coordinators of respective Colleges (ANNEX I).

The accomplished QEM shall be submitted to HRDO three (3) months after the conduct of L&D interventions.

### 3.2 SECTION 2 : PERSONNEL DEVELOPMENT COMMITTEES (PDCs)

In the implementing rules of CSC E.O.292 S. 1987, a Personnel Development Committee (PDC) shall be established in each department or agency which shall provide support functions to management in selection of agency nominees to training development and scholarship programs in accordance with existing Civil Service standards and policies. Learning Needs Assessment Process is initially imperative to be conducted so as to identify appropriate level of competencies for the employees in their current positions and later on in their future positions as they are employed in CNSC.



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## CNSC Learning and Development Manual (2)

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The Personnel Development Committee are comprised of the Institutional PDC and Local PDC. This model is adopted to ensure that:

- course implementation is deliberated, consistent, cost effective and time efficient;
- facilitators, resource persons, participants are provided with appropriate information before, during and after the development activity or interventions;
- a conducive learning environment is created and maintained;
- course proceedings and outputs are properly approved, documented and preserved; and
- course evaluation is conducted, reported and used to improve L&D Plans.

### 3.2.1 Institutional Personnel Development Committee (IPDC)

The IPDC of the College was organized in 2016 by virtue of Administrative Order No. 4 s. 2016 which was issued by the then DC President of CNSC, Dr. Arlyn M. Magana to address the need for CNSC L&D Plan, constituting the CNSC - IPDC. Its pivotal role is to work towards making the most of its human resource to be compliant to performance-based issues prevailing in government service. The IPDC shall work on the crucial details pertinent to the L&D Plan.

#### 3.2.1.1 Composition and Functions

The CNSC-IPDC shall be composed of:

POSITION	DESIGNATION
CNSC President	Over-all Chairperson
Vice President for Administration and Finance	Co-Chairperson
Vice President for Academic Affairs	Member
Vice President for Research and Extension	Member
Human Resource Development Officer	Member
Deans/Directors and Head of Offices	Member
President, Faculty Association	Member
President, Employee Association	Member
Learning and Development Officer	Secretariat/Head

3.2.1.2 The IPDC through Human Resource Management may issue further guidelines to assist the Heads of offices in the approval process.

3.2.1.3 Identified L&D interventions for every employee outside the region shall require proper approval of Institutional Personnel Development Committee (IPDC) based on the review and recommendation of LPDC and HRDO.

#### 3.2.1.4 Duties and Responsibilities of IPDC

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### General:

The IPDC shall approve the request for travel, training or any other intervention of the non-teaching and teaching personnel whose intervention will be held outside the region based on the recommendation of LPDC. The IPDC shall ensure that such training, seminars or intervention are within the strategic priorities of the college and in accordance with the L & D plan. The request shall be endorsed by the head of office and by HRDO. IPDC shall approve based on the set of criteria stated in the Learning and Development Plan (5-seriousness, U-urgency, G-growth priorities and L&D Needs/competencies).

3.2.1.5 If two or more are interested and qualified for a particular training, the recommendation thereof will be based on the availability of funds.

3.2.1.6 A resolution shall be made and signed by all the members of the IPDC if approved.

3.2.1.7 If disapproved a resolution shall also be done, citing the explanations of the disapproval.

#### 3.2.1.8 Duties and Responsibilities of IPDC

### Specific:

RESPONSIBLE UNIT	FUNCTION AND ROLE
Chairperson (CNSC President)	The Chairperson is responsible for ensuring that the standard principle is implemented and will delegate the operational management of the requirements to the Head of Human Resource Management and members of IPDC. Specifically: 1. Forward to the VPAA or VPAA the invitations for the L&D intervention, communication from the inviting agency and CHED endorsement for their appropriate actions; 2. Approve the L&D interventions outside the Region and
Co-Chairpersons (VPAA and VPAA)	1. Call for evaluation of request if needed with the IDP as reference. 2. Act on request(s) within 3 days upon receipt.
Human Resource Development Officer (Member)	<b>Execution Stage</b> 1. Facilitate the preparation of PDC resolution. 2. Assist in the outsourcing of relevant L&D interventions for employees. <b>Evaluation Stage</b> 1. Facilitate evaluation after and of the L&D intervention activity in coordination with L&D officer and coordinators (for College-Wide in-house training). 2. Facilitate the submission of analysis of the result of the evaluation conducted within 5 days. (ANNEX M)
Deans/Director and Head of Offices (Member)	Submit Monitoring report to HRDO through L&D Coordinators.

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<b>Learning and Development Officer (Member/Secretariat/Head)</b>	<ol style="list-style-type: none"> <li>Consolidate the IDPs every October 1-15 of preceding year as basis for Learning Needs Assessment (LNA).</li> <li>Prepare L&amp;D Plan based on the LNA result.</li> <li>Prepare L&amp;D design matrix for Institutional L&amp;D intervention.</li> <li>Monitor the compliance of L&amp;D Coordinators relative to L&amp;D documents/report.</li> </ol>
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### 3.2.2 Local Personnel Development Committee (LPDC)

The LPDC of a respective College shall approve the L&D intervention if within the region; otherwise, LPDC shall submit the complete documentary requirements to the IPDC for approval.

#### 3.2.2.1 Composition and Functions

The CNSC-LPDC shall be composed of:

Teaching Personnel	Non-teaching Personnel	Designation
Dean/Campus Director	Chief Administrative Officer	Over-all Chairperson
Faculty President	NTEA President	Member
Learning and Development Coordinator	Learning and Development Coordinator	Member
Program Chairperson (program specialization)	Human Resource Development Officer (HRDO)	Member
College Secretary	Unit Head(s)	Member

#### 3.2.2.2 The Local PDCs shall be represented by each delivery unit to wit:

- College of Arts and Sciences
- College of Business and Public Administration
- College of Engineering
- Institute of Computer Studies
- College of Education
- Institute of Fisheries and Marine Sciences
- College of Agriculture and Natural Resources
- College of Trades and Technology
- Ret. Judge Antonio C. Enriales Campus
- Graduate School
- General Administration and Support Services

3.2.2.3 As stipulated in the Administrative Order No.032, s. 2019 the Learning and Development Coordinators shall be members of the LPDC and shall perform the following duties and responsibilities:

- Coordinate with Human Resource Management Office and offices in the implementation of all activities and projects under the L&D Program of the main and satellite campuses;

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2. File and submit matrix of communication letters in relation to L&D interventions to HRM Office quarterly;

3. Keep abreast with the new developments and issuances from oversight agencies to ensure that the institution provides the most effective and efficient developmental intervention for its Human Resources and compliance with statutory and regulatory requirements;

4. Ensure that all development programs for its Human Resources are aligned with their IDPs which must be anchored on the strategic direction of the institution, thus contribute to the achievement of the mission, vision and Quality policy of the institution;

5. Ensure that all L&D concerns are coordinated in the colleges/campuses.

6. Consolidate and submit to HRDO copies of Individual Development Plan (IDP), Quantified Evaluation Metrics (QEM) with the attendance report, L&D Report, Local LD plan and other related L&D documents.

