



Camarines Norte State College

Graduate School

MASTER IN PUBLIC ADMINISTRATION

Narrative Profile

AACCUP Level IV Accreditation

CNSC

CAMARINES NORTE
STATE COLLEGE

Table of Contents

AREAS OF EVALUATION

WELL-DEVELOP PLANNING PROCESS

3

Part I

1. CNSC Vision, Mission, Goals and KRA's	3
2. CNSC Administrative Officials	5
3. Institution Planning and Development Office	5
4. Quality Assurance Office	6
5. Master in Public Administration History	6

Part II

6. CNSC Land Use and Development Plan	7
7. CNSC Strategic Plan Evolution	11
8. CNSC Strategic Planning Concepts and Layers	12
9. CNSC Strategic Planning Process	17
10. Graduate School Administrative Direction 2022-2023	21

Part III

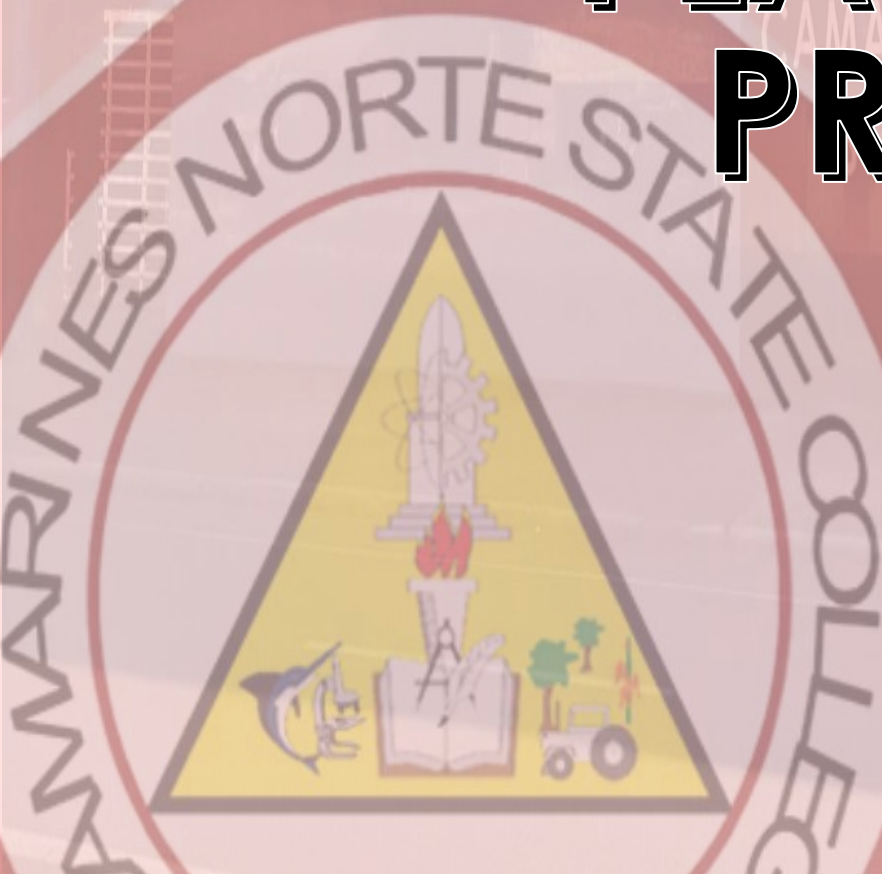
11. Quality Assurance Primer	27
a. Functions and Responsibilities	29
b. Organizational Structure	32
c. Processes	34
d. Framework	34
e. Milestones 2018-2024	36
f. QAO Plan 2024-2029	36
g. QAO Accreditation Status	36

Part IV

12. Best Practices	39
a. eBBPro 2.0	42
b. BUMS	42
c. IPAMS	42
d. Gawad Kalasag Award	45
e. Consumers Protection Champion	45
f. CSC Prime HRM	45



WELL-DEVELOP PLANNING PROCESS





Vision

CNSC as a premier Higher Education Institution in the Bicol Region

Mission

The Camarines Norte State College shall provide higher and advanced studies in the fields of education, arts and sciences, economics, health, engineering, management, finance, accounting, business and public administration, fisheries, agriculture, natural resources development and management and ladderized courses. It shall also respond to research, extension and production services adherent to progressive leadership towards sustainable development.

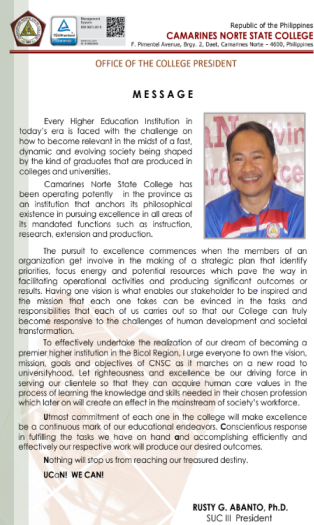


PART I.

Vision and Mission

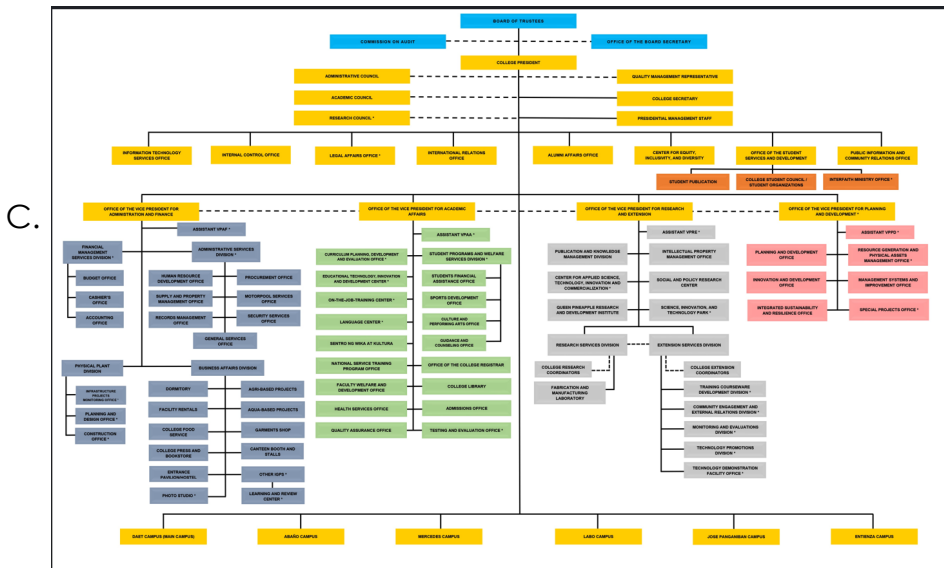
The vision, '**CNSC as a premier higher education institution in the Bicol region,**' was crafted in 2013 during the leadership of Dr. Monsito G. Ilarde, following a stakeholder consultation that included alumni, students, faculty, and non-teaching staff of Camarines Norte State College. This vision was carried forward by the next president, Dr. Rusty G. Abanto, from 2016 to 2019, and continues under our current president, Dr. Marlo M. Dela Cruz.

We are currently in the process of crafting a new vision statement, which commenced on **September 25-27, 2024**, in preparation for our transition to a university.



CNSC ADMINISTRATIVE OFFICIALS

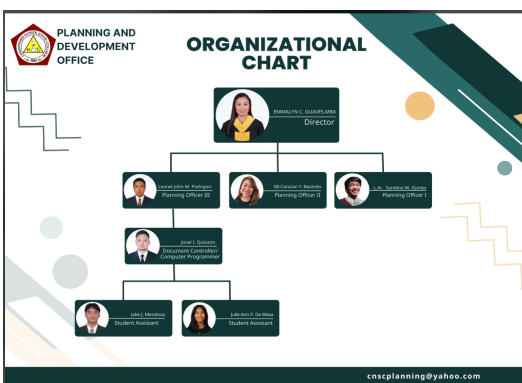
The administrative officials of Camarines Norte State College are guided by the institution's vision of becoming a premier higher education institution in the Bicol Region, with the future foresight of becoming the transformative university for sustainable communities by 2040. Inspired and fueled by the dreams by the College President, Dr. Marlo M, Dela Cruz, this development goal serves as the northern start for the institution. It direct the efforts of the three Vice Presidents: Dr. Maria Christina C. Azuelo, Vice President for Administration and Finance; Dr. Dolores C. Volante, Vice President for Academic Affairs; Dr. Rosalie A. Almadornes, Vice President for Research and Extension.



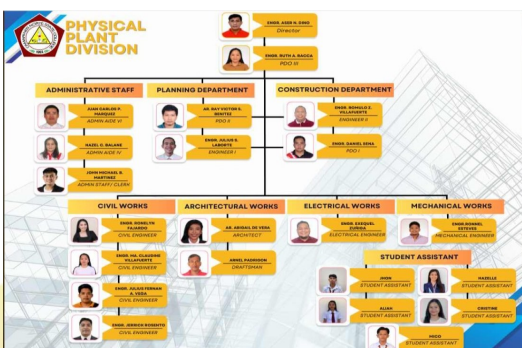
Additionally, this vision guides Mr. Jefferson T. Dacer, Chief Administrative Officer; Ms. Emmalyn Guaves, Director of Planning and Development Office, and Mr. Reyniel Zabala, Quality Management Representative, Mr. Bryan T. Rayos, Director Quality Assurance Office; along with the Deans, Directors, head

of offices and the entire community of the Camarines Norte State College.

INSTITUTIONAL PLANNING AND DEVELOPMENT OFFICE



To achieve the set goals and objectives of the college operational plan, establishing dedicated departments and appointing capable individuals to manage them is essential and crucial. The Camarines Norte State College Institutional Planning and Development Office plays a pivotal role in this endeavor. As an integral part of the organizational structure, this office is tasked with managing the planning, studying, monitoring and evaluating and reporting the College achievements. It aligns its efforts with the long-term developmental direction of the College, ensuring sustained efficiency and continuous improvement.



QUALITY ASSURANCE OFFICE



As academic institution that plays a critical role in shaping the peoples for social development, quality management of all its mandated functions in instruction, research, extension and administration is essential. The Quality Assurance Office of the Institution is considered as the heart of the university's success. Its mission is to ensure that every facet of the College operation not only meet but consistently exceeds the highest standards of quality. The Quality Assurance office unwavering commitment to excellence, precision and continuous improvement stands as the bedrock of the institution reputation, growth, and success are built. The quality assurance office ensures that excellence and reliability are not just goals, but the institution core identity.

GRADUATE SCHOOL MASTER IN PUBLIC ADMINISTRATION—BRIEF HISTORY

The Master in Public Administration (MPA) program at Camarines Norte State College was established in 1998 under the leadership of Dr. Floria Tagarino, then the College President. The program was created in response to the growing demand for trained professionals in public service and governance, especially in the local government units of Camarines Norte and nearby regions.

CNSC was authorized to offer the MPA program in accordance with Republic Act (RA) No. 7722, also known as the "Higher Education Act of 1994.", The authority was granted by virtue of **Resolution No. R271-98**, Series of 1998, issued by CHED. Since its inception, the MPA program has evolved to meet the changing needs of public administration. Over the years, we have expanded our curriculum, incorporating both theoretical foundations and practical applications to ensure that our graduates are well-prepared to address the complex challenges of governance. Through continuous improvement and stakeholder engagement, the program has remained relevant and responsive, producing graduates who contribute to the development of public institutions and policy-making.

The opening of the Graduate School highlighted the Academic Year 1998-1999. The employees from public and private institutions patronized the curricular program. It marked humble beginning of the much-clamored degree program. The curricular offering was geared towards the development of executives in public administration. The Camarines Norte State College Graduate School had its first batch of graduates in March 2001.

Today, the MPA program stands as a testament to the institution's commitment to public service, fostering leadership and innovation in the field of public administration. MPA program develop **responsive and ethical leaders** who are equipped to navigate the complexities of public administration while fostering sustainable and inclusive governance. This aligns with the current needs of the public sector, where leadership must be grounded in values of integrity, accountability, and social equity.

In today's public sector, leaders are called to **respond to the needs of their communities** effectively, adapt to changing circumstances, and manage resources wisely. By shaping graduates who are not only skilled in administration but also deeply committed to ethical public service, our vision ensures that Camarines Norte State College becomes a key contributor to the region's and the nation's governance landscape."

The public sector today faces numerous challenges, from **fiscal accountability** to **environmental sustainability** and **digital transformation**. To meet these demands, our MPA program emphasizes several critical areas of leadership:

- **Policy Development and Analysis:** Our program equips students with the skills to develop and implement policies that address the most pressing issues facing our communities, from local governance to national development.
- **Good Governance and Ethical Leadership:** At the heart of public service is the need for transparent and accountable governance. Our curriculum instills ethical principles that guide our graduates in leading with integrity and earning public trust.
- **Innovation and Adaptability:** The rise of technology in governance means that leaders must be innovative and adaptable. We prepare our students to embrace digital solutions, fostering smarter and more efficient public service delivery.
- **Inclusive Leadership:** Public sector leadership today requires a deep commitment to inclusivity, ensuring that all voices, especially those of marginalized communities, are heard in the decision-making process. Our mission reinforces the importance of inclusive governance that serves all citizens equally."

Empowering Future Leaders of Camarines Norte and Beyond

"In conclusion, the vision and mission of Camarines Norte State College are closely aligned with the leadership and governance needs of the public sector. By developing responsive, ethical, and skilled leaders, we are not only contributing to the growth of our local communities but also shaping the future of public governance in the Philippines. Our program is committed to building a new generation of public leaders who are capable of meeting the challenges of tomorrow with integrity, competence, and a deep sense of service."

PART II

CNSC LAND USE AND INFRASTRUCTURE PLAN 2023-2032

The **CNSC Land Use and Development Infrastructure Plan LUDIP 2023-2032** outlines the present status of college across all aspects, including physical resources, human resources, and infrastructures. This comprehensive plan offers a vision for the future of Camarines Norte State College, incorporating studies on infrastructure development projections based in participatory community-based studies and physical assessments.

The projected infrastructure development provides the administration with a clear picture of the college's future physical landscape, aligning seamlessly with advancements in curriculum, infrastructure, research, extension and administrative organizational structure.

Republic Act 11396 an Act requiring State Universities and Colleges to prepare and implement a Land Use Development and Infrastructure Plan which include the construction of dormitories and housing sites was approved and executed on August 22, 2019. This legislation empowers the Commission on Higher Education to require SUCs to develop comprehensive Land Use Development and Infrastructure Plans, ensuring that campus facilities meet the growing needs of the academic community.



The Land Use Development and Infrastructure Plan, also known as Physical Development Framework Plan set forth a vision for the physical development of CNSC/ UCN campus sites throughout the province of Camarines Norte consistent with its vision as a Premier Higher Education Institution in the Philippines". It serves as the foundation for CNSC / UCN in planning and designing future projects according to a clear and consistent set of planning, guidelines and strategies. Together with the accompanying Capital Investment Plan, the Physical Development Framework also provides the basis for eligibility for investment programming required by various national agencies in the appropriate process.

To carry out the mission of the CNSC / UCN under the new administration and with the planning period 2019-2032 is in full throttle to obtain the highest accreditation status to qualify for university. In 2019 , CNSC /UCN developed a strategic plan to serve as a guide in implementing its planned milestones directed towards becoming a premier HEI in the country. The strategic Plan gives to massive infrastructure and physical development and noteworthy performance in licensure examinations.

CNSC / UCN has the following goals;

- a. Social and Ecological Responsiveness

- c. Comparative Institutional Advantage
- d. Equitable Access to Education
- e. Enhanced Management Efficacy and Fiscal Autonomy
- f. Institutional Competitiveness

These goals are anchored on the goals / objectives mandated in the following;

1. SUC PREXC
2. SUC Levelling KRA's
3. AACCCUP Accreditation Criteria
4. ISO Certification, and
5. ISA Evaluation Criteria
6. All of the above are equated to the attainment of total Client Satisfaction.

Although the modernization of buildings and equipment and the upgrade of infrastructure is not specified as strategic plans, these objectives do hereby support the goals of the strategic plan. Other objectives, such as the construction of a central library and the site redevelopment of all campuses will help meet the goals for a more supportive, high quality work environment. The planning and design of buildings and infrastructure systems shall be made consistent with the guidelines and site-specific objectives of the Physical Design Framework, including those about sustainability and green building practices.

The Comprehensive Land Use Plan objectives are consistent with the Vision and Mission of Camarines Norte State College, these states as;

1. To advance health and safety;
2. To guide and control future growth according to its land use plan
3. To promote the character and stability of academic, administrative, production, commercial, eco zone, parks and other land uses;
4. To provide adequate light, air, privacy access, mobility, and overall convenience;
5. To prevent overcrowding and undue concentration;
6. To regulate development to enhance building resilience, promote green technology and sustainability best practices, and
7. To establish planned, effective and efficient use of capital investment.

Clearly, conditions in the CNSC / UCN campuses especially as far as , risk reduction , poor ventilation , chronic floodings, and their negative impact On productivity are concerned is given top priority.

The seven planning principles shall be used to meet the objectives:

1. **Rebuilding CNSC.** Transforming the physical structure of the campus from basic education to an iconic image and identify of an elite higher education. Green building technology and ergonomics will be included in the new building designs. Each building will be created to be resilient to climate change and wear and tear , as well as to comply with the NBC , GBC and other standards and regulations governing building in the built environment. Quality system and standards will be implemented.

2. **Learning at CNSC.** Equipping and enhancing classrooms, libraries and together ancillary learning areas to create a welcoming environment for professors and students. Learning areas will have access to information and sources of learning activities. For successful interactive learning and instruction, all classroom will have internet access at their finger-tips. Learning support will be made available to students in order to stimulate their senses and create "multi-intelligence" in them. The CNSC will be an engaging place for students to learn in a fun and gratifying environment.
3. **Student life at CNSC.** Improving outside of classroom student life experiences through holistic personality and skill development programs, as well as stress management activities and amenities. Academic success is critical, as is student well being and satisfaction. The CNSC / UCN principle is to make it a place for students' holistic and social growth as well as academics. Students will have the opportunity to hone their abilities, sense of leadership and service orientation.
4. **Navigating CNSC.** Facilitating mobility inside and across campuses, as well as encouraging student transportation convenience and safety, comprises clustering facilities to make them accessible to students in terms of location, distance and time spent in accessing them. Roads will be built to handle not just vehicles, but also path-walks, bicycle lanes, parking, and bridges connecting buildings. A locational GPS touchscreen will be installed in each lobby to provide students and guests with "routes" around campus.
5. **Stewardship at CNSC.** Effective and appropriate use of land and resources, as well as the adoption of green technologies, better health care programs, and the implementation of sustainability policies. To ensure longer usability and productivity, all facilities must be serviced regularly.
6. **Integration at CNSC.** Using information technology to improve communication and decision -making to improve decision -making and educational outcomes. The CNSC/. UCN will entirely automated and paperless, and continuous system improvement program will be established to reduce transactions time and boost efficiency. Reports will be delivered and in real time.
7. **Standardization at CNSC.** Attaining and maintaining integrated ISO QMS, as well as transforming CNSC into a "smart campus".

Planning Process of LUDIP

The LUDIP underwent a series of "participatory processes" . On October 9, 2017, the then CNSC President Dr. Rusty G. Abanto, established the CLUP Committee. The committee is chaired by the College President who is aided by a project Management Team . During the tenure of the Dr. Marlo M. Dela Cruz, the abovementioned group was reorganized as the LUDIP Committee on October 22, 2021. All other colleges / delivery units organized their own technical Working Groups.

Along with the CHED training workshop which started in May 2021, a series of LUDIP Workshops were held, which attended by the LUDIP TWG and representative from the various colleges /delivery units. The LUDIP TWG also performed inspections and consultative sessions on several campuses, as well as another schedule for facility inventory and investment programming. During the process, a facilities Inventory and Scheduling System (FISS) program was created.

The initial output of the CLUP was presented to members of the Administrative Council as well as representative from various stakeholders, including the Faculty Association, the Alumni Association, the Supreme Student Council, and other organizations, on December 20, 2018. The initial draft of the CLUP was subsequently submitted to the Commission on Higher Education CHED by email on December 21, 2021, followed by in-person presentation on December 28, 2021.

The content of the CNSC Land Use Development and Infrastructure Plan 2023-2033.

Table of Contents	
Volume I: Campus Land Use 2	
Article I. Profile of University of Camarines Norte (Camarines Norte State College) 2	
(c) Energy Savings.....	138
(d) Environment.....	139
Article VII. Social Aspect.....	139
Section 7.01. Administration, Faculty, and Student.....	139
Section 7.02. Administrative Committees.....	139
Section 7.03. Student Welfare and Development.....	139
Section 7.04. 21st Century Learning COVID-19 Initiatives Distance Teaching and Learning Initiatives.....	140
Section 7.05. Smart-Driven Classrooms.....	140
(a) Blended Learning.....	141
(b) Integrated Smart Classroom.....	142
(c) Health and Safety Checkup.....	144
(d) Licensure Preparation Center.....	145
(e) Language Competency Center.....	145
(f) Skills Assessment Center.....	145
(g) Student Development Center.....	146
(h) Sports and Physical Fitness Gyms.....	146
(i) Student Publications and Media Center.....	147
(j) Complete Laboratory Facilities.....	148
Section 7.06. Special Programs.....	149
Section 7.07. Faculty Welfare and Development.....	149
(a) Full Institutional Post Graduate Scholarship Grant (IISG).....	149
(b) Alternative Fund Assistance for Post Graduate Scholarship.....	149
APIS (for those who won't avail of Study Leave).....	149
(c) International Training/Seminars.....	150
(d) Other welfare and development programs include.....	150
Section 7.08. Stakeholders and Community.....	150
Section 7.09. Boards and Emergencies.....	152
Section 7.10. Attainment of Mission as a Premier Higher Education.....	152
a. College of Business and Hospitality Management - F. Pimentel - Dact Campus.....	152
b. College of Accountancy and Finance - F. Pimentel - Dact Campus.....	152
c. College of Office and Public Administration.....	152
d. College of Arts and Social Sciences (CASS) - F. Pimentel - Dact Campus.....	153
e. College of Engineering - F. Pimentel - Dact Campus.....	153
f. College of Information and Communication Technology (ICT) (Main Campus).....	153
g. College of Education, (Abano Campus in consortium with Mercedes and Estancia Campuses).....	153
Section 8.00. College-Going Population.....	53
Section 8.04. Language.....	56
Section 8.05. Climate.....	56
j. College of Marine Science and Coastal Resource Management, (San Roque - Mercedes Campus).....	154
k. College of Architecture, Technology, Trades, and Industry (CATTI) (Orange Hill - I. Pang, Campus).....	154
l. College of Land Base and Science Engineering (Talaibati - Lobo Campus).....	154
m. College of Environment and Geo-system (Talaibati - Lobo and Malabing - Lobo Campus).....	155
n. College of Agriculture (Lobo B and Lobo C Campuses).....	155
o. College of Natural Sciences (Lobo A Campus).....	155
p. College of Medical Sciences (Lobo A Campus).....	
Other perspective programs include the following.....	155
Article VIII. Environmental Management.....	156
Section 8.01. Land, Rivers/Creeks.....	156
Section 8.02. Forest Management.....	157
Section 8.03. Climate Adaptation.....	158
Section 8.04. Water.....	158
Section 8.05. Air/Pollution.....	159
Section 8.06. Bulk Environment.....	159
(a) Land Uses.....	159
(b) Infrastructure.....	161
(c) Recreation and Tourism.....	165
(d) Green Building Enhancements.....	165
(e) Green Building Materials.....	167
(f) EMPP.....	167
(g) Solid Waste Collection and Disposal.....	167
(h) Lodging and Accommodation Facilities.....	168
(i) Basic Facilities.....	169
Article IX. Economic Aspect.....	170
Section 9.01. Stability and Resilience.....	170
Section 9.02. Endowment.....	170
Section 9.03. Income-Generating Projects.....	171
Section 9.04. Economic Development.....	171
Article X. Infrastructure and Capital Investment.....	172
Section 10.01. Population Projections and Space Requirement.....	172
(a) Space Requirement (Academic Classrooms).....	172
Section 10.02. Capital Investment.....	177
Section 10.03. Assets Inventory.....	178
Section 10.04. Facilities for Repair/Rehabilitation/Demolition/Repurposing.....	179
Volume II: LAND USE DEVELOPMENT AND INFRASTRUCTURE PLAN 105	
Section 10.05. Proposed Facilities.....	181
(a) F. Pimentel - Dact Campus Capital Outlay Proposal.....	182
(b) Dr. Abalo - Dact Campus Capital Outlay Proposal.....	184
(c) Talaibati - Lobo Campus Capital Outlay Proposal.....	186
(d) Sierra Bona - Lobo Campus Capital Outlay Proposal.....	191
(e) Orange Hill - I. Pang Campus Capital Outlay Proposal.....	194
(f) San Roque - Mercedes Campus Capital Outlay Proposal.....	197
(g) Judge Estencia - Sta. Elena Campus Capital Outlay Proposal.....	200
Section 10.06. Consolidated Capital Outlay.....	202
Section 10.07. Implementation Time Line.....	205
Volume III: CNSC Integrated Zoning Regulations 207	
Article I. Title.....	207
Section 1.01. Title of the Policy.....	207
Article II. Authority, Purpose, and Scope.....	207
Section 2.01. Authority.....	207
Section 2.02. Purpose.....	208
Section 2.03. Coverage.....	208
Section 2.04. General Zoning Principles.....	208
Article III. Definitions of Terms.....	209
Article IV. Zone Classifications.....	218
Section 4.01. Division into Clusters.....	218
Section 4.02. Base Zones.....	219
Section 4.03. Overlay Zones.....	221
Section 4.04. Zoning Maps.....	221
Section 4.05. Zone Boundaries / Coordinates.....	221
Section 4.06. Integration of Zone Boundaries.....	221
Article V. Article VI. Zone Regulations.....	222
Section 5.01. General Provisions.....	222
Section 5.02. Regulations in Base Zones.....	223
Section 5.03. Forest Buffer Sub-Zone.....	224
Section 5.04. Industrial Forest Plantation Sub-Zone.....	224
Section 5.05. Special Use Sub-Zone.....	225
Section 5.06. Grazing Land Sub-Zone.....	225
Section 5.07. Regulations in Agricultural Zone.....	225
Section 5.08. Protection Agriculture Sub-Zone.....	226
Section 5.09. Production Agricultural Sub-Zone.....	227

CNSC STRATEGIC PLAN EVOLUTION



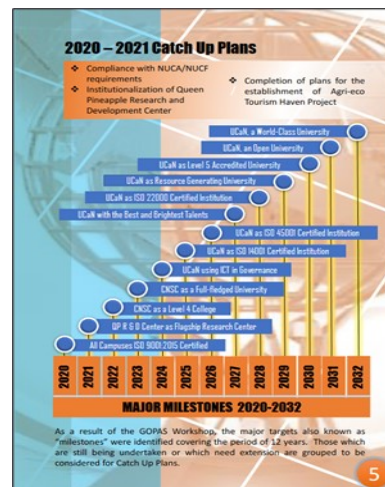
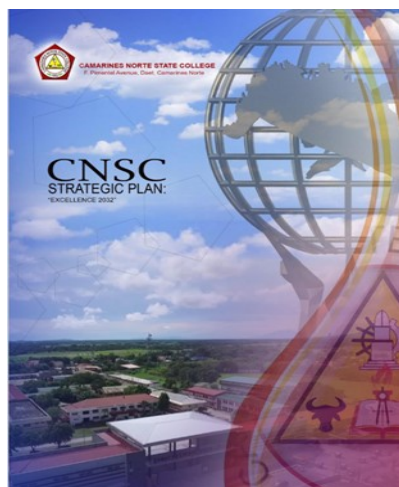
The **CNSC Strategic Plan (2014-2020)** outlines the critical milestone targets aimed at establishing Camarines Norte State College as a premier higher education Institution in the Bicol Region. This comprehensive roadmap highlights the institutions commitment to excellence detailing the strategic initiatives and goals that drive CNSC's mission toward academic distinction and regional leadership.



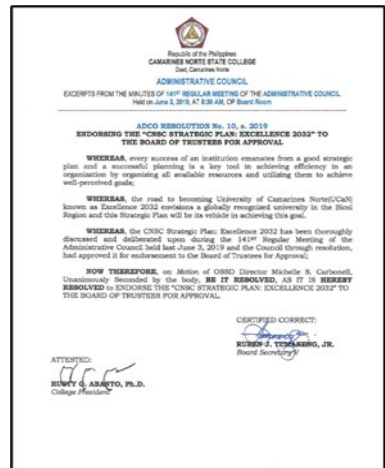
The success of the 2014 -2020 Strategic Plan has laid the foundation for the creation of the new **Strategic Plan 2021 -2032**, aptly named **“Excellence in 2032”**. This forward-looking plan encompasses more progressive and ambitious development goals, positioning Camarines Norte State College to thrive and excel in the coming decade. As CNSC charts its course for the future, this strategic plan reflects its unwavering commitment to innovation growth and academic distinction.

The fundamentals of planning begin with the belief that every success of an institution emanates from a good planning undertaking using proven key tools in achieving an effective plan. Organizing all available resources and utilizing them to achieve well perceived goals.