7. Submit L&D interventions inventory every second week of the succeeding month.

8. Submit matrix of L&D interventions from inviting agencies semi-annually.

9. Assist the Head of Office in the monitoring and evaluation of IDP and L&D plan.

## 3.3 SECTION II: PROCESSES AND PROCEDURES

To ensure that individual personnel development is aligned with the strategic directions of CNSC, each office shall be responsible in ensuring the relevance and adequacy of L&D programs and activities for its respective personnel. Thus, the conduct of L&D activities shall be carefully analyzed, designed, developed, implemented and evaluated to guarantee operational effectiveness, efficiency and maintaining systems or enabling environment.

### 3.3.1 LEARNING NEEDS ASSESSMENT

The learning needs assessment shall be done to identify the performance/competency gaps and determine the appropriate L&D intervention for each employee.

3.3.1.1 Competency Mapping with the use of Individual Development Plan (ANNEX C) shall be done to determine the level of competencies required for specific positions of employees particularly in terms of their core, functional and leadership competencies. Tools like the List of Competencies (ANNEX A) and Competency Table (ANNEX A, 1) will be used as references for behavioral indicators from basic to superior level of competencies.

3.3.1.2 The Institutional L&D Plan (ANNEX L) shall be prepared by the Learning and Development Officer and HRDO. Each delivery unit should assess on its respective learning and development plans. The L&D plan of the College/Office is based on the submitted and evaluated IDP.

3.3.1.3 The annual L&D Plan shall be prepared prior to the start of every calendar year. The submission of the Local L&D plan from different units or



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## CNSC Learning and Development Manual (3)

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offices shall be from October 16-30 after the consolidation of IDPs by the Deans/Campus Directors and head of units.

### 3.3.1.4 Guide in Accomplishing Individual Development Plan (IDP)

Based on the competency assessment of individual, there are options for the purpose in doing the IDP so that the College Dean or Head of the Office will be able to focus on the appropriate learning and development interventions that employees may undertake.

**Target Competency (IDP Column 1)** - This refers to the areas of competencies for development in their field of specialization as seen by the employees. Maximum of three target competencies shall be indicated to measure that they will be attained within the given period, however, if the one of the target interventions is directly needed for the designated position, there is no need to indicate it in the said document (IDP).

**SIUG Priorities (IDP Column 2)** - approved set of criteria stated in the Learning and Development Plan (S-seriousness, U-urgency, G-growth priorities).

**Seriousness** - refers to the direct impact of learning need to organization's strategic directions.

**Urgency** - answers the question of how immediate must the learning need be addressed.

**Growth Potential** - pertains to the extent to which the learning need may give rise to more problems if not addressed.

**Development Activity (IDP Column 3)** - it considers a variety of developmental approaches of one or more specific actions to take to meet the individual's objective.

CNSC allows the following interventions to address specific learning needs:

Formal Classroom Training	On-the-Job-Training	Self-Development	Developmental activities/interventions
<ul style="list-style-type: none"> <li>In-House training on &lt;topic&gt;</li> <li>External training on &lt;topic&gt;</li> </ul>	<ul style="list-style-type: none"> <li>Coaching on the job from supervisor/senior colleagues</li> <li>Knowledge sharing and learning session on &lt;topic&gt;</li> <li>Shadowing under the stewardship of &lt;person&gt;</li> <li>Cross-posting Program job rotation or rotational</li> </ul>	<ul style="list-style-type: none"> <li>Programmed self-study through a third party provider, including self-study notes or audio packages</li> <li>Working on e-learning course, PC tutorials or computer assisted training program or website on &lt;topic&gt;</li> </ul>	<ul style="list-style-type: none"> <li>Special work project on &lt;topic&gt;</li> <li>Added responsibilities or work assignment</li> <li>Service on technical or research committee, Task Force or Committee assignment on &lt;topic&gt;</li> </ul>

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<ul style="list-style-type: none"> <li>assignment or temporary assignment to &lt;function&gt;</li> <li>Interventions such as counseling, secondment, team building</li> </ul>	<ul style="list-style-type: none"> <li>taking evening or weekend courses on &lt;topic&gt;</li> <li>Tertiary courses run by academic/educational institutions</li> <li>Reading books and other publications or journals on &lt;topic&gt;</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate educational and developmental activities presented under academic institutions, agencies or other professional bodies such as but not limited to congresses, conferences, forums, seminars, workshops, lectures, brown bag discussions, orientations, and other professional educational activities</li> <li>Meetings of professional organization body and their technical discussion groups</li> <li>Researching and writing technical publications, preparation and delivery of technical papers</li> </ul>
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**Target Completion Date (IDP Column 4)** - refers to the schedule or completion date of the development activity.

**Person Responsible (IDP Column 5)** - indicates a person or an office, whether internal or external, to assist in the chosen Development Activity.

**Support Needed (IDP Column 6)** - identifies the resources and assistance needed by an employee to accomplish the L&D intervention.

Also, part of the assessment are the following questions to aid the supervisor and Human Resource Management for more in-depth assessment of the individual competencies and needs:

- What functions do you feel competent to perform?
- What functions do you have difficulty to perform?
- Where do you see your career progressing in the next two years?

3.3.1.5 The L&D interventions shall be based on the L&D plan of different offices submitted to the HRDO.

3.3.1.6 Employees shall be assessed based on their current academic or administrative rank and their designated positions.

The following are the detailed processes of learning needs assessment:

- Prepare a list of required data that should be aligned to the annual L&D plan that is anchored to the strategic plan of the institution.
- Collate and submit all the Competency-Based Individual Development Plan or IDP (ANNEX C).

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- The Dean/Campus Director/Head of Office shall convene the LPDC for the formulation of local L&D plan for submission to the HRDO (ANNEX K).
- The L&D Coordinator will be responsible in ensuring that the proposed interventions of each employee are considered in the Local L&D plan.
- L&D plan from each delivery unit or office shall be endorsed by the head of office to the HRDO. No amendments shall be made in the L&D plan once submitted.
- Reviewing and monitoring of the annual Local L&D plan shall be initiated by the L&D Coordinator while the institutional L&D plan by L&D Officer.