CNSC STRATEGIC PLAN 2021 - 2032 : EXCELLENCE 2032



CAMARINES NORTE STATE COLLEGE Board of Trustees	
EXECUTIVE BRIEF	
SUBJECT	CNSC STRATEGIC PLAN: EXCELLENCE 2032
RATIONALE/ BACKGROUND	The current Strategic Plan will end in 2020 and for CNSC to prepare for transition this early, a 3-day Planning Workshop was conducted last May 22-24, 2019 in Lipa City, Batangas and it was extended by one day then the former CHED Commissioner and BOF Chair Ruperto Pangalangan as a resource person. This Strategic Plan is the product of the aforementioned workshop and it is highlighted by the major milestones which are set to be achieved for every year until 2032. The road to becoming University of Camarines Norte (UCN) known as Excellence 2032 contains a globally recognized university in the Bicol Region and this Strategic Plan will be the vehicle in achieving this goal.
LEGAL BASIS	1. PIDEA (Philippine Higher Education Reform Agenda) 2. Philippine Development Plan 0.10
RECOMMENDATION/ DESIRED ACTION	APPROVAL
ENDORSEMENTS	1. DOP Consultative Endorsement 2. CHED Administrative Council Resolution No. 10, s. 2019
SUPPORTING DOCUMENTS	1. Copy of CNSC Strategic Plan: Excellence 2032
CERTIFICATION	
I HEREBY CERTIFY to the correctness and completeness of all the supporting documents and that all pertinent College and Government Rules and Regulations regarding the matter have been fully complied with.	
	REMY G. ASANITO, Ph.D. College President



The CNSC Strategic Plan, titled **Excellence 2032 (Road to the University of Camarines Norte, Road to UcaN)**, was approved under BOT Resolution No. 19, Series of 2019. It is a by-product of the continual development of the **CNSC Strategic Plan 2014-2020 (ONward to Excellence, or ONE CNSC)**, which was crafted by stakeholders during the incumbency of Dr. Monsito G. Ilarde. Dr. Ilarde initiated the implementation of major aspects of the plan, particularly the decentralization process, which empowered campuses to plan and manage their own funds, accelerating the implementation of programs, projects, and activities.

In the creation of Excellence 2032, the internal and external environments of CNSC were examined, particularly focusing on the issues, trends and challenges in the higher educational system. Internal environment scanning was performed through SWOT analysis of CNSC as an institution. External environment scanning was stated by examining the provincial, regional and national settings in which CNSC is premised. More than anything else, external environmental scanning was done up to the international level, bearing in mind that globalization is the theme of the present and will remain the prevailing wind of change in the education sector. This globalization is expected to further heighten through the opening of the One ASEA Community which started in 2015. Issues like SUCs amalgamation, proliferation of private HEI's, and the implementation of the K to 12 Basic Education program were also among those which were analyzed.

The Philippine Higher Education Reform Agenda (PHERA) was considered all thought the planning process, to make sure that all programs , projects and activities to be initiated are consistent with the national thrust and priorities. Internal and external environmental scanning was followed by revisiting the Vision and Mission of the College. The revised Vision statement of the College emphasizes its aspiration to be a premier higher education institution in the Bicol Region bringing together the best attributes of engineering, teachers' education, agriculture and fishery programs as well as research, extension and administration.

The set measure to the premier higher education institution in the Bicol region is its ranking in the board examinations and by being the ISO 9001;2015 certified HEI. For the next 12 years, it is the new aspiration of CNSC to be included in the top 30 Or better HEI ranking in the Philippines on weighted board exam ranking as the ultimate measure of being premier.

The strategic plan 2030 provides the following goals anchored to the College's vision and Mission;

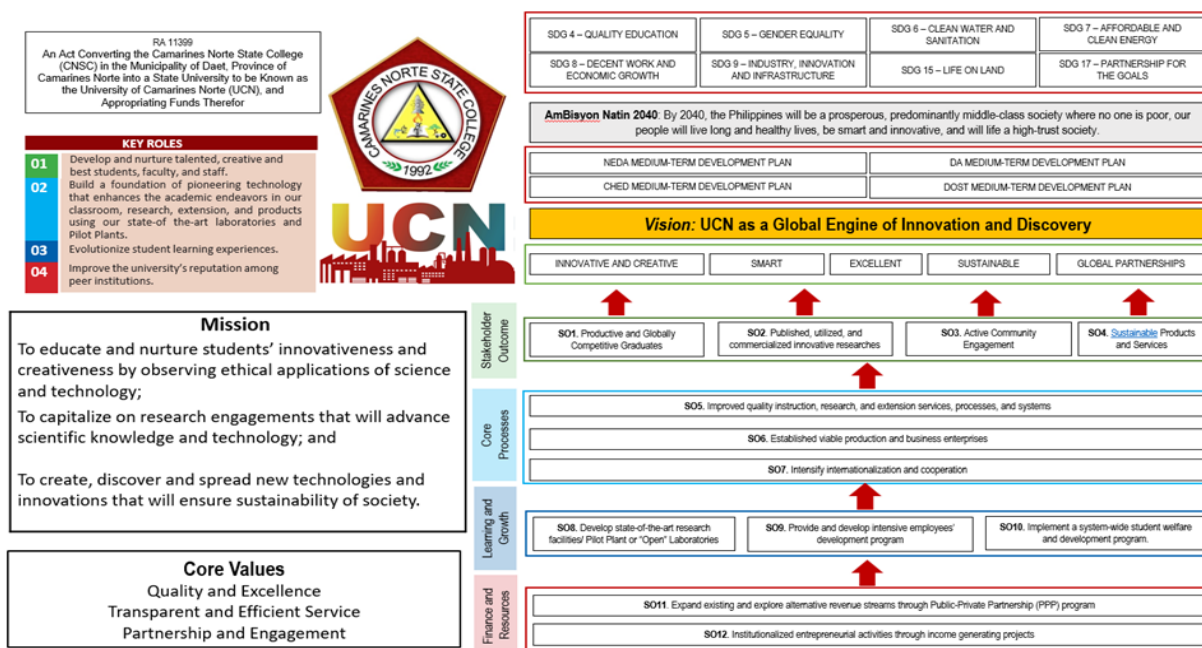
1. Highly **competitive graduates** equipped with the appropriate higher education, training , skills and attitude that are responsive to industry needs and the world of work.
2. Develop **research culture** to created a strong pool of researchers who can produce internationally acceptable researches.
3. Develop and implement **innovative extension program** to meet the changing needs of our stakeholders , the province, Bicol region and the country in line with the programs being offered by the College.

- Pursue **continuous improvement** to ensure high level of efficiency and effectiveness in the administration of the affairs of CNSC and management of its resources.
- Create an environment **conducive to learning and teaching** at far with the renowned HEI who practices resiliency, sustainability and green technology.

The established key result areas in instruction, research, community engagement and partnership, good governance and environmental and physical resource management serve as the foundational pillars driving the achievement of CNSC's goals. These areas are critical in steering Camarines Norte State College toward its mission, ensuring comprehensive development and sustained excellence in all facets of the institution.

In 2021 in the advent of the new administration of Camarines Norte State College introduction of innovations in the plan happen without losing sight of the end direction of Excellence 2032.

The development of **Excellence 2032** includes the introduction of the **one-pager strategic plan, 'Innovation and Discovery,'** led by the incumbent President, Dr. Marlo M. Dela Cruz, who is steering the institution towards becoming a full-fledged university with a focus on **innovation and technology transfer**.



With the **integration of the SDG Devolution** (held on August 22, 2024) and the **Futures Thinking approach** in strategic planning (conducted on September 18-20, 2024, and September 25-27, 2024), we are currently in the process of incorporating these new developments into our institutional planning framework.

The Macro to Micro Scanning or the PESTLE analysis. Externally, we collaborate with alumni, local government units, non-government organizations, oversight agencies such as CHED, NEDA, and DBM, as well as the public and private sectors. This ensures that we address industry needs while fostering innovations to enhance our systems, processes, and policies. Internally, we work closely with students, faculty, non-teaching staff, and administrators.



University Bound: CNSC's Innovative Strategic Planning Workshop
Mercedes Campus - May 20, 2024



University Bound: CNSC's Innovative Strategic Planning Workshop
Mercedes Campus - May 20, 2024



University Bound: CNSC's Innovative Strategic Planning Workshop
Labo Campus - May 24, 2024



PRE-STRATEGIC PLANNING WORKSHOP AND PART 2 OF CNSC'S RESPONSE TO THE DEVOLUTION OF THE SUSTAINABLE DEVELOPMENT GOALS (SDGs)
September 18, 2024 - Day 1
CNSC Student Activity Center - Main Campus



University Bound: CNSC's Innovative Strategic Planning Workshop
Mercedes Campus - May 20, 2024



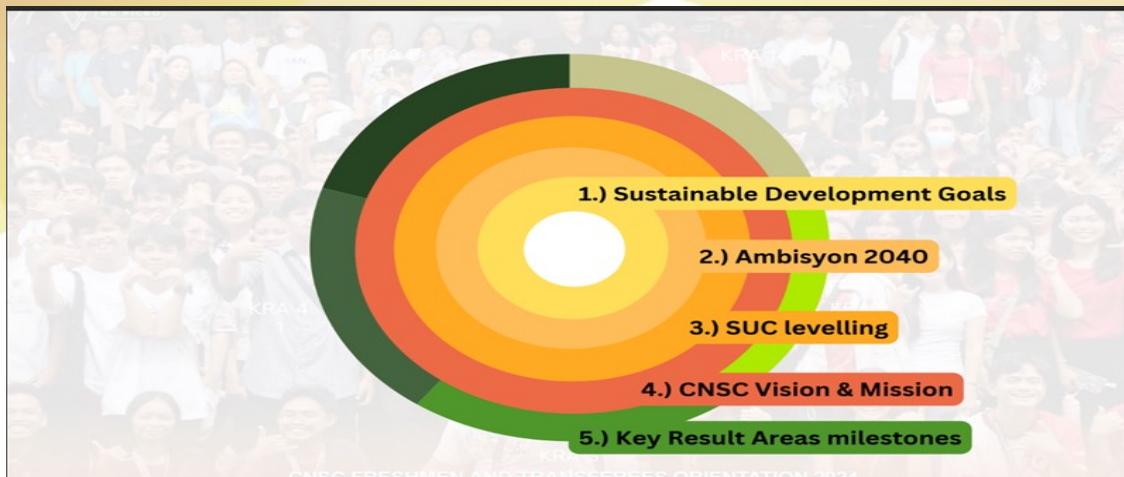
STRATEGIC Planning Workshop
DAY 3 - SEPTEMBER 27, 2024
Pineda, White, and Resort, Suba City



PRE-STRATEGIC PLANNING WORKSHOP AND PART 2 OF CNSC'S RESPONSE TO THE DEVOLUTION OF THE SUSTAINABLE DEVELOPMENT GOALS (SDGs)
September 19, 2024 - Day 2
CNSC Student Activity Center - Main Campus

Collaboration and consultation are at the heart of this process. They enable us to create comprehensive and sustainable plans that not only benefit CNSC but also uplift the entire community and our stakeholders.

This framework represents a well-developed planning process, divided into five key components or layers. Let's discuss each layer in the context of strategic planning for the Master in Public Administration (MPA) program:



1. Sustainable Development Goals (SDGs):

The outermost layer emphasizes the **global perspective** that guides the program's development. By aligning the MPA program with the United Nations' SDGs, CNSC ensures that the program fosters public administration practices that contribute to sustainable development, including areas such as poverty reduction, good governance, and environmental sustainability.

2. Ambisyon 2040:

The second layer highlights **Ambisyon Natin 2040**, a long-term vision for the Philippines to achieve a "matatag, maginhawa, at panatag na buhay" (strongly rooted, comfortable, and secure life) by 2040. This layer signifies how CNSC aligns its MPA program with national goals, ensuring that public administrators are trained to support the country's vision of inclusive growth, a high-trust society, and globally competitive knowledge.

3. SUC Leveling:

The third layer pertains to **State Universities and Colleges (SUC) leveling**, a ranking system that evaluates the performance of public higher education institutions in the Philippines. This layer reflects the commitment of CNSC to continually improve its standing as a higher education institution by meeting quality standards in its MPA program, contributing to its advancement to higher SUC levels.

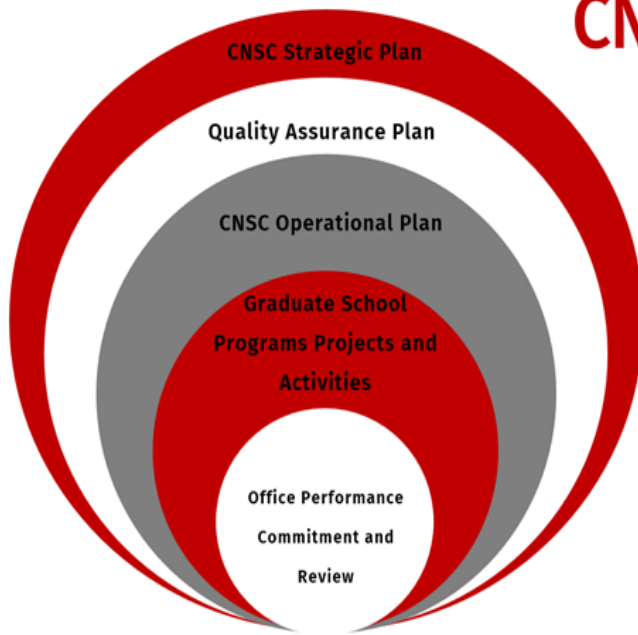
4. CNSC Vision & Mission:

This layer integrates the institution's own **vision and mission**, ensuring that the MPA program is designed to fulfill the institution's goals. The vision and mission of CNSC are at the core of the planning process, providing direction for program development and focusing on producing competent public administrators who can lead and innovate in the public sector.

5. Key Result Areas (KRAs) Milestones:

At the center of the framework are the **Key Result Areas (KRAs) milestones**, which represent specific, measurable outcomes the institution aims to achieve through the MPA program. These milestones include academic performance, research outputs, community engagement, and partnerships that drive the institution's contribution to public administration and governance.

STRATEGIC PLANNING PROCESS OVERVIEW



CNSC Planning Process



The image presents a visual representation of the Camarines Norte State College (CNSC) Planning Process. The diagram outlines a hierarchical framework starting from the strategic goals of the institution down to the operational execution at the office level. Here's an explanation of the components:

1. CNCSC Strategic Plan (Excellence 2032)

This is the 12-year Institutional Development Plan, setting the long-term vision and strategic objectives for the university. It serves as the foundation for all subsequent plans. Excellence 2032 suggests that the strategic plan aims to guide CNSC towards institutional excellence by the year 2032.

2. Quality Assurance Plan (5-Year Plan)

This is a 5-year plan focusing on quality assurance within the university. It ensures that CNSC maintains high standards in academics, administration, and services. The Quality Assurance Plan works as a mid-term guide to support and implement the strategic objectives set out in the CNCSC Strategic Plan.

3. CNCSC Operational Plan (Annual Institutional Plan)

The Operational Plan is the annual plan that breaks down the strategic and quality assurance goals into actionable items. This is where the strategic objectives are translated into day-to-day operations and tasks, ensuring the institution runs efficiently while aligning with its broader vision.

4. Graduate School Programs, Projects, and Activities (PPAs)

This section outlines the annual plans for specific programs and activities within the Graduate School. The Graduate School aligns its programs, projects, and activities with the operational plan, ensuring that its initiatives contribute to the broader institutional goals.

5. Graduate School OPCR (Semestral Office Performance Commitment and Review)

This involves the semesters' Office Performance Commitment and Review (OPCR) at the Graduate School level. The OPCR ensures that each office is meeting its performance targets, which are aligned with the institutional operational plans. The OPCR is a performance management tool that helps track, evaluate, and improve office-level achievements to support the university's overall goals.

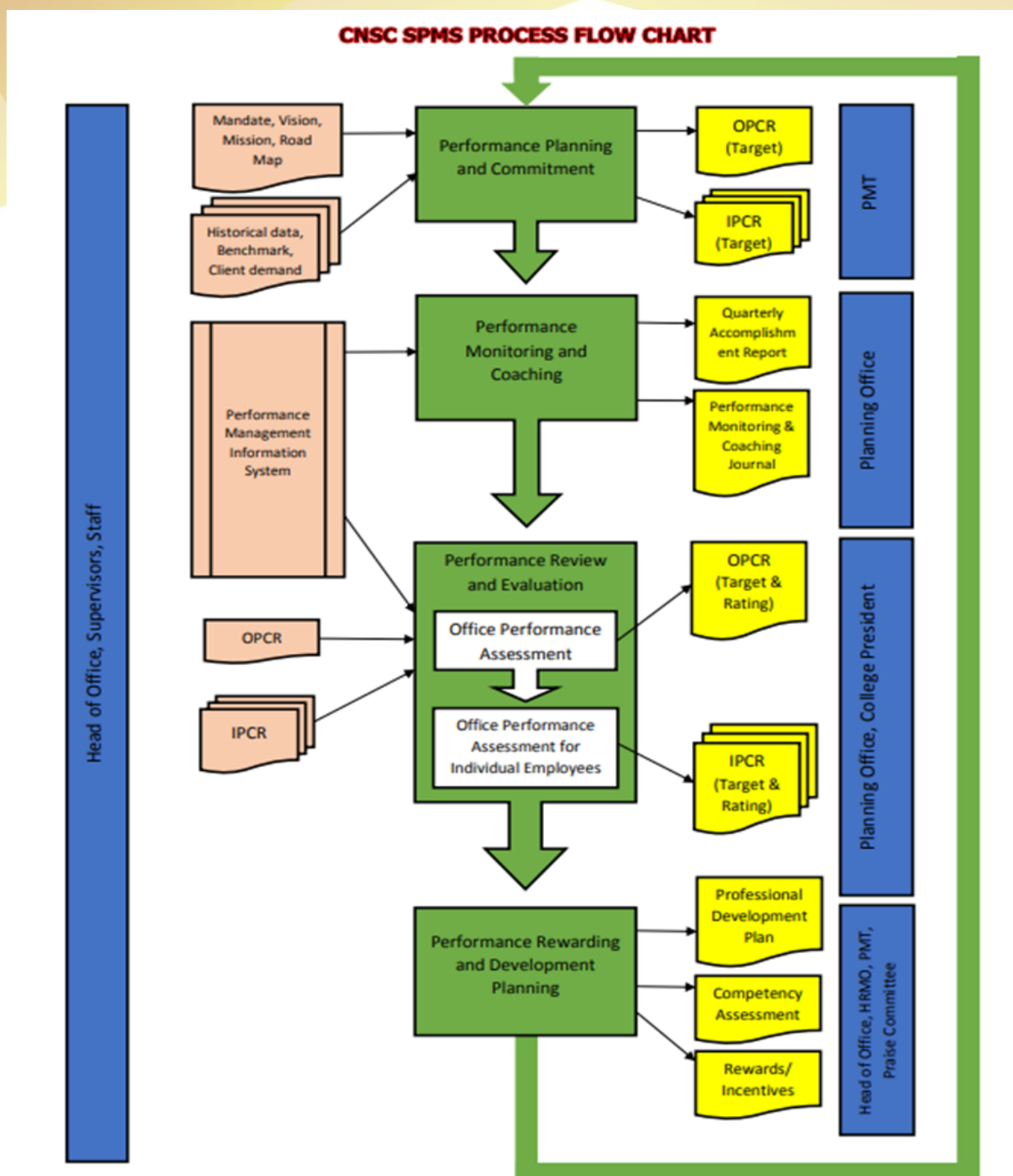
Strategic Performance Management System – Monitoring and Evaluation

CNSC Strategic Performance Management System monitor and evaluates through the submission of semi-annual targets, reviewing these targets if directly aligned with the institutional goals, evaluating and rating the accomplishments based on submitted documents.

This **SPMS framework** ensures that the goals of CNSC are consistently met by aligning individual and office-level performance with the institution's vision and mission. It emphasizes a cycle of planning, monitoring, evaluation, and rewarding, which promotes accountability, transparency, and continuous improvement across the institution.

The CNSC developed the program called “e-SPMS” or electronic strategic performance management system. It is a strategic tool designed to oversee and evaluate the implementation of overall operations within the institution digitalization of the following processes;

1. Online SPMS Orientation, SDGs, Strategic Plan, Operational Plan
2. Online submission of OPCR targets
3. Online review of targets
4. Online submission of accomplishments
5. Online evaluation and rating
6. Online feedback system



This flow chart is a guide of the PMT performance management team in cascading, monitoring and evaluating the performance of the college and its employees along with the set target and criteria of performance. There are four phases of the monitoring and assessment of performance; 1. Performance planning and commitment, using the OPCR of head of offices and IPCR of faculty and employees, 2. Performance Monitoring and Coaching, this requires the submission of quarterly accomplishment based on targets; 3. Performance Review and Evaluation, this is the actual assessment of the PMT on the submitted accomplishments with supporting attachments on each claim; 4. Performance Rewarding and Development Planning phase. This is the submission of accomplishments reports based on the set criteria of the award such as professional development plan, Competency assessment, Rewards and incentives receives.

CNSC SPMS Calendar

Activity	Submit to	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
1. Submission of OPCR and IPCR													
Month		Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
For submission	To:	1 st Evaluation Period					2 nd Evaluation Period						
OPCR	IPDO												
1 st rating period											1-15		
2 nd rating period					1-15								
IPCR	HRMO											1-15	
1 st rating period													
2 nd rating period						1-15							
2. Performance Planning and Commitment Review													
Month		Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Activities	Responsible	1 st Evaluation Period					2 nd Evaluation Period						
Review of OPCR	PMT				16-30						16-30		
Review of PMT report	Coll. Pres.					1-15						1-15	
Approval of OPCR	Coll. Pres.					16-30						16-30	
Review of IPCR	Head of Off					16-30						16-30	
Approval of IPCR	Coll. Pres.						1-15						1-15
3. Performance Monitoring and Coaching													
Coaching/Monitoring by:		Coaching					Monitoring						
• College President		As needed					Once a year						
• IPDO/PMT		Throughout the evaluation period					Throughout the evaluation period						
• Vice Presidents		Regular basis					Regular basis						
• Campus Dir. /Deans		Regular basis					Regular basis						
• Heads of Offices		Regular basis					Regular basis						
• Individual Staff		-					Regular basis						
4. Performance Review and Feedback													
Month		Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Activities	Off. Respon	1 st Evaluation Period					2 nd Evaluation Period						

14.0 Effectivity

The policy guidelines shall take effect upon approval by the Civil Service Commission.

DR. MONSITO G. ILARDE
College President



The **Strategic Performance Management System (SPMS) framework** of **Camarines Norte State College (CNSC)**. It shows a step-by-step process that ensures performance planning, monitoring, assessment, and development at both the office and individual employee levels.

1. Performance Planning and Commitment

The process begins with **Performance Planning and Commitment**, where the **Mandate, Vision, Mission, Road Map**, along with **Historical Data, Benchmark, and Client Demand**, are used to set targets.

The **Office Performance Commitment and Review (OPCR)** and **Individual Performance Commitment and Review (IPCR)** forms are developed based on these targets,

which are then cascaded to the **Planning Office** and reviewed by the **Performance Management Team (PMT)**.

2. Performance Monitoring and Coaching

Once the targets are set, the next step is **Performance Monitoring and Coaching**. This phase involves ongoing tracking of performance through:

- **Quarterly Accomplishment Reports**
- **Performance Monitoring & Coaching Journal**

This ensures continuous guidance and correction throughout the performance cycle to keep the office and individual employees aligned with the objectives.

3. Performance Review and Evaluation

• After monitoring, the **Performance Review and Evaluation** phase occurs, where the actual performance is measured and compared to the set targets.

• This step includes:

- **Office Performance Assessment:** Reviews the office's overall performance based on the OPCR.
- **Individual Employee Performance Assessment:** Evaluates individual contributions through the IPCR.

The results from the **OPCR** and **IPCR** are forwarded to the **Planning Office** and the **College President** for further review and evaluation.

4. Performance Rewarding and Development Planning

- Based on the review, the final phase is **Performance Rewarding and Development Planning**, which involves:
 - **Professional Development Plans** and **Competency Assessments** for individual employees.
 - Identifying **Rewards/Incentives** for both offices and individual employees who meet or exceed performance targets.
 - This step promotes continuous development and rewards high performance, further enhancing the overall performance management cycle.

Roles in the Framework:

- **Head of Office, Supervisors, and Staff:** Involved in every step, from planning to execution.
- **PMT** (Performance Management Team): Plays a critical role in overseeing the entire process and ensuring alignment.
- **Planning Office and College President:** Participate in the review and evaluation of both office and individual performance assessments.
- **PMT, and Praise Committee:** Participate in performance rewarding and development planning to ensure fairness and growth opportunities.

Graduate School Dean's Administrative Direction 2022-2025

The Graduate School's administrative direction is firmly anchored to the institution's vision, Mission, Goals and key result areas. This direction, known as "ALAS", is contextually crafted administrative approach that reflects the nature of the Graduate School programs, management standards, corporate social responsibility, and future projection. The ALAS framework is detailed within its objectives of the direction, ensuring that every initiative aligns with the overarching goals of the institution and the specific needs of the Graduate school.

ALAS, an administrative direction for graduate studies, is a comprehensive framework designed to provide a structured and supportive environment for graduate students. It embodies a philosophy centered around attainable quality, clear guidelines, academic rigor, and overall improvement.

At the heart of ALAS is the belief that graduate education should be a journey of both personal and academic growth. The program aims to equip students with the knowledge, skills, and tools necessary to succeed in their chosen fields. By providing clear pathways and guidelines, ALAS helps students navigate the complexities of graduate studies, from course selection to thesis development.


Finally, the system for upliftment component of ALAS highlights the program's commitment to continuous improvement. By regularly evaluating and refining its processes, ALAS seeks to create a dynamic and responsive graduate education system.

The acronym ALAS to understand its core agenda, this stands for:


- **About kayang kalidad:** This phrase suggests a commitment to attainable and reachable quality, implying a focus on achievable standards and realistic expectations in the graduate school.
- **Landas at Taluntunin:** This could be interpreted as "path and guidelines," indicating a structured approach to graduate studies, providing clear pathways and regulations. The clarity of competency-based instruction and processes is the key to attainability of the set goals for the graduate program and the school in general.
- **Aral at Saliksik:** Meaning "study and research," this highlights the academic rigor and research-oriented nature of the program. Establishing the research culture as a common language in graduate school in order for each member of the GS to live as engine and technicians of change in socio, political, economic and cultural landscapes of the country.
- **Sistemang Angat:** This phrase, which translates to "system for upliftment," emphasizes the program's goal of improving and elevating the overall graduate studies experience. The administrative initiatives, programs and projects aligned with the institutional goals and responds to the emerging and future needs of the community of professionals in terms of leadership, business and education are on top priority of flexibility.

The ALAS GS administrative Direction.

1. **Access to Student Success:** The program is designed to maximize student success by providing clear expectations, ample support, and opportunities for growth.
2. **Lead Academic Excellence:** By emphasizing academic rigor and research, ALAS promotes the pursuit of knowledge and innovation.
3. **Adapt Flexibility:** ALAS recognizes the need for flexibility to accommodate the diverse needs of graduate students. The program is designed to be adaptable to changing circumstances and emerging trends.
4. **Sustain Institutional Advancement:** The program contributes to the overall advancement of the institution by producing highly qualified graduates who can make significant contributions to society.

 Republic of the Philippines CAMARINES NORTE STATE COLLEGE F. Encarnal Avenue, 6000, 2, Daet, Camarines Norte – 4600, Philippines			
GRADUATE SCHOOL			
PROGRAM A.L.A.S. GS Administrative Direction 2022 - 2025			
KRA Direction	Program A.L.A.S. AGENDA	Program A.L.A.S. OBJECTIVES	Action Plan/Program Strategies
KRA 1 Access and Equity	Abot-kayang Kalidad	Access to student success. The program is designed to maximize student success by providing clear expectations, ample support, and opportunities for growth	<ul style="list-style-type: none"> > Offering Scholarship Program for Graduate School as part of Corporate Social Responsibility > GS-STEERS program > Partnership with other government agencies > Phased Approach curricular structure
KRA 2 instruction	Landas at Taluntunin	Lead Academic Excellence. By emphasizing academic rigor and research, ALAS promotes the pursuit of knowledge and innovation.	<ul style="list-style-type: none"> > Micro-credentialing courses for executives > Teacher Certificate Program > Master Class > Curriculum revision > Accreditation of programs > Enhanced System of program assessment and Evaluation <p>OBE Graduate Program Design</p> <ol style="list-style-type: none"> 1. Curriculum and its Justification including Curriculum Map 2. Performance indicator of each program outcome 3. Measurement system for the level of attainment of each indicator 4. Outcomes based syllabus for each course 5. System of program assessment and evaluation 6. System of program Continuous Quality Improvement (CQI)

In essence, ALAS is a visionary framework that seeks to transform graduate education. By fostering a culture of excellence, support, and innovation, the program empowers graduate students to reach their full potential.

		Republic of the Philippines CAMARINES NORTE STATE COLLEGE F. Pimentel Avenue, Brgy. 2, Daet, Camarines Norte – 4600, Philippines	
GRADUATE SCHOOL			
KRA 3 Research	Aral-saliksik	Adapt Flexibility. ALAS recognizes the need for flexibility to accommodate the diverse needs of graduate students. The program is designed to be adaptable to changing circumstances and emerging trends in instruction, research, extension and administration.	<ul style="list-style-type: none"> ➢ Open modality of instruction to blended, flexible, hybrid, distance, self-pace learning. ➢ Collaboration with another Established GS Journal ➢ Enhanced publication of GS Journal ➢ Online publication of GS Journal ➢ GS Research Program ➢ GS Research Based Extension Projects
KRA 4 Governance and Management	Sistemang Angat	Sustain Institutional Advancement. The program contributes to the overall advancement of the institution by producing highly qualified graduates who can make significant contributions to society	<ul style="list-style-type: none"> ➢ Establishment of new norms and guidelines in Graduate School operation ➢ Digitization of GS Theses and GS Journal ➢ GS Website ➢ Open Opportunities for Internationalization participation and Collaboration with other Universities Abroad ➢ Digitalization of administrative processes in graduate school e.g. enrolment, research defense, etc. ➢ Establishment of Center for Governance and Administration
Prepared by; <i>originally signed</i> EDUARDO M. ABAD, EdD Dean – Graduate School		Noted; <i>originally signed</i> DOLORES C. VOLANTE, EdD Vice President for Academic Affairs	

The PPA's Program, projects and activities were anchored on this administrative direction of the GS without losing sight of the college vision, administrative changes, new issuances and national and global trends.