### 3.3.2 PRIORITIZATION OF LEARNING NEEDS

Prioritization of Learning Needs are based on Seriousness, Urgency and Growth Potential (SIUG), strategic priorities of the College and Competency Needs Assessment. The substantiation of each prioritization shall be affirmed by the HRDO based on the track record of the personnel. Analysis shall look into the gaps or weaknesses among the competencies assessed for an individual which will be the basis for prioritization.

The following are the detailed steps for Prioritization of Learning Needs:

- The L&D Officer in coordination with HRDO shall design an institutional L&D plan based on the consolidated Local L&D plan.
- There are three categories that shall be considered in the prioritization of interventions such as (a) employee competency, (b) statutory/compliance and (c) other L&D needed interventions for institutional growth and development. Aside from the said categories, the SIUG priorities shall also be taken into consideration.

### 3.3.3 SELECTION OF APPLICABLE INTERVENTION

The L&D Design process is undertaken to ensure that the content and coverage of the learning intervention are directly related to the identified needs which will address performance gaps.

3.3.3.1 Interventions will be based on the IDP of officials and employees but it cannot be solely the discretion of individual employees. The actual competency gaps must be aligned with the strategic directions of the institutions and should be pre-identified by the Office of Human Resource Management and PDC.

3.3.3.2 For paper presentations in conferences and congress, the discretion shall be under the Head of office, VPAA and VPPE.

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3.3.3.3 For faculty and staff scholarship, the BOT Resolution No. 33, s. 2015 shall be adhered.

3.3.3.4 In case the employee wants to attend a training on official time on his/her own expense, a training request form (ANNEX G) shall be submitted based on the following category of training or seminar as indicated in the Quality Control Plan (QCP) of the Vice-President for Academic Affairs.

- Local - at least 2 working days
- Regional - at least 5 working days
- National - at least 10 working days
- International - at least 30 days

\*Note - The application for the travel must be submitted to the Dean/Director within 3 working days before endorsement to the CVTAA.

Likewise, the said document should be supported with the following requirements lifted from the approved QCP for Academic Affairs Revision No. 3:

- Letter of Intent/Letter of Information;
- Communication from Cooperating agency/invitation (CHED Endorsement if possible);
- Photocopy of Approved Faculty and Staff Development Plan (L&D Plan);
- Availability of Funds;
- PDC resolution and minutes of meeting (ANNEX D);
- LPDC Form and Action/assessment (ANNEX E); and
- Arrangement of Classes to be Missed (for teaching personnel only)

Above requirements shall apply to employees applying for L&D interventions on official time and official business where expenses will be charged against the budget of the delivery unit.

3.3.3.5 For the seminar-workshop that would give an opportunity to the faculty to earn Continuing Professional Development Courses (CPD) points as requirement for renewal of Professional Identification Cards (PICs), Memorandum Circular No. 18, s. 2018 from Civil Service Commission shall be adhered. Moreover, the College may opt to allow employees requesting trainings for CPD points on Official Time. However, the discretion shall be under the immediate supervisor, VPAA and/or the Head of agency. Likewise, a training request form shall be filled out supported with the required requirements endorsed by the supervisor or the head of office.

The following considerations shall be adapted:

- No need for the approval of the IPDC if the intervention required is directly related to his/her designations, however it should still be provided with supporting documents (i.e memo, communication letters) for submission to HRDO.
- L&D interventions determined by the College President shall no longer require IPDC or LPDC approval.
- All documents relevant to L&D intervention shall be copy furnished through L&D Coordinators at the HRDO before and after the L&D intervention.

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## CNSC Learning and Development Manual (4)

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### 3.3.4 PREPARATION OF INTERVENTION PLAN

#### Design of Intervention and Implementation

The L&D Design process ensures that the content and coverage of the applicable learning intervention are related to the identified learning needs and will address performance gaps.

The following are the detailed steps in the preparation of L&D plan particularly its intervention and implementation design:

#### 3.3.4.1 Determine the Delivery system

Based on the content and target competency of the employees, one may select appropriate delivery system from the following:

- 3.3.4.1.1 Instructor-led Classroom training: Formal Education, Conferences, Seminars, Workshops, Forum, Summit
- 3.3.4.1.2 Self-Directed Learning: Modularized Self-Instruction, Distance Learning
- 3.3.4.1.3 Technology Based L&D: Computer-Aided L&D, Simulators, eLearning, Webinars.
- 3.3.4.1.4 Job Performance Aids: Written Instructions, Charts, Diagrams, Forms, Matrices, Templates, Models.
- 3.3.4.1.5 Other Sources: Technical Manuals, Quality Manuals, Process Flow Charts

L&D interventions, however, take many forms other than classroom training. Some of these are: Coaching and Benchmarking.

#### 3.3.4.2 Design or Develop Methodologies

Identify and design methodologies based on the content and participants' profile (applicable for in-house training only).

The L&D coordinator for each delivery unit shall ensure that every intervention shall have a corresponding L&D design matrix which shall be submitted and coordinated to the HRDO before the intervention. A coordination between the proponent and L&D coordinator shall be initiated before the implementation of any L&D intervention/program including coaching and benchmarking activity (ANNEXES P & Q).

The same process shall be followed before conducting interventions involving the whole college. The L & D officer and coordinators shall prepare the L&D report (ANNEX J) which will be submitted to HRDO. Checklist of requirements shall be prepared prior to the implementation of the program to make sure everything is in place (ANNEX Q).

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### 3.3.5 EVALUATION

Monitoring and evaluation (M&E) shall be done to ensure that the CNSC L&D plan is implemented effectively. The M&E intend to identify issues and concerns during the implementation particularly the appropriateness of the intervention design, the cost and efficiency of the intervention, its unintended effects and how to use the experiences from the interventions to improve the L&D implementation.

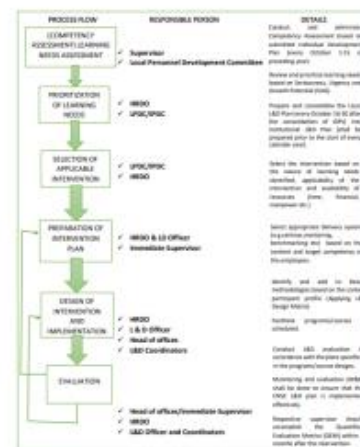
3.3.5.1 For college-wide intervention programs conducted/arranged by the HRDO or by respective offices, an evaluation form (ANNEX M) shall be administered by the HRDO through the L&D officer. On the other hand, evaluation of local intervention programs or in-house trainings in respective units/offices shall be administered by the assigned L&D coordinator. In addition, L&D report (ANNEX J) shall also be accomplished both for college-wide and local L&D intervention programs.

3.3.5.2 For external professional development programs attended by selected employees, the respective supervisor should accomplish the qualified evaluation matrix (ANNEX I) within 3 months after the intervention. Likewise, the employee concerned shall submit an Attendance Report (ANNEX F) within 5 days after the intervention. Relative to this, a report or evidence must be provided and submitted by the employee attested by their immediate supervisor/head of office. As such, the employee may opt to accomplish the following: a.) Coaching Timetable (ANNEX Q); b.) reaching through monthly meetings attached with the portion of L&D evaluation sheet (as resource speakers); c.) narrative report and/or d.) photo documentation.

Compliance on the above main requirements will serve as the basis for the approval of the succeeding interventions unless determined by the College President. The report or photo documentation will be the documents that would help their supervisor in rating employees' performances through the QEM. All documents pertaining such process should be coordinated and submitted to the assigned L&D Coordinators. Thus, it will serve as part of monitoring and evaluation mechanism towards implementing L&D interventions effectively.

### 3.4 CNSC LEARNING AND DEVELOPMENT PROCESS FLOWCHART

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### 3.5 TERMS AND DEFINITION

3.5.1 Competencies – are observable, measurable, and vital skills, knowledge and attitudes that are translations of capabilities deemed essential for organizational success. It enables the personnel of an organization to have a clear understanding of the behaviors to be exhibited and the levels of performance expected in order to achieve organizational results.

3.5.2 Competency Assessment – is a means for the qualification and measurement of demonstrated competency through assessment such as a Competency Assessment Form.

3.5.3 Competency framework – is a means by which organizations communicate which behaviors are required, valued, recognized and rewarded with respect to specific occupational roles. It ensures that personnel, in general, have a common understanding of the organization's values and expected excellent performance behaviors. It helps greatly

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In achieving the strategic goals of the company as the framework consists of competencies which are aligned to the corporate objectives. It is important to define and build the competency dictionary for an institution.

3.5.4 Competency Level or Rubrics (Basic to Superior) – An explicit set of criteria used for assessing a particular type of work or performance. Usually includes levels of potential achievement for each criterion. Sometimes also includes work or performance samples that typify each of those levels.

3.5.5 Competency Mapping – the process of assigning the required level of competency in a specific competency/skill area which a job/position needs to demonstrate to perform the duties and tasks at a superior level, in the context of the organization.

3.5.6 Course – "a complete integrated series of lessons which are identified by a common title and/or number"

3.5.7 In-house Training – refers to training conducted and/or arranged by the CNSC-HRDO or by the respective Colleges/Offices or Unit.

3.5.8 Individual Development Plan (IDP) – is a work plan prepared in a way that suits the position of the person concerned with development of specified competencies (core, leadership and functional competencies) and shall be based on alignment between CNSC's strategic direction with employee performance, competency gaps and career growth. IDP as a tool for competency assessment and/or learning needs assessment.

3.5.9 Informal Talk – can be related as part of re-echo strategy through coaching and/or mentoring for the employees who have undergone trainings or intervention.

3.5.10 Learning & Development – Learning is "the process through which we acquire new information or build on information previously learned" and development is "the progressive series of change in something." Learning and development is "a function of human resource management concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings."

3.5.11 Learning & Development Design Matrix – It is a record containing various information on how the L&D Plan will be implemented.

3.5.12 Learning & Development General Processes – ensures that all components that contribute to implementing learning interventions are aligned with each other and are well coordinated.

3.5.13 Learning & Development implementers- someone that puts a decision, plan, agreement, etc. into effect for Learning and Development interventions.

3.5.14 Learning & Development Intervention Monitoring & Evaluation – Through proper monitoring and evaluation, the significance and importance of the learning intervention is proven and reinforced. Monitoring is the systematic process of supervising L&D activities to ensure they are proceeding as designed, and are on schedule to be able to meet stated



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## CNSC Learning and Development Manual (5)

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objectives and performance targets. The data acquired through monitoring is used for evaluation.

3.5.15 Learning & Development Plan – specifies how the different stakeholders in the organization will be trained and developed to enable them to achieve desired results.

3.5.16 Learning Needs Assessment - is the process of determining the areas for development of an individual based on the results of the competency assessment to bridge the identified gaps.

3.5.17 Learning Materials – are knowledge products or knowledge tools designed and utilized in L&D programs to facilitate the learning process.

3.5.18 Learning Service Providers-refers to an individual, a group of individuals, a unit or an institution/organization within or outside of the CNSC who provide interventions and initiatives that aim to capacitate Administrative Officials and employees through direct provision of L&D and/ or facilitation.

3.5.19 PRIME-HRM - the Program to Institutionalize Meritocracy and Excellence in Human Resource Management. It is a mechanism that empowers government agencies by developing their human resource management competencies, systems, and practices toward HR excellence.

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### 3.7 ATTACHMENTS

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### ANNEX A: List of Competencies

- ANNEX A: Competency Table
- ANNEX B: Reference for L&D Interventions
- ANNEX C: Individual Development Plan
- ANNEX D: LPDC Assessment Plan
- ANNEX E: LPDC Minutes/Resolution
- ANNEX F: Attendance Report
- ANNEX G: Training Request Form
- ANNEX H: Interpretation for Competency Framework
- ANNEX I: Quantified Evaluation Metrics (QEM)
- ANNEX J: L&D Report
- ANNEX K: Local L&D plan
- ANNEX L: Institutional L&D plan
- ANNEX M: L&D Evaluation Sheet
- ANNEX N: L&D Design Matrix
- ANNEX O: Intervention Checklist (for L&D Administrators)
- ANNEX P: Coaching Timetable
- ANNEX Q: Benchmarking Activity Plan

### 3.7 POLICY REVISION

This policy shall not be changed or any provisions herein deleted or added to without the prior approval of the officers sitting en banc.



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# Master in Public Administration

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## Graduate School Faculty Development Plan (1)



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### GRADUATE SCHOOL

#### Faculty Development Plan S/Y 2023-2026

#### I. INTRODUCTION

The quality of teachers is pivotal in determining the quality of education. Their expertise, dedication, and passion are crucial for creating a dynamic and effective learning environment, one that empowers students to reach their full potential and become lifelong learners. Thus, concrete and sustained continuing education plan is necessary to the table to achieve the set objectives of the institution.