MPA CURRICULUM PROGRAM DESIGN

Curriculum and Program Design

- **Competency-Based Curriculum:**

To provide an overview of how the **Competency-Based Curriculum** of our Master in Public Administration program is thoughtfully designed to develop the essential competencies required for effective public administration. As public sector leaders face ever-evolving challenges, it is critical that our curriculum focuses on the practical skills and knowledge needed to address real-world governance and administrative demands."

[Competency-Based Approach: A Practical Focus]

"Our curriculum follows a **competency-based approach**, ensuring that students not only acquire theoretical knowledge but, more importantly, develop the **practical skills and competencies** they will need to excel in public administration. This approach aligns learning outcomes directly with the competencies expected from public sector professionals, ensuring our graduates are job-ready and capable of making an immediate impact in their roles."

- **Strategic Leadership and Decision-Making:** Students learn to lead with vision and make informed decisions that benefit their organizations and the communities they serve. Through case studies, simulations, and real-world scenarios, they are trained to evaluate complex situations and develop strategies that foster effective governance.
- **Policy Development and Analysis:** Understanding policy processes is fundamental in public administration. Our curriculum emphasizes the ability to develop, assess, and implement policies that address societal needs. This competency is enhanced through courses in public policy, legislative processes, and data-driven analysis.
- **Ethical Governance and Accountability:** Integrity and ethical leadership are at the core of good governance. Our program focuses on developing leaders who can uphold public trust, maintain transparency, and ensure accountability in every aspect of administration.
- **Public Financial Management:** Effective management of public resources is critical for delivering services efficiently. We train students in budgeting, fiscal planning, and financial analysis to ensure they are equipped to manage public funds responsibly and transparently.
- **Collaboration and Stakeholder Engagement:** Public administration today requires collaboration across sectors and meaningful engagement with diverse stakeholders. Our curriculum encourages students to develop the skills to work across government agencies, private entities, and civil society organizations to achieve shared goals.



- **Digital Transformation and Innovation:** In today's increasingly digital world, public administrators need to be at the forefront of technological innovations that can streamline services and enhance citizen engagement. Our program includes courses on e-governance, digital platforms, and emerging technologies to prepare graduates for this shift."

[Curriculum Structure: Integrating Theory and Practice]

"Our competency-based curriculum is structured to integrate **both theory and practice**. Classroom learning is enhanced by real-world applications, such as:

- **Case studies and simulations** that mimic real-life governance challenges, allowing students to apply their competencies in decision-making, policy development, and crisis management.
- **Capstone projects and fieldwork**, where students collaborate with local governments or agencies on actual administrative projects, ensuring they gain practical experience before they graduate.
- **Internships and on-the-job training** opportunities, which connect academic learning with the hands-on experience that is critical to competency development."

"In conclusion, our **Competency-Based Curriculum** is designed to ensure that graduates of the Master in Public Administration program are **fully prepared to meet the demands of public service**. By focusing on the development of practical skills, leadership abilities, and ethical governance, we aim to equip our students with the competencies they need to succeed as future leaders in public administration. This curriculum not only addresses the challenges of today but also prepares our graduates to be adaptable and innovative in facing the governance challenges of tomorrow."

Through this competency-based approach, we are committed to building a strong foundation for the next generation of public sector leaders.

- **Course Highlights:**

- **[Core Course: Public Policy Development and Analysis]**

One of our key courses is **Public Policy Development and Analysis**, which focuses on equipping students with the ability to design, assess, and implement effective public policies. In the public sector, the capacity to create sound policies that respond to societal challenges is crucial. This course enables students to learn the frameworks and tools needed to evaluate policy options, address public issues, and create impactful, evidence-based decisions."

- **[Core Course: Governance and Accountability]**

Another essential course is **Governance and Accountability**. This course emphasizes the principles of good governance, transparency, and ethical leadership, all of which are at the core of effective public administration. In today's rapidly changing governance landscape, public administrators must uphold accountability and ensure that their actions promote trust between government and citizens. This course prepares students to lead with integrity and adhere to the highest standards of public service."

- **[Core Course: Public Financial Management]**

"**Public Financial Management** is another critical course that addresses the growing need for responsible management of public resources. Public sector leaders must manage budgets, allocate funds efficiently, and ensure fiscal responsibility. This course teaches students how to plan, monitor, and evaluate public expenditures, ensuring financial sustainability while meeting the needs of the community."

- **[Core Course: Local Government Administration]**

"Our course on **Local Government Administration** is especially important for addressing governance at the grassroots level. It focuses on the unique challenges and opportunities within local government units. With decentralized governance playing a key role in service delivery, this course ensures that students are well-prepared to manage and lead within local administrations, making decisions that directly impact communities."

- **Conclusion: Building Competent Public Leaders**

"In summary, our core courses are designed to address the specific needs of public sector leadership. From policy development and governance to financial management and local administration, these courses ensure that our graduates are ready to lead with competence, vision, and integrity. By aligning our curriculum with the needs of public service, we are preparing the next generation of leaders who will shape the future of governance."

- **Practical Experiences:**

One of the key elements of our Master in Public Administration program is the emphasis on **practical experiences**. Through fieldwork, our students have the opportunity to apply what they've learned in the classroom to real-world situations, enhancing their skills and preparing them for leadership roles in the public sector."

• [Fieldwork: Connecting Theory with Practice]

"Similarly, **fieldwork** plays a crucial role in bridging the gap between theory and practice. Students are involved in **community-based projects** or **government initiatives**, where they engage with stakeholders, analyze local governance issues, and propose solutions to address public sector challenges. Fieldwork gives students the opportunity to apply their academic knowledge in a tangible way, helping them understand the complexities of public administration on the ground."

"In conclusion, both **internships and fieldwork** are essential components of the Master in Public Administration program, ensuring that our students graduate not only with theoretical knowledge but also with the **practical experience** needed to lead effectively in the public sector. These experiences help shape confident, competent leaders who are ready to tackle the real challenges of governance.

PART III. QUALITY ASSURANCE PRIMER



TABLE OF CONTENTS	
Foreword	
Messages	
I. Background/Scope	
II. Quality Assurance Vision	
III. Quality Assurance Mission	
IV. Quality Assurance Goals and Objectives	
V. CNSC Quality and Environmental Policy	
VI. Key Responsibilities of the Quality Assurance Office	
VII. Organizational Structure	
VIII. Key Processes	
IX. Framework	
X. Compliance	
XI. Milestones	
XII. Quality Assurance Plan	
XIII. Program Accreditation Status	
Appendices	
A. Quality Control Plan	
B. Risks and Opportunities Assessment - Business Process	
C. Program Accreditation Plan (2022-2026)	
D. List of Local Accreditors	
References	

I. Background

The Quality Assurance Office (QAO) is an administrative unit of the Camarines Norte State College responsible for ensuring that the institution maintains and continuously improves the quality of its academic programs, services, and overall institutional processes. It ensures that the institution complies with the national regulatory and statutory standards, such as those set by the Commission on Higher Education (CHED) and other government agencies. The office also maintains institutional credibility by advancing its academic quality and promoting sustainable best practices to meet the rapidly changing glocal educational landscapes and standards.

II. QAO Vision

A dynamic catalyst for excellence and innovation in higher education, fostering a culture of continuous improvement, accountability, and global competitiveness through transformative quality assurance processes that empower the institution to deliver world-class education and holistic development of future-ready graduates.

III. QAO Mission

The Quality Assurance Office (QAO) is committed to ensuring the highest standards of academic excellence and institutional integrity by implementing robust quality assurance frameworks, fostering a culture of continuous improvement, and aligning educational practices with national and global benchmarks. We are dedicated to empowering all stakeholders through collaboration, transparency, and innovation, driving the transformation of higher education for the holistic development of learners and the advancement of society.

IV. QAO Goal and Objectives

Generally, the Quality Assurance Office shall establish a comprehensive and sustainable quality assurance system that enhances academic and operational excellence, supports innovative educational practices, promotes stakeholder engagement, and ensures compliance with local and global standards.

Specifically, the QAO shall:

1. develop and implement quality assurance practices and procedures through informed assimilation of and reflection on emerging quality developments, both of national and international standards;
2. provide guidance and support in all quality assurance activities;
3. monitor the compliance of all academic programs with the regulatory and statutory standards, as well as the national and international quality standards;
4. facilitate accreditation and certification of all academic programs with the national and international certifying bodies; and
5. develop and promote sustainable best practices in quality assurance in aid of the realization of the vision and strategic directions of the institution.

V. Quality and Environmental Policy

We, at the Camarines Norte State College, aiming to become a Premier Higher Education Institution in the Bicol Region, are committed to the utmost care of the environment in providing excellent services in instruction, research, production, and extension that are responsive to the satisfaction of our students and other stakeholders.

To achieve these, we shall implement an internationally recognized integrated management system in our operations, processes, and services shall:

- comply with applicable statutory and regulatory requirements, the mandates of the College and relevant needs and expectations of our students and other stakeholders, and the requisites of our quality and environmental management system;
- delight our students and other stakeholders by providing value-adding experiences to become well-rounded and more competitive future leaders amid global issues;

- protect the environment and prevent pollution by optimizing the use of electricity, paper, water, and other resources and adopt the safe and responsible methods of reduction, reuse, recycling, and proper disposal of wastes;
- provide our employees support to grow and achieve their full potential in their respective fields, thereby sustaining a competent, motivated, engaging, and environmentally conscious workforce;
- develop and extend innovative technologies to our stakeholders contributing to the country's sustainable development; and
- establish objectives aimed at improving the efficiency of our operations, processes, and services for our college's growth and development.

We shall make this policy an essential part of our instruction, research, extension, and production services to ensure that it continuously provides us with strategic directions in improving our overall quality and environmental performance and our integrated management system.

VI. Key Responsibilities of the Quality Assurance Office

1. Program Accreditation and Certification

The QAO assists the academic delivery units to prepare for and manage the accreditation process with external accrediting bodies such as the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCU) and other international program certification agencies like the ASEAN University Network – Quality Assurance (AUN-QA). It ensures that academic programs meet the benchmark standards in various accreditation levels.

2. Internal Quality Assurance

The QAO develops and implements internal quality assurance processes, which involve self-assessment, continuous improvement, and regular monitoring of institutional performance. This system helps the institution evaluate and improve its practices from within, ensuring alignment with both CHED's requirements and international best practices.

3. Compliance with CHED's Policies, Standards, and Guidelines

The QAO ensures that the institution complies with policies, standards, and guidelines set by the Commission on Higher Education (CHED) for all the degree program offerings. In coordination with the academic delivery units, the office monitors and assists the compliance with CHED Memorandum Orders (CMOs) that govern program-specific guidelines.

4. Institutional Audits and Monitoring

The QAO, in collaboration with the Management System and Improvement Office (MSIO), conducts periodic audits and evaluations to assess the institution's performance against its quality standards. These audits cover academic programs, student services, administrative processes, and other aspects of the institution. It also conducts regular self-assessment audits, tracking institutional performance, and addressing gaps in quality processes.

5. Development of Policies and Frameworks

The QAO develops quality assurance frameworks and policies related to quality standards to ensure that all academic delivery units adhere to both national requirements and international best practices.

6. Support for Continuous Improvement

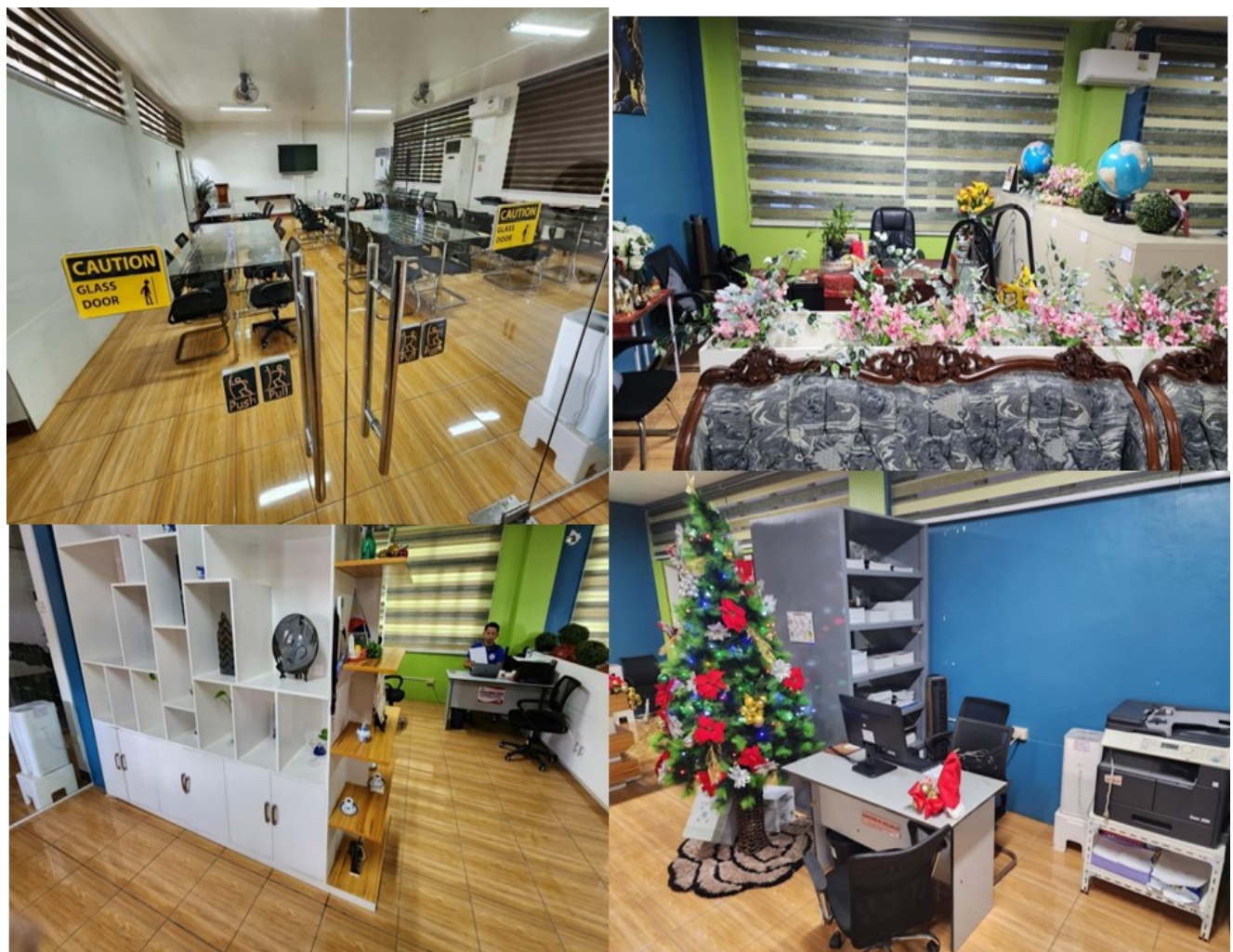
The QAO promotes a culture of continuous improvement in all academic programs by conducting periodic internal and institutional audits, local accreditation visits, program reviews, compliance monitoring, capacity building, and benchmarking activities.