A learning and development plan for educators is a structured approach to enhance the knowledge, skills, and abilities of the teaching staff. This plan is crucial for several reasons: 1. *Enhancing Teaching Effectiveness:* Education is a dynamic field with evolving approaches, technology integration, and diverse student needs. A learning and development plan ensures that educators are equipped with the latest teaching methods and strategies, making them more effective in the classroom. 2. *Meeting Diverse Learning Styles:* Students come from various backgrounds and have different learning styles, abilities, and needs. A well-crafted plan equips educators with the tools to adapt their teaching methods to cater to these diversities, ensuring that every student has an equal opportunity to succeed. 3. *Improving Student Outcomes:* Effective teaching has a direct impact on student achievement. By providing ongoing professional development, educators can implement evidence-based practices that lead to improved learning outcomes for their students. 4. *Staying Informed About Educational Trends:* The field of education is constantly evolving with new research, technological advancements, and innovative teaching techniques. A learning and development plan ensures that educators stay current and relevant in their practices. 5. *Addressing Individual Needs:* Personalized learning and development plans can identify areas where an educator may need additional support or training for targeted interventions to address specific weaknesses, ultimately leading to a more well-rounded and effective educator. 6. *Promoting Lifelong Learning:* Education is a lifelong journey, and educators serve as role models for this philosophy. A learning and development plan instills a culture of continuous learning, encouraging educators to seek out opportunities for improvement throughout their careers. 7. *Adapting to Technological Advancements:* Technology plays an increasingly important role in education. A learning and development plan helps educators become proficient in using educational technology, ensuring they integrate it seamlessly into their teaching practices. 8. *Fostering a Culture of Collaboration:* Professional development is most effective when it involves collaboration with colleagues, sharing best practices, and learning from one another's experiences. This collaborative environment not only enhances individual skills but also contributes to the overall quality of the institution.



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only benefits individual educators but also contributes to a culture of excellence within a school or district. 9. *Boosting Confidence and Job Satisfaction:* Feeling competent and well-prepared in their roles can significantly boost educators' confidence and job satisfaction. This, in turn, leads to higher levels of motivation and engagement, which ultimately benefit both educators and their students. 10. *Meeting Regulatory and Accreditation Standards:* Many educational institutions and systems have specific requirements for professional development and accreditation. A learning and development plan helps ensure that educators meet these standards, maintaining the quality and credibility of the educational institution.

The learning and development plan is instrumental in supporting the growth and effectiveness of educators. By providing them with the tools, knowledge, and skills needed to excel in their roles, it ultimately leads to better outcomes for students and contributes to the overall success of the educational institution. Thus, this L and D plan for the Graduate School.

#### II. METHODOLOGY

##### a. Priority Needs survey

Determining the priority of the faculty development plan is purely based on the submitted Individual Development Plan (IDP) of the intended academic year. The CNSC L and D unit provided the template of the survey which at the same time the Individual Development Plan (IDP) record of each faculty.

##### b. Data Treatment

The use of simple ranking was applied on the summary of answers in the faculty IDP. This is to assess and identify the priority of the faculty that must be addressed. The content analysis was also applied to interpret the recurring answers on the document at hand.

#### III. NEEDS ANALYSIS

The following tables presents the rank and priority of the Faculty as reflected in the Individual Development Plan for 2023 onwards of the graduate school faculty.



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1. **Searching for new knowledge.** The rank one identified priority and need of the faculty of the graduate school. It ranks first based on 9 out of 18 faculty IDP answered Searching for new knowledge is they're on going need.

Priority	Needs	Learning Application	Faculty	Gen.	Duration	Funding
	/ Attendance to the convention of the Society of Filipino Foresters	Learning Application	Dr. Rusty G. Abanto	Gen.	December 2023-2025	Institutional/ Local Fund
	/ Attendance to trainings, seminars and conferences related to English language, research and extension capabilities	Learning Application	Dr. Rosalie A. Almadrone	Pub. Ad	January to December 2023-2025	Institutional/ Local Fund
	/ Attend programs that are related to enhancing research-related skills	Learning Application	Dr. Roger Jay L. De Vela	Gen.	2023-2025	Institutional/ Local Fund
Searching for new knowledge	/ Researching and writing technical publications, preparation and delivery of technical papers	Learning Application	Asst. Prof. Emmalyn C. <del>Guarera</del>	Buss. Ad	2023-2025	Institutional/ Local Fund
	/ Attendance to external training for AACUP Accreditors/ISO/RQAT	Learning Application	Dr. <del>Gehana</del> D. Lamug	Buss. Ad	December 2023-2025	Institutional/ Local Fund
	/ Attending training/seminars (in-house/external)	Learning Application	Asst. Prof. Noel S. Manila	Pub. Ad	December 2023-2025	Institutional/ Local Fund
	/ Attendance to training and seminars	Learning Application	Asst. Prof. Jesse O. Opeña, Jr.	MM	2023-2025	Institutional/ Local Fund
	/ Trainings and Seminar (In-House, External)	Learning Application	Dr. Analyn D. Ramos	Educ.	December 2023-2025	Institutional/ Local Fund
	/ In-house/External Seminar/Training	Learning Application	Dr. Consuelo R. Saenz	Educ.	December 2023	Institutional/ Local Fund





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## Graduate School Faculty Development Plan (2)

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GRADUATE SCHOOL

2. Initiatives for improvement. The second rank identified faculty need and priority in the graduate school. It presents 6 out of 18 far answered initiatives for improvement is their need.

Initiatives for improvement									
Attend Training Workshop Writing Research for Publication/Instruction Development				Learning Application	Dr. Edwin R. Ichiano	Educ.	December 2023		
Attend Workshop on Research Method and Advanced Statistics				Learning Application	Dr. Edwin R. Ichiano	Educ.	December 2023		
Attendance to trainings/seminars/conferences (either in-house or from External Agencies)				Learning Application	Dr. Girly H. Naval	Buss. Ad.	December 2023		
Attendance to Training for AACUP Accreditor				Learning Application	Dr. Girly H. Naval	Buss. Ad.	December 2023		
Research and Publication, preparation and delivery of Technical Papers				Learning Application	Dr. Rose Ann D. Aler	MAEd- Filipino	December 2023		
Attendance to Seminars & Workshops on Teaching Strategies, Pedagogies and Other related topics				Learning Application	Dr. Rose Ann D. Aler	MAEd- Filipino	December 2023		

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GRADUATE SCHOOL

3. Thinking Strategically and Creatively. The third rank identified faculty need and priority in the graduate school. It presents 5 answered *Thinking Strategically and Creatively* is their need.

Thinking Strategically and Creatively									
Attendance to Seminars and Workshops on Research Pedagogies and other related Research Work				Learning Application	Dr. Rose Ann D. Aler	MAEd Fil.	Decem 2023		
Attendance to trainings and seminars on research and publication				Learning Application	Dr. Rosalie A. Almadrones	Pub. Ad	Januar Decem 2023		
Attend Training Workshop on Instructional Material/Workbook and Module				Learning Application	Dr. Edwin R. Ichiano	Educ.	Decem 2023		
Attendance to trainings and seminars on Research capabilities and Publication				Learning Application	Dr. Jennifer S. Rubio	Educ.	Januar Decem 2023		
On-the-job Experience Programmed Self-Study Seminar/Training				Learning Application	Dr. Consuelo R. Saenz	Educ.	Decem 2023		

4. 5<sup>th</sup> Managing Conducive Learning Environment. The fourth rank identified faculty need and priority in the graduate school of 18 faculty answered and *Managing Conducive Learning Environment and Technical Learning* is their need.

Managing Conducive Learning Environment									
Training on the use of Hybrid Classrooms in facilitating learning in the class				Learning Application	Dr. Eduardo M. Abad	Educ.	Janu Dec 2023		
Maintain a conducive working environment				Learning Application	Asst. Prof. Jesse O. Opeña Jr.	MM	2023		
Attendance to trainings, seminars and conferences related to Mathematics and Professional Education courses				Learning Application	Dr. Jennifer S. Rubio	Educ.	Janu Dec 2023		

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				On-the-job Experience In-house/External Seminar-Workshop/Training	Learning Application	Dr. Consuelo R. Saenz	Educ.	December 2023	Institutional/ Local Fund

4.5<sup>th</sup> Technical Learning.

Technical Learning									
Benchmarking on /Attendance to training on research writing/ undertaking by Research-known universities in the country or abroad				Technical Learning Application	Dr. Eduardo M. Abad	Educ.	January to December 2023		Institutional/ Local Fund
Writing, Presentation and Publication of Scientific Papers				Technical Learning Application	Dr. Rusty G. Abanto	Gen.	December 2023		Institutional/ Local Fund
Attendance to short courses, MOOCs, and graduate/post graduate studies				Technical Learning Application	Dr. Adrian C. Guinto	Educ.	December 2023		Institutional/ Local Fund
Attendance to external administrative or leadership trainings/seminars as administrator				Technical Learning Application	Dr. Gehana D. Lamug	Buss. Ad.	December 2023		Institutional/ Local Fund

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## Graduate School Faculty Development Plan (3)

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GRADUATE SCHOOL

2. Initiatives for improvement. The second rank identified faculty need and priority in the graduate school. It presents 6 out of 18 far answered initiatives for improvement is their need.

Initiatives for improvement									
Attend Training Workshop Writing Research for Publication/Instruction Development				Learning Application	Dr. Edwin R. Ichiano	Educ.	December 2023		
Attend Workshop on Research Method and Advanced Statistics				Learning Application	Dr. Edwin R. Ichiano	Educ.	December 2023		
Attendance to trainings/seminars/conferences (either in-house or from External Agencies)				Learning Application	Dr. Girly H. Naval	Buss. Ad.	December 2023		
Attendance to Training for AACUP Accreditor				Learning Application	Dr. Girly H. Naval	Buss. Ad.	December 2023		
Research and Publication, preparation and delivery of Technical Papers				Learning Application	Dr. Rose Ann D. Aler	MAEd- Filipino	December 2023		
Attendance to Seminars & Workshops on Teaching Strategies, Pedagogies and Other related topics				Learning Application	Dr. Rose Ann D. Aler	MAEd- Filipino	December 2023		

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3. Thinking Strategically and Creatively. The third rank identified faculty need and priority in the graduate school. It presents 5 out of 18 far answered Thinking Strategically and Creatively is their need.

Thinking Strategically and Creatively									
Attendance to Seminars and Workshops on Research Pedagogies and other related Research Work				Learning Application	Dr. Rose Ann D. Aler	MAEd Fil.	Decem 2023		
Attendance to trainings and seminars on research and publication				Learning Application	Dr. Rosalie A. Almadrones	Pub. Ad	Januar Decem 2023		
Attend Training Workshop on Instructional Material/Workbook and Module				Learning Application	Dr. Edwin R. Ichiano	Educ.	Decem 2023		
Attendance to trainings and seminars on Research capabilities and Publication				Learning Application	Dr. Jennifer S. Rubio	Educ.	Januar Decem 2023		
On-the-job Experience Programmed Self-Study Seminar/Training				Learning Application	Dr. Consuelo R. Saenz	Educ.	Decem 2023		

4. 5<sup>th</sup> Managing Conducive Learning Environment. The fourth rank identified faculty need and priority in the graduate school of 18 faculty answered and Managing Conducive Learning Environment and Technical Learning is their need.

Managing Conducive Learning Environment									
Training on the use of Hybrid Classrooms in facilitating learning in the class				Learning Application	Dr. Eduardo M. Abad	Educ.	Janu Dec 2023		
Maintain a conducive working environment				Learning Application	Asst. Prof. Jesse O. Opeña Jr.	MM	2023		
Attendance to trainings, seminars and conferences related to Mathematics and Professional Education courses				Learning Application	Dr. Jennifer S. Rubio	Educ.	Janu Dec 2023		

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GRADUATE SCHOOL

				On-the-job Experience In-house/External Seminar-Workshop/Training	Learning Application	Dr. Consuelo R. Saenz	Educ.	December 2023	Institutional/ Local Fund

4.5<sup>th</sup> Technical Learning.

Technical Learning									
Benchmarking on /Attendance to training on research writing/ undertaking by Research-known universities in the country or abroad				Technical Learning Application	Dr. Eduardo M. Abad	Educ.	January to December 2023		Institutional/ Local Fund
Writing, Presentation and Publication of Scientific Papers				Technical Learning Application	Dr. Rusty G. Abanto	Gen.	December 2023		Institutional/ Local Fund
Attendance to short courses, MOOCS, and graduate/post graduate studies				Technical Learning Application	Dr. Adrian C. Guinto	Educ.	December 2023		Institutional/ Local Fund
Attendance to external administrative or leadership trainings/seminars as administrator				Technical Learning Application	Dr. Gehana D. Lamug	Buss. Ad.	December 2023		Institutional/ Local Fund

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## Graduate School Faculty Development Plan (4)



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### GRADUATE SCHOOL

6.5<sup>th</sup> Exemplifying integrity and professionalism and Teaching for independent learning. The sixth rank identified in the graduate school. It presents 5 out of 18 faculty answered Exemplifying integrity and professionalism and Teaching are their need.