7. Data Collection and Reporting

The QA office collects and analyzes data related to the institution's performance, **such as student outcomes, research productivity, faculty qualifications, and student feedback**. This data is used to inform decision-making, reporting to CHED, and preparing for accreditation reviews.

8. Global Competitiveness and Internationalization

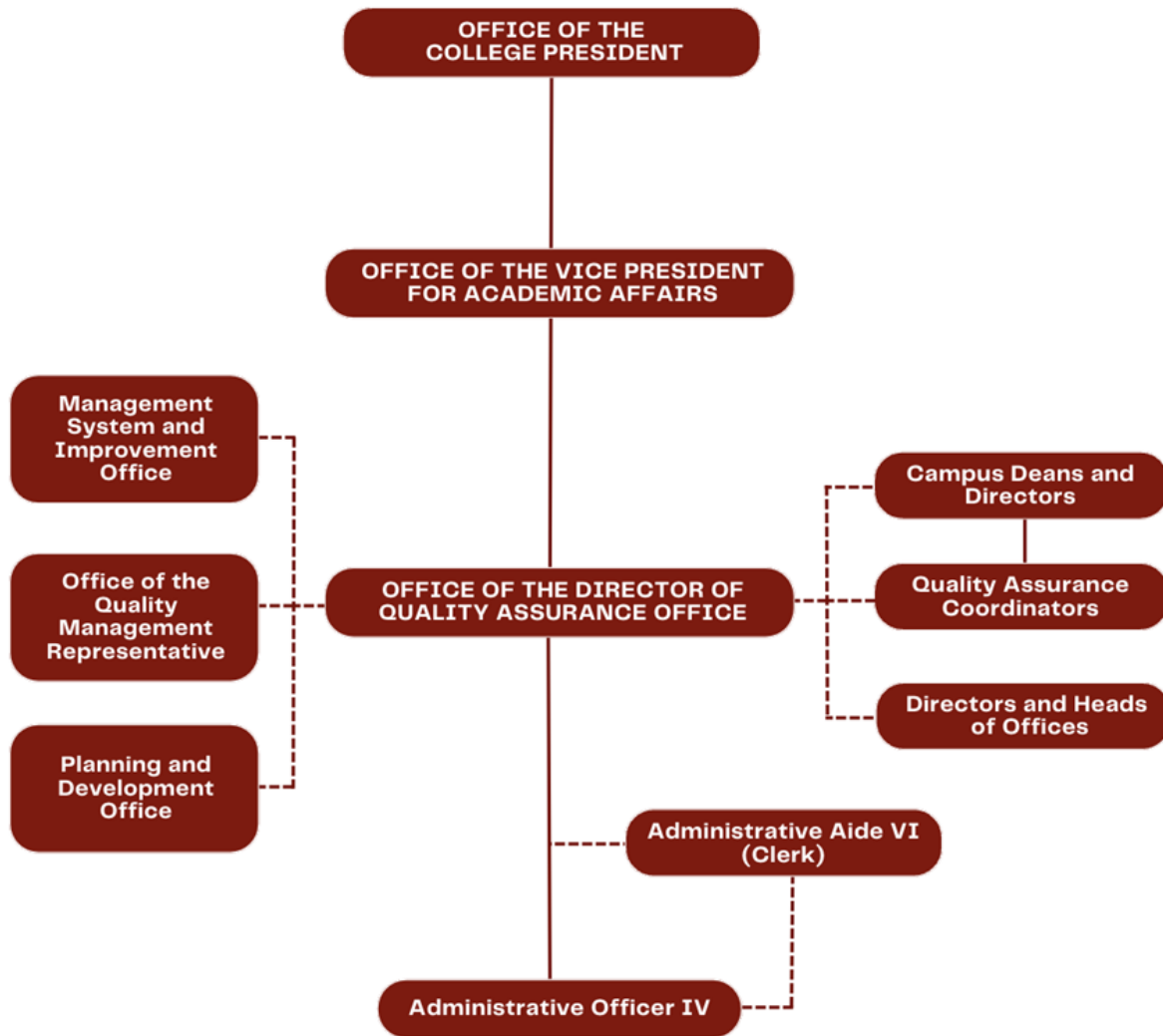
To improve global competitiveness, the QAO office helps the institution in aligning its programs with international standards. This includes fostering partnerships with foreign universities, benchmarking against global quality assurance practices, engaging in cross-border collaborations, and integrating international quality frameworks.



VII. Organizational Structure



ORGANIZATIONAL STRUCTURE



VIII. Key Processes

The CNSC shall operate through well-defined processes aimed at ensuring continuous improvement, maintaining academic standards, and meeting both national and international quality benchmarks.

The processes shall revolve around systematic evaluation, data-driven decision-making, stakeholder engagement, and continuous improvement to ensure that the institution adheres to both national regulations and international quality standards, driving excellence and sustainability in higher education.

1. Internal and External Accreditation

The institution shall undergo internal and external accreditation and certification to ensure that the program offerings meet the set standards of local and international accrediting and certifying agencies like the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCCUP) and the ASEAN University Network - Quality Assurance (AUN-QA).

2. Internal and External Audits

In coordination with the Management System and Improvement Office (MSIO), internal and external audits are regularly conducted to check the compliance of processes in terms of quality management standards such as ISO 9001:2015. The results of the audits shall be the basis for the continual improvement of the documented processes and services.

3. Program Monitoring and Review

This is conducted to monitor the adherence of the academic programs to the policies, standards, and guidelines of pertinent CHED Memorandum Orders and other regulatory and statutory requirements.

The academic programs are also reviewed through a rigorous, systematic, objective, impartial, and expert-based evaluation to determine how effective the programs are working based on its program intended learning outcomes and impact on stakeholders.

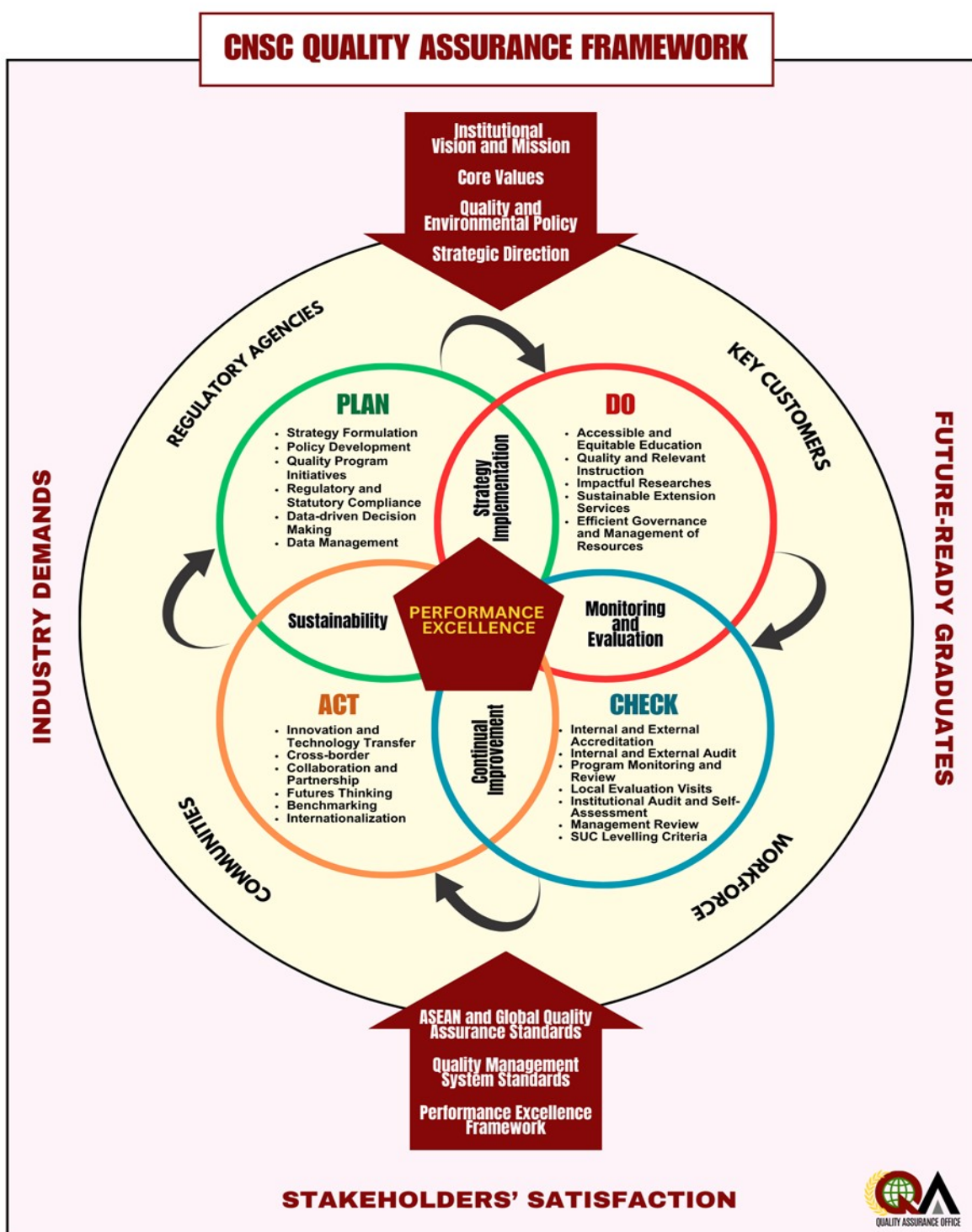
4. Internal Visits

Internal visits are held to assist the academic delivery units with programs scheduled for external accreditation and certification. Experts and local accreditors of the institution are invited to evaluate benchmark areas and offer recommendations **for the improvement of the documentation**.

5. Institutional Audit and Self-Assessment

In coordination with the Planning and Development Office (PDO), the institutional audit and self-assessment are conducted to evaluate the institution's performance based on the key result areas indicated in the SUC Levelling instrument such as access and equity, relevance and quality of instruction, excellence in research and creative works, extension services, and governance and management of resources. It also aims to produce reports with findings and recommendations for improvement as well as to implement corrective actions and monitor their effectiveness over time.

IX. Framework



X. Compliance

Guided by the Quality and Environmental Policy, the Camarines Norte State College shall comply with applicable statutory and regulatory requirements relevant to quality assurance. The Quality Assurance Office in coordination with delivery units and offices concerned shall take the lead in ensuring that all academic programs adhere to pertinent government policies, standards, and guidelines.

- List of CMOs, COPCs
- SUC Leveling
- ISO 9001:2015

XI. Milestones

The Quality Assurance Office has achieved the following milestones:

Year	Milestones
2018	CNSC as a Multi-Campus ISO 9001:2015 Certified Institution (1st Recertification)
2019	ISO 9001:2015 1st Surveillance Audit (Maintained)
2019	ISO 9001:2015 2nd Surveillance Audit (Maintained)
2019	Pres. Rodrigo R. Duterte signed into law R.A. 11399 also known as “An Act Converting the Camarines Norte State College (CNSC) in the Municipality of Daet, Province of Camarines Norte into a State University to be Known as the University of Camarines Norte (UCN), and Appropriating Funds Therefor”
2020	CNSC as a Multi-Campus ISO 9001:2015 Certified Institution (2nd Recertification)
2021	ISO 9001:2015 1st Surveillance Audit (Maintained)
2022	ISO 9001:2015 2nd Surveillance Audit (Maintained)
2023	28/38 or 73.68% of the Programs Offered are AACUP- accredited
2024	CNSC as a Multi-Campus ISO 9001:2015 Certified Institution (3rd Recertification)
2024	38/39 or 97.44% of the Programs Offered have Certificate of Program Compliance (COPC) issued by the Commission on Higher Education (CHED)

XII. Quality Assurance Plan

Quality Assurance Plan

2024-2029

KEY RESULT AREA	OBJECTIVES	PERFORMANCE INDICATORS	STRATEGIES
<i>A. Quality Assurance and Enhancement Program</i>			
1. Strengthen the Institutional Quality Assurance (QA) Culture	Establish a robust QA framework and promote QA values at all levels of the institution	<ul style="list-style-type: none"> - Increased participation in QA-related activities and initiatives - Number of QA training sessions conducted per year - Positive feedback from faculty, staff, and students on QA processes 	<ul style="list-style-type: none"> - Conduct QA orientation and workshops for faculty, staff, and students - Create a QA Manual and disseminate to all stakeholders - Develop a QA Communication mechanism to regularly update all personnel
2. Align Institutional Policies and Processes with National and International Standards	<ul style="list-style-type: none"> - Ensure all institutional policies and academic programs comply with government and international quality standards 	Number of policies revised/created - National and International Accreditation levels achieved (e.g., ISO*, PQA Criteria*, QS rating*, THE*, AACUP, AUN, CHED-RQUAT, COD/COE, NUCAF, NUCA,) <i>* in coordination with Management System and Improvement Office (MSIO)</i>	<ul style="list-style-type: none"> - Benchmark policies with top-performing institutions - Conduct gap analysis and internal audits/ local accreditation to identify compliance areas - Pursue accreditation from recognized bodies

KEY RESULT AREA	OBJECTIVES	PERFORMANCE INDICATORS	STRATEGIES
A. Quality Assurance and Enhancement Program			
3. Improve Faculty and Staff Competencies* <i>*in coordination with Deans, Directors and Learning and Development Department</i>	- Enhance professional development and continuous learning of faculty and staff	- Percentage of faculty and staff completing CPD activities - Number of faculty with postgraduate degrees - Number of trainings and seminars attended	- Develop a structured training and development plan - Provide support for postgraduate studies and CPD programs - Establish a faculty mentoring system
B. Maintenance and Continual Improvement of Quality Management System			
4. Sustain the Implementation of Quality Management System (QMS)	- Maintain compliance with QMS standards and continuously improve processes	- ISO recertification or renewal - Number of successful internal and external audits - Reduction in non-conformance findings	- Conduct annual internal and external audits - Update QMS documentation regularly based on audit results - Develop action plans to address non-conformances
5. Strengthen Data Management and Utilization for Decision Making	- Enhance data collection, analysis, and reporting to support evidence-based decision making	- Establishment of a centralized data management system - Number of reports generated and utilized for planning	- Develop an institutional research agenda - Invest in data management systems and tools - Train personnel on data analysis and utilization
6. Enhance Stakeholder Engagement in Quality Assurance Processes	- Increase involvement of students, parents, alumni, and industry partners in QA initiatives	- Number of stakeholders participating in QA activities - Number of feedback surveys conducted - Satisfaction rate of stakeholders	- Create QA committees with stakeholder representatives - Develop a feedback mechanism for stakeholders - Organize stakeholder meetings, consultations, and forums
7. Establish a Continuous Quality Improvement (CQI) Program	- Create a structured approach for the continuous review and improvement of all academic and administrative processes	- Number of CQI activities conducted - Number of improvements made based on CQI recommendations	- Establish a CQI committee to oversee the program - Conduct regular process reviews and root cause analysis sessions - Implement a reward and recognition system for QA excellence
8. Updating of Risks and Opportunities Assessment Worksheets	- Identify, assess, and manage risks that could impact institutional quality	- Risk Management Framework established and implemented - Number of risk assessments conducted - Number of risk mitigation plans developed	- Conduct risk assessment workshops - Integrate risk management into strategic planning processes