Exemplifying integrity and professionalism	/		Participation in webinars, trainings, and workshops (In-house and External)	Learning Application	Dr. Adrian C. Guinto	Educ	December
	/		Trainings and Seminar (In-House, External)	Learning Application	Dr. Analyn D. Ramos	Educ	December
	/		Researching and writing, preparation and delivery of technical papers				

6.5<sup>th</sup> Teaching for independent learning.

Teaching for independent learning	/		Attendance to business and public administration related to national or international seminar/conference	Learning Application	Dr. Maria Cristina C. Azuelo	Pub. Ad	Dece 2023
	/		Attendance to Seminars and workshops	Learning Application	Asst. Prof. Emmalyn C. Guaves	Buss. Ad	2023
	/		Attending training/seminars (In-house/external)	Learning Application	Asst. Prof. Noel S. Manila	Pub. Ad	Dece

8<sup>th</sup> Delivering services excellent, Information and Communication Technology (ICT) skills/Computer Skills, Written Writing Skills. These are the rank eight identified faculty needs and priority in the graduate school. It presents 2 out of 1 Delivering services excellent, Information and Communication Technology (ICT) skills/Computer Skills, Written Communication Presentation skills are their need.



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### GRADUATE SCHOOL

Delivering services excellent	/		Attending training/seminars (In-house/external)	Learning Application	Asst. Prof. Noel S. Manila	Pub. Ad	December 2023	Institutional/ Local Fund
	/		Perform regular efficiently	Learning Application	Asst. Prof. Jesse O. Opeña, Jr.	MM	2023	Institutional/ Local Fund

Information and Communication Technology (ICT) skills/Computer Skills	/		Attendance to hands-on training and seminars on Information Technology	Learning Application	Dr. Maria Cristina C. Azuelo	Pub. Ad	December 31, 2023	Institutional/ Local Fund
	/		Trainings and Seminar (In-house, External)	Learning Application	Dr. Analyn D. Ramos	Educ	December 2023	Institutional/ Local Fund

Written Communication/ Writing Skills	/		How to package Publishable papers in SCOPUS and other High Impact Journals	Learning Application	Dr. Girly H. Naval	Buss. Ad	December 2023	Institutional/ Local Fund
	/		How to Prepare Effective Reference Materials, Editorship and the like					Institutional/ Local Fund

Presentation skills	/		Present papers in international, national, regional and local fora	Learning Application	Dr. Rose Ann D. Aler	Educ	December 2023	Institutional/ Local Fund
	/		Paper presentation in national/international research conferences	Learning Application	Dr. Gehana D. Lamug	Buss. Ad	December 2023	Institutional/ Local Fund



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### GRADUATE SCHOOL

10<sup>th</sup> Solving Problems and Making Decisions. Building Collaborative and Inclusive Working relationship, Creating and Nurturing a High Performance Organization, Policy Interpretation and Implementation.

Solving Problems and Making Decisions	/		Attendance to trainings and seminars related to leadership and management	Learning Application	Dr. Rosalie A. Almadrones	Pub. Ad	January to December 2023	Institutional/ Local Fund
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Building Collaborative and Inclusive Working relationship	/		Attend programs that are related to leadership and collaborations	Learning Application	Dr. Roger Jay L. De Vela	Gen.	2023	Institutional/ Local Fund
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Creating and Nurturing a High Performance Organization	/		Taking evening or weekend courses	Learning Application	Asst. Prof. Emmalyn C. Guaves	Buss. Ad	2023	Institutional/ Local Fund
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Policy Interpretation and Implementation	/		Attend programs that are related to enhancing policy interpretation and implementation	Learning Application	Dr. Roger Jay L. De Vela	Gen.	2023	Institutional/ Local Fund
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For Non-Teaching. Written Communication/ Writing Skills, Information and Communication Technology (ICT) skills/Computer Skills and Data Management and Process Knowledge are the competencies needed by the non-teaching personnel in the graduate school.



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## Graduate School Faculty Development Plan (5)



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### GRADUATE SCHOOL

	accreditation, and the practice of their profession, especially within their area of specialization.	professional or publication and faculty. <ul style="list-style-type: none"> <li>Send faculty to research, publication programs and</li> </ul>
Initiative for Development	b. Offer opportunities for competency development in writing publishable research, applying advanced statistical methodologies, refining teaching pedagogies, and enhancing instructional strategies.	<ul style="list-style-type: none"> <li>Collaborate with Research Soci conferences at advance statistics research and it will be attended</li> <li>Send faculty to attend training paper presentations</li> <li>Require faculty papers in regional international conferences</li> </ul>
Thinking Strategically and creatively	c. Refine the development of instructional materials and foster enriching self-study training experiences.	<ul style="list-style-type: none"> <li>Provide training instructional development intellectual professional instructional materials</li> <li>Conduct some presentation at offering.</li> </ul>
Managing Conducive Environment	d. Advanced Training in E-Technology for Education.	<ul style="list-style-type: none"> <li>Collaborate with Studies for in-house on the use of technology education.</li> <li>Allocate funds training on e-technology</li> </ul>



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### GRADUATE SCHOOL

Technical Writing	e. Postgraduate studies and academic endeavors aimed at disseminating and publishing research findings.	<ul style="list-style-type: none"> <li>Identify the research agenda graduate school anchored development plan of the province, region, national and international agenda.</li> <li>Recalibrate research and architecture of the graduate school to facilitate easy, accessible and friendly research environment</li> <li>Send faculty to conferencing meetings for the present research outputs.</li> </ul>
Exemplary integrity and professionalism	f. Conduct in-house training workshops and seminars covering a range of competencies crucial to exemplifying the profession.	<ul style="list-style-type: none"> <li>Conduct in-house training various competencies in is crucial to exemplifying in teaching.</li> <li>Send faculty to conferencing meetings for the present research outputs.</li> </ul>
Teaching for Independent Learning	g. Participation in national and international seminars and conferences related to business, public administration, and education.	<ul style="list-style-type: none"> <li>Secure membership in various organization and societies public administration and education</li> <li>Send faculty to seminar conferences endorsed by in Business and public administration and education.</li> </ul>



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### GRADUATE SCHOOL

#### VI. List of Faculty in Each Priority Agenda

Agenda	Searching for New Knowledge	Initiative for Development	Priority Themes 2023-2025			
			Thinking Strategically and creatively	Managing Conducive Environment	Technical Learning	Exemplary integrity and professionalism
1. Facilitate faculty attendance at trainings and conferences pertaining to research, publication, accreditation, and the practice of their profession, especially within their area of specialization.	Dr. Rusty G. Abanto Dr. Rosalie A. Almadrones Dr. Roger Jay L. De Vela Dr. Gervasio D. Lamug Dr. Consuelo R. Saenz Dr. Arilyn D. Ramos Asst. Prof. Emelyn G. Guevara Asst. Prof. Noel Manila Asst. Prof. Jesse O. Peña					
2. Offer opportunities for competency development in writing publishable research, applying advanced statistical		Dr. Edwin R. Guevara Dr. Shirley Naval Dr. Rose Ann Aler Dr. Rosalie A. Almadrones Dr. Jennifer S. Rubio Dr. Consuelo R. Saenz Dr. Eduardo M. Abad				



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## Graduate School Faculty Development Plan (6)



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Initiative for Development	Attendance to trainings/seminars/conferences (either in-house or from External Agencies)	<i>Offer opportunities for competent development in writing publishable research, applying advanced statistical methodologies, refining teaching pedagogies, and enhancing instructional strategies</i>
	Attendance to Training for AACCCUP Accreditor Research and Publication, preparation and delivery of Technical Papers Attendance to Seminars & Workshops on Teaching Strategies, Pedagogies and Other related topics Attend Training Workshop Writing Research for Publication/Instruction Development Attend Workshop on Research Method and Advanced Statistics Attendance to trainings/seminars/conferences (either in-house or from External Agencies) Attendance to Training for AACCCUP Accreditor	
Thinking Strategically and Creatively	Attendance to Seminars and Workshops on Research Pedagogies and other related Research Work Attendance to trainings and seminars on research and publication Attend Training Workshop on Instructional Material/Workbook and Module Attendance to trainings and seminars on Research capabilities and Publication On-the-job Experience Programmed Self-Study Seminar/Training Attendance to Seminars and Workshops on Research Pedagogies and other related Research Work Attendance to trainings and seminars on research and publication	<b>Agenda 3</b> <i>Refine the development of instructional materials and foster enriching self-study training experiences.</i>
	Training on the use of Hybrid Classrooms in facilitating learning in the class Maintain a conducive working environment Attendance to trainings, seminars and conferences related to Mathematics and Professional Education courses On-the-job Experience In-house/External Seminar-Workshop/Training	<b>Agenda 4</b> <i>Advanced Training in E-Technology for Education.</i>



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### GRADUATE SCHOOL

Technical Learning	Benchmarking on /Attendance to training on research writing/ undertaking by Research-known universities in the country or abroad Writing, Presentation and Publication of Scientific Papers Attendance to short courses, MOOCS, and graduate/post graduate studies Benchmarking on /Attendance to training on research writing/ undertaking by Research-known universities in the country or abroad	<b>Agenda 5</b> <i>Postgraduate academic and dissemination research find</i>
	Participation in webinars, trainings, and workshops (In-house and External)	<b>Agenda 6</b> <i>Conduct in-house workshops a covering a competence exemplifying</i>
Exemplifying integrity and professionalism	Trainings and Seminar (In-House, External) Researching and writing, preparation and delivery of technical papers	
	Attendance to business and public administration related to national or international seminar/conference Attendance to Seminars and workshops Attending training/seminars (in-house/external)	<b>Agenda 7</b> <i>Participation in international conferences and public administration education.</i>
Teaching for independent learning	Attendance to hands-on training and seminars on Information Technology Trainings and Seminar (In-house, External)	Captured in agenda



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Delivering services excellent	Attending training/seminars (in-house/external) Perform regular efficiently	
Written Communication/ Writing Skills	How to package Publishable papers in SCOPUS and other High Impact Journals	Captured in Agenda 1
Presentation skills	How to Prepare Effective Reference Materials, Editorship and the like Present papers in international, national, regional and local fora Paper presentation in national/international research conferences	Captured in Agenda 5
Problem Solving and Decision Making	Attendance to trainings and seminars related to leadership and management	
Building Collaborative and Inclusive Working relationship	Attend programs that are related to leadership and collaborations.	Captured in Agenda 6 and 7
Creating and Nurturing a High Performance Organization	Taking evening or weekend courses	Captured
Policy Interpretation and Implementation	Attend programs that are related to enhancing policy interpretation and implementation	Captured

### V. Developmental Activities and Strategies

Priority Themes	Faculty Development Agenda	Activities / Strategies
Searching for New Knowledge	a. Facilitate faculty attendance at trainings and conferences pertaining to research, publication,	<ul style="list-style-type: none"> <li>Identify training and conferences endorsed by CHED in relation to enhancement and updates of</li> </ul>



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## Graduate School Faculty Development Plan (7)

GRADUATE SCHOOL							
methodologies, refining teaching pedagogies, and enhancing instructional strategies							
3. Refine the development of instructional materials and foster enriching self-study training experiences			Dr. Rose Ann Aler Dr. Rosalie A. Almadrone Dr. Edwin R. Ioblaog Dr. Jennifer S. Rubio Dr. Consuelo R. Saenz				
4. Advanced Training in E-Technology for Education.				Dr. Eduardo M. Abad Asst. Prof. Jesse O. Opeña Dr. Jennifer S. Rubio Dr. Consuelo R. Saenz Dr. Rusty G. Abanto Dr. Adrian C. Guinto Dr. Gebbara Lamug			
5. Postgraduate studies and academic endeavors aimed at disseminating and publishing research findings.				Dr. Eduardo M. Abad Asst. Prof. Jesse O. Opeña Dr. Jennifer S. Rubio Dr. Consuelo R. Saenz Dr. Rusty G. Abanto Dr. Adrian C. Guinto Dr. Gebbara Lamug			

GRADUATE SCHOOL							
6. Conduct in-house training workshops and seminars covering a range of competencies crucial to exemplifying the profession.						Dr. Adrian C. Guinto Dr. Analyn Ramos Dr. Maria Christina Azuelo Asst. Prof. Emmalyn Guavara Asst. Prof. Noel Manila	
7. Participation in national and international seminars and conferences related to business, public administration, and education.							All faculty in each program

**VII. Monitoring and Evaluation**

At the end of each year of implementation, the school L and D plan shall undergo a review to (1) assess its accomplishment and effectiveness, (2) improve design and execution, (3) demonstrate value, (4) optimize gains, (5) reinforce sustainability. Priority strands may also change to address the educational demands of the time.

Prepared by:

**EDUARDO M. ABAD, EdD**  
Dean – Graduate School



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# Compliance Report 5