KEY RESULT AREA	OBJECTIVES	PERFORMANCE INDICATORS	STRATEGIES
Quality Assurance Program Evaluation and Benchmarking			
9. Conduct Regular QA Program Evaluation and Benchmarking	- Assess the effectiveness of QA programs and identify best practices	- Number of QA programs evaluated and benchmarked - Benchmarking reports and action plans created	- Collaborate with other institutions for benchmarking activities - Participate in QA networks and associations - Conduct annual reviews and report findings to stakeholders
10. Foster a Culture of Innovation and Excellence in QA	- Promote innovation and excellence in all QA initiatives	- Number of innovations implemented - Recognition and awards for QA excellence	- Establish an innovation fund for QA projects - Organize an annual QA Excellence Awards program - Develop QA research projects focusing on innovation

XIII. Program Accreditation Status

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

QUALITY ASSURANCE OFFICE
QUALITY ASSURANCE AACCCUP ACCREDITATION PLAN 2022-2026

NO.	PROGRAM/MAJORS	LEVEL (ACCREDITATION STATUS)	Date of Validity	TARGET SURVEY VISIT					REMARKS
				2022	2023	2024	2025	2026	
1.	CoEd Bachelor of Elementary Education -General Education -Preschool Education	Level III Re-accredited	October, 2021 - September, 2025				Level IV		AACCCUP Survey Visit Aug. 28 - Sept. 3, 2021 AACCCUP revisit all areas except Areas II and III not later than 2026
2.	Bachelor of Secondary Education -English -Filipino -Mathematics -Social Studies -Biological Science -MAPEH	Level III Re-accredited	October, 2021 - September, 2025				Level IV		AACCCUP Survey Visit Aug. 28 - Sept. 3, 2021 AACCCUP revisit all areas not later than 2026
3.	Bachelor of Physical Education (BPEd)	Not Accreditable	2019			Candidate			New curricular offering
4.	Bachelor of Technology and Livelihood Education major in Home Economics (BTLEd)	Not Accreditable	2019			Candidate			New curricular offering
5.	GS Master in Public Administration (MPA)	Level III Re-accredited	Nov.16-2019-Nov. 15, 2023		Level IV Rescheduled	Level IV			For Level 4 AACCCUP Survey Visit on November 2023
6.	Master in Business Administration (MBA)	Level II Re-accredited	Oct. 16, 2018-Oct. 15, 2022	Level III Phase 2					AACCCUP Survey Visit on December 7-9, 2022
7.	Master in Management - Educational Planning & Management - Human Resource Management	Level II Re-accredited	November 16, 2020 - November 15, 2021						FOR PHASING OUT due to duplication as per CHED ROAT visit/new curricular offerings MAEd ELM in 2022
8.	Master of Arts in Education Major in Leadership and Teaching Filipino Language	Not Accreditable	March 22, 2022				Candidate		New curricular offering
9.	Doctor of Public Administration	Not Accreditable	December 28, 20221				Candidate		New curricular offering
10.	Doctor in Business Administration	Not Accreditable	December 28, 20221				Candidate		New curricular offering
11.	Doctor of Education Major in Educational Leadership and Management	Not Accreditable	March 22, 2022				Candidate		New curricular offering
12.	CAS AB in English Language	Level II Re-accredited	Oct. 16, 2018-Oct. 15, 2022	Level III Phase 2					Rescheduled on December 2022
13.	BS in Mathematics	Level II Re-accredited	Oct. 16, 2018-Oct. 15, 2022	Level III Phase 2					Renamed to BS in Applied Mathematics as per CHED CMO 48, s. 2017 Waiting for the response from AACCCUP
14.	AB in Sociology	Level III Re-accredited	Feb 16, 2021-Feb. 15, 2025				Level IV		For Level IV AACCCUP Survey Visit on February 2025

Page 1 of 5



QUALITY ASSURANCE OFFICE

NO.	PROGRAM/MAJORS	LEVEL (ACCREDITATION STATUS)	Date of Validity	TARGET SURVEY VISIT					REMARKS
				2022	2023	2024	2025	2026	
15.	AB in History	Level II Re-accredited	May 2022 – April 2023	Level III Phase 2	Level III Phase 2 Mandatory Room				For Level IV AACUP Survey Visit on April 2023
16.	BS in Biology	Level II Re-accredited	May 2022 – April 2023	Level III Phase 2	Level III Phase 2 Mandatory Room				For Level IV AACUP Survey Visit on April 2023
17.	BS in Development Communication	Not Accreditable	2019			PSV			New curricular offering
18.	CoEng BS in Mechanical Engineering (BSME)	Level III Certified	November 8, 2021 based on new AACUP Guidelines				Level IV		Approved by AACUP dated November 8, 2021. For Level IV Phase 2 in 2025
19.	BS in Electrical Engineering (BSEE)	Level III Certified	November 8, 2021 based on new AACUP Guidelines				Level IV		Approved by AACUP dated November 8, 2021. For Level IV Phase 2 in 2025
20.	BS in Civil Engineering (BSCE)	Level III Certified	November 8, 2021 based on new AACUP Guidelines				Level IV		Approved by AACUP dated November 8, 2021. For Level IV Phase 2 in 2025
21.	IFMS BS in Fisheries	Level II Certified	December 1, 2021- November 30, 2022	Level 3 Phase 3					AACUP Survey Visit Rescheduled on December 2022
22 s	CBPA BS in Business Administration -Financial Management -Human Resource Management	Level III Re-accredited	Dec. 16, 2022 – Dec. 15, 2026 -do-	Level III Phase 2					AACUP Survey Visit scheduled on December 15, 2026
	BS in Business Administration -Business Economics -Marketing Management		Nov. 16, 2020-Nov. 15, 2021 -do-						
26.	BS in Accountancy	Level II Re-accredited	January 2022 – December 2022	Level III Phase 2 Mandatory Room					AACUP Survey Visit Rescheduled on December 2022
27.	BS in Entrepreneurship -Information Technology Track -Culinary Management Track	Level II Re-accredited	January 2022 – December 2022	Level III Phase 2 Mandatory Room					AACUP Survey Visit Rescheduled on December 2022
28.	BS in Office Administration	Level II Re-accredited	January 2022 – December 2022	Level III Phase 2 Mandatory Room					AACUP Survey Visit Rescheduled on December 2022
29.	Bachelor in Food Service Management	Level II Re-accredited	Nov. 16, 2020-Nov. 15, 2021						Renamed to BS in Hospitality Management as per CHED CMO 62, s. 2017. Ongoing



QUALITY ASSURANCE OFFICE

NO.	PROGRAM/MAJORS	LEVEL (ACCREDITATION STATUS)	Date of Validity	TARGET SURVEY VISIT					REMARKS
				2022	2023	2024	2025	2026	
									evaluation of documents for new AACUP guidelines
30.	Bachelor in Public Administration	Level III Re-accredited	Feb. 16, 2021-Feb. 15, 2025				Level IV		For Level 4 Accreditation on February 2025
31.	CANR BS in Agricultural Engineering Renamed to BS in Agriculture and Biosystems Engineering as per CHED CMO 94, s. 2017.	Level II Re-accredited	December 2021 – November 2025				Level III		Renamed to BS in Agriculture and Biosystems Engineering as per CHED CMO 94, s. 2017. Ongoing evaluation of documents for new AACUP guidelines for renaming of programs and carry over status. December 2021 – November 2025
32.	BS in Environmental Management Renamed to BS in Environmental Science as per CHED CMO	Level II Re-accredited	December 2021 – November 2025				Level III		Renamed to BS in Environmental Science as per CHED CMO. Ongoing evaluation of documents for new AACUP guidelines for renaming of programs and carry-over status. December 2021 – November 2025
33.	BS in Agriculture -Animal Science -Crop Science	Level II Re-accredited	May 2022 – April 2023	Level III Phase 2	Level III Phase 2 Mandatory Room				AACUP Survey Visit on April 2023 to submit Mandatory Recommendation
34.	Bachelor in Agricultural Technology -Crop Science -Animal Production	Level III Re-accredited	Feb. 16, 2021-Feb. 15, 2025				Level IV		For Level 4 Accreditation on February 2025
35.	CoTT BS in Industrial Education -Food Trades -Electrical Technology -Garments Technology -Automotive Technology	Level II Re-accredited	Oct. 1, 2017-Sept. 30, 2021		Level III Phase 1	Level III Phase 2			Renamed to Bachelor of Technical Vocational Teacher Education -Food and Services Management -Electrical Technology -Fashion and Garments Technology -Automotive Technology as per CHED CMO 79, s. 2017. Ongoing compliance based on local evaluation of documents for new AACUP guidelines for renaming of programs and carry over status.
36.	BS in Industrial Technology -Electrical Technology -Automotive Technology -Computer and Electronics Technology	Level II Re-accredited	Nov. 16, 2022 Nov. 15, 2023	Level III Phase 2 Revised Area V, VI, VII	Level III Phase 2				Renamed to two majors -Electrical Technology Electronics Technology as per CHED CMO 79, s. 2017. AACUP Survey Visit Level 3 Phase 2 survey visit on November 2023
37.	ICS BS in Information Technology	Level III Re-accredited	Feb. 16, 2021-Feb. 15, 2025				Level IV		For Level 4 Accreditation on February 2025
38.	BS in Information System	Not Accreditable	2022						
39.	ENTIENZA Campus Bachelor of Elementary Education	Level 1	June 16, 2019-June 15, 2021	Revisit Area V and VI			Level II		Accredited Level I valid until August 1, 2022 - July 31, 2025



QUALITY ASSURANCE OFFICE

NO.	PROGRAM/MAJORS	LEVEL (ACCREDITATION STATUS)	Date of Validity	TARGET SURVEY VISIT					REMARKS
				2022	2023	2024	2025	2026	
40.	Bachelor of Secondary Education -English -Mathematics	Level 1	June 16, 2019-June 15, 2021	Revisit Area VI			Level II		Accredited Level I valid until August 1, 2022 - July 31, 2025
41.	BS in Entrepreneurship -Agricultural Production Track	Level I Accredited	June 16, 2019-June 15, 2021				Level II		For Level II Accreditation on June 15, 2024

Prepared by:

BEVERLY V. MUSA, MAEd
 Director, Quality Assurance Office

Noted:

DOLORES C. VOLANTE, EdD
 Vice-President for Academic Affairs

Approved by:

DR. MARLO M. DE LA CRUZ, PECE
 SUC President III

Conclusion and Future Directions

to provide a brief summary of the core strengths of our Master in Public Administration program and how these strengths align with **Level 4 accreditation standards**, ensuring that our program remains a leader in public administration education."

[Core Strengths: Competency-Based Curriculum]

"First and foremost, our **competency-based curriculum** is designed to develop the essential skills needed for leadership in the public sector. From **strategic decision-making** and **policy development** to **public financial management** and **ethical governance**, the curriculum directly addresses the competencies required to meet the evolving demands of public administration. This focus on **practical, real-world skills** ensures our graduates are ready to tackle the challenges of governance and public service."

[Core Strengths: Experiential Learning]

"Another key strength is our commitment to **experiential learning**. Through, **fieldwork**, and **community-based projects**, our students gain hands-on experience in real-world public administration settings. These practical experiences help students apply their academic knowledge in impactful ways, preparing them to lead with confidence in the public sector. This experiential approach is an important component of Level 4 accreditation, which emphasizes the integration of theory and practice."

[Core Strengths: Research and Policy Impact]

"Our program also places a strong emphasis on **research and policy analysis** through its Research program (GS Connect) Students engage in research projects that address critical issues in governance, public policy, and community development. This focus on research aligns with Level 4 standards, which call for **advanced academic inquiry** and the **development of knowledge** that can contribute to positive changes in public administration and policy-making."



[Core Strengths)

"In terms of alignment with **Level 4 accreditation standards**, our MPA program meets the highest benchmarks of academic excellence, including:

- **Faculty expertise:** Our faculty members are seasoned professionals and academics who bring a wealth of experience and knowledge to the program, ensuring that our students receive high-quality instruction.
- **Internationalization and linkages:** We foster **collaborations with local and international institutions**, providing students with opportunities to engage in cross-cultural and global governance issues, a key focus of Level 4 accreditation. At present CNSC has an existing MOA with Nagoya, Japan, Dagam Farm South, Korea and Taiwan
- **Sustainability and innovation:** Our curriculum addresses emerging trends in governance, such as **digital transformation, environmental sustainability, and inclusive leadership**, preparing students to be innovative leaders who can address the challenges of the future."

[Conclusion: A Program of Excellence]

"In summary, the Master in Public Administration program at **Camarines Norte State College** stands out for its **competency-based approach, experiential learning opportunities, research focus, and alignment with Level 4 accreditation standards**. These core strengths ensure that our program continues to provide the highest level of education in public administration, producing graduates who are ready to lead with integrity, competence, and innovation."

Through these strengths, we are committed to maintaining our status as a leader in public administration education and preparing the next generation of public sector leaders.

Future Goals:

"As we look to the future, the Master in Public Administration program at Camarines Norte State College remains fully committed to **continuous improvement and innovation** in public administration education. Our goal is to **further enhance our curriculum**, embracing emerging trends in governance, policy, and technology, while expanding our partnerships with **local, national, and international organizations**.

We aim to strengthen our role as a **catalyst for public sector excellence**, ensuring that our graduates continue to lead with integrity, competence, and a deep sense of public service. Through ongoing research, experiential learning, and a focus on **sustainable governance**, we will continue to produce public administrators who are prepared to meet the challenges of tomorrow."

Together, we will continue to shape the future of public administration and contribute to the **betterment of society** through **transformative leadership and good governance.**"

PART IV

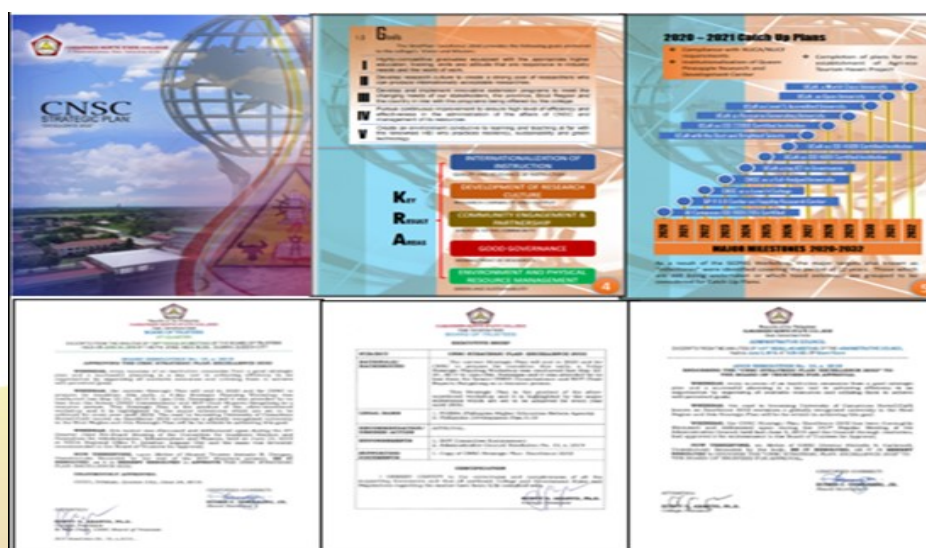
BEST PRACTICES IN AREA 5 WELL DEVELOP PLANNING PROCESSES

The practices of Camarines Norte State College in planning processes which worth emulating and sustaining are the following;

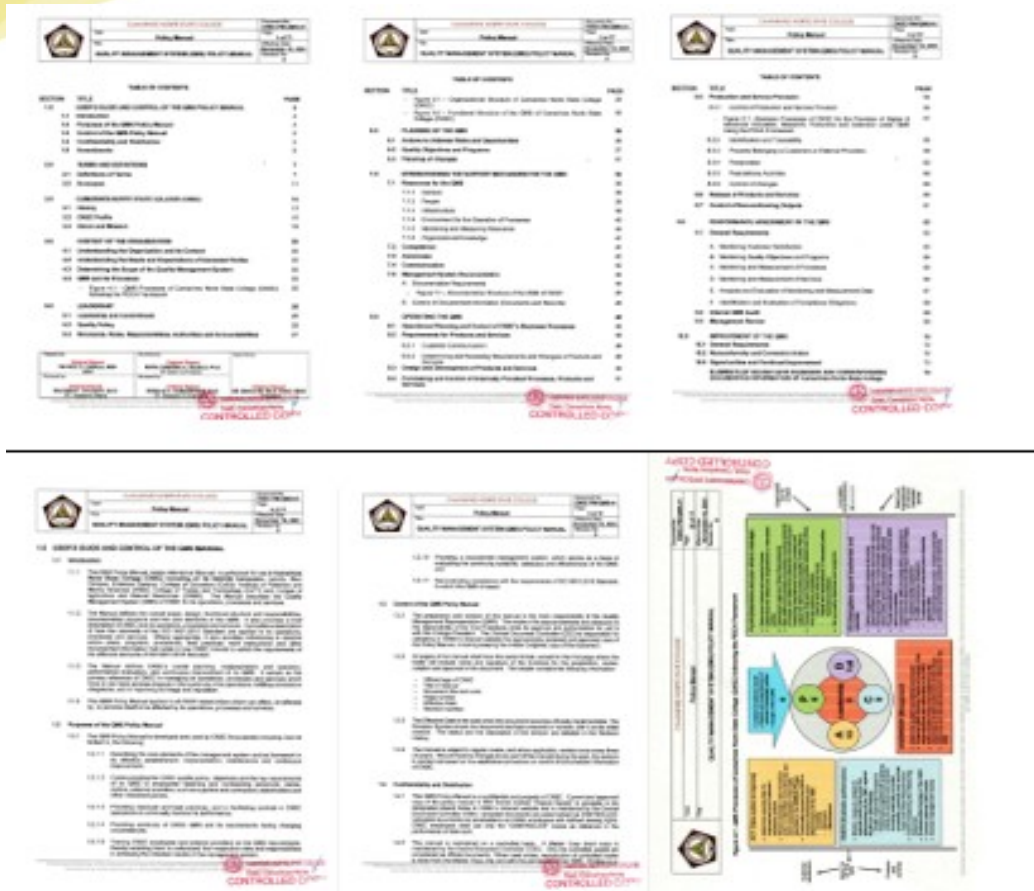
1. **CNSC Land Use Development and Infrastructure Plan LUDIP.** The IPDO institutional Planning and Development Unit prepared the Institutional Land Use Development and Infrastructure Plan 2023-2033. The ten-year development plan was created through series of consultation and workshops through participatory community approach. The LUDIP of CNSC was presented to and approved by the Board of Trustees of CNSC.



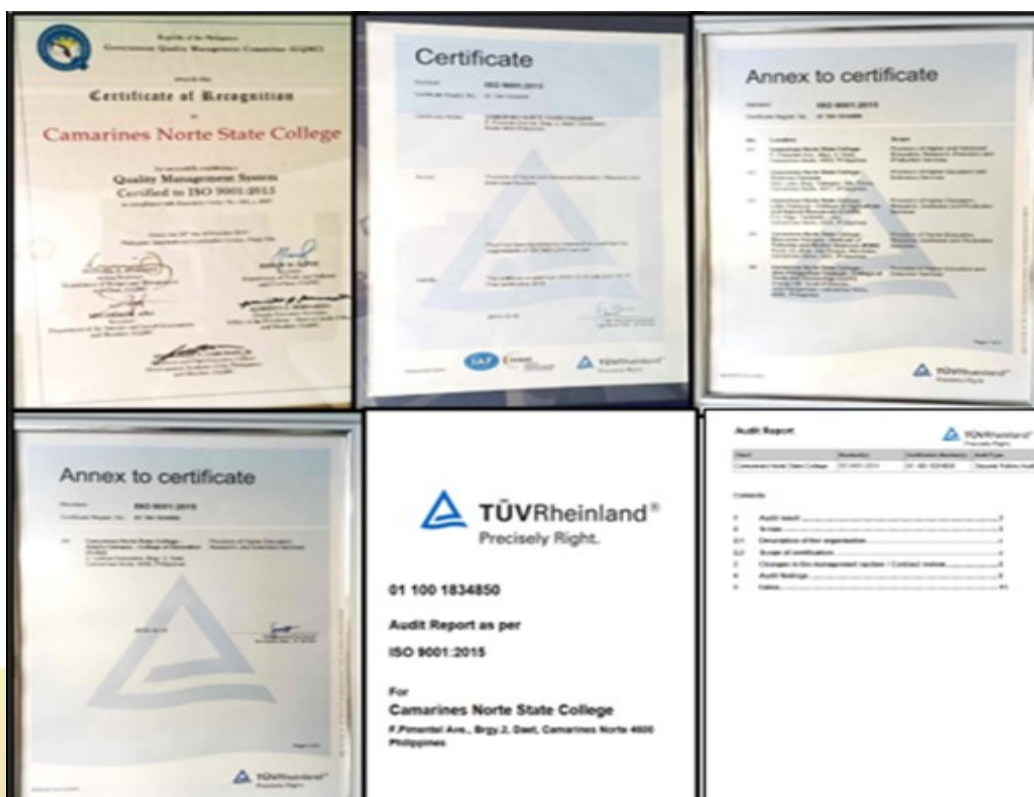
2. **Excellence 2032** Strategic Plan of Camarines Norte State College. The CNSC strategic Plan stated and picture out the future of CNSC in 2032. It also provides the catch-up plans to make the plan flexible and adaptable to changes. The plan presents the Goal and milestone Key performance indicators in the projected future of CNSC.



3. **Quality Management System QMS.** The Institution Quality Management Office Policy Manual provides the detailed instruction on the processes and procedures of the services of all offices and systems of CNSC as an ISO 9001:2015 certified educational Institution.



4. **TÜVRheinland ISO 2009:2015 Certified Academic Institution.** CNSC is ISO 9001:2015 certified multi campus academic Institution. It is a testament that all processes and system procedures of the Institution is compliant to international standards.



5. e-SPMS Strategic Performance Management System. The e-SPMS or electronic Strategic Management System is a tool designed to digitalize and streamline the processes of institutional planning and management activities. It provides real time insights into progress performance metrics, and adherence to strategic goals. This system ensures effective management and accountability, supporting the college's vision and mission to enhance educational outcomes and operational efficiency.



6. EbbPro 2.0 ; BUMS and IPAMS System Application for Budgeting ang Monitoring. The CNSC utilizes the **eBBpro 2.0** , a budget system application originally patented by the College. This digital application streamlines the process of recording and allocation, adhering targets and plans. Additionally, another system called **BUMS** (Budget Utilization Monitoring System) provides real-time reports on budget utilization against targets. Next digital platform utilized is planning office is **I-PAMS** . It is used in monitoring infrastructure projects IPAMS application or the Internet Project Accomplishment and Monitoring System. This system remotely monitors all the infrastructure projects remotely through GPS application.

These systems, pioneered by the institutional Planning Office, exemplify best practices in efficient and resilient budget management and monitoring for each fiscal year of the institution.

CNSC Best Practices

Budget Utilization Management System (BUMS)

Timely monitoring of budget utilization.

Electronic Budget Planning Process (EBPPRo)

An electronic planning process using application.

Congratulations!

Camarines Norte State College

"2020 Government Best Practice Recognition (GBPR) Winner"

eBBPro 2.0

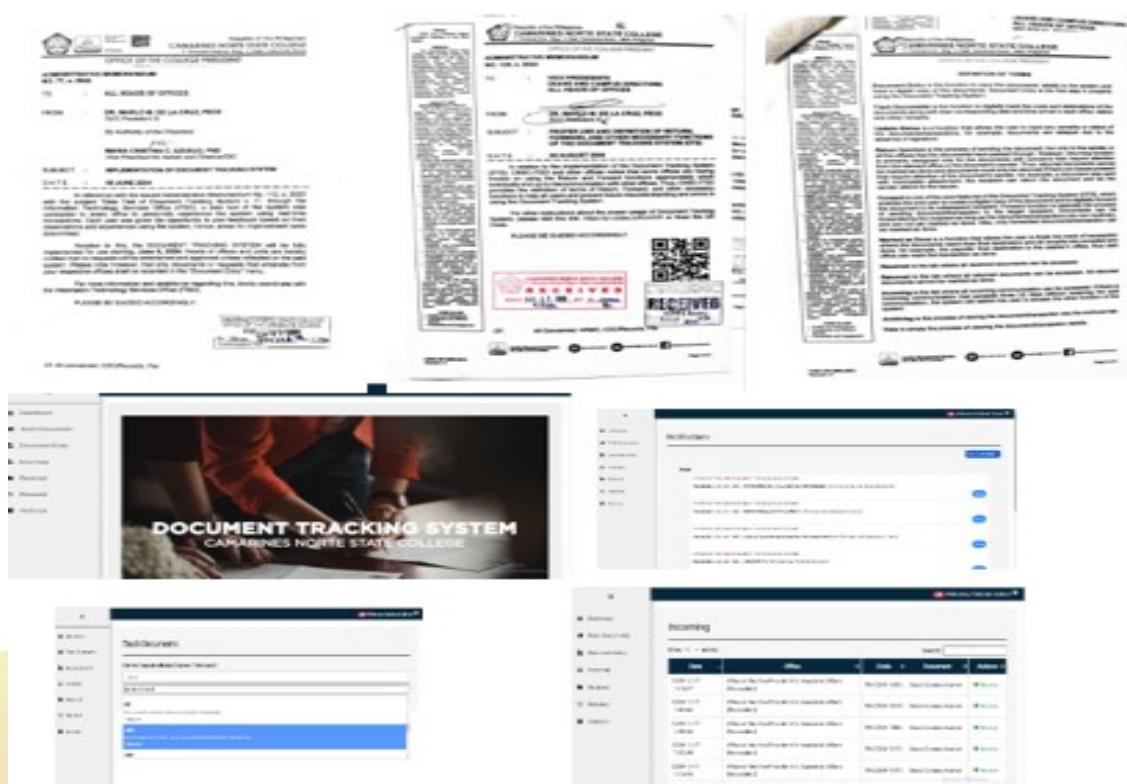
Internet Project Accomplishments and Monitoring System (iPAMS)

Real time monitoring of infrastructure projects.

CNSC launched the automation of its major process particularly in the planning process, with the introduction of Electronic Budget Planning process launched in 2018, The eBPPro is a productivity application system unique to the operation of CNSC for its timely, accurate and goal-oriented budgeting. This Electronic Budget Planning Process was awarded by Development of Academy of the Philippines as one of the Government Best Practices in 2019 out of the 79 entries.



7. **Document Tracking System DTS.** The Institutional Document Tracking System (DTS) is used for managing communication papers , including their forwarding and return. The DTs ensures efficient tracking and verification throughout the entire process.



8. **Holistic Strategic Planning Format and Approaches.** Holistic Strategic Planning Format and Approaches. It Consist of a series of planning sessions paired with team building activities. This approach aims to create a more enjoyable and engaging learning environment while incorporating foresight thinking into the planning process.



9. **Nexus in the Academe.** Graduate School participation in the Nexus in the Academe. It is an approach to harmonize all efforts in the fourfold function of the university, instruction, research, extension and production/ administration to ensure the security of mankind future in food, water, energy and use of land resources.



Awards and Recognition received



Government Best Practices Award

Awarded by the Development Academy of the Philippines (DAP)

Rank 2 Highest Licensure Performing School

PWD Friendly HEI Awarded by the Province of Camarines Norte

According to the latest (May 2023) report of the Philippine Universities Ranking released by FindUniversity.ph, CNSC/UCN ranked 75.1% based on the aggregated passing rates of each school in all board exams that their graduates participated

In addition, CNSC awarded as the **1st PWD Friendly HEI in Camarines Norte** awarded by the Provincial Government of Camarines Norte last September 10, 2018, for commendable efforts and exceptional commitment to the inclusion and mainstreaming of Persons with Disabilities by implementing laudable programs in CNSC intended to address the needs and encourage the advancement of its PWD constituents.



Gawad Kalasag Award

Consumer Protection Champion

CSC PRIME HRM Level II

CNSC received the **Gawad Kalasag (Kalamidad at Sakuna Labanan Sariling Galing ang Kaligtasan)**, one of the most prestigious awards in the Philippines, recognizing exemplary efforts in disaster risk reduction and management (DRRM).

The **DTI Consumer Protection Champion Award** was given to CNSC for promoting consumer welfare, protection, and rights. The award encourages stakeholders to actively engage in responsible business practices, consumer education, and advocacy.

Moreover, College received **Bronze Award on PRIME HRM** awarded by the Civil Service Commission at the National Level and the only SUC in the Bicol Region for achieving meritocracy and excellence in Recruitment Selection and Placement, Performance Management, Learning and Development and Rewards and Recognition, given last July 20, 2018.

CNSC

CAMARINES N



Camarines Norte State College

Graduate School