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FRAMEWORK FOR EMBEDDING EMPLOYABILITY INTO UNIVERSITY OPERATIONS POSSIBILITY FOR MAINSTREAMING ENTREPRENEURSHIP EDUCATION

BENGUET STATE UNIVERSITY, PHILIPPINES

Integrating Talent Development into Innovation Ecosystems in Higher Education

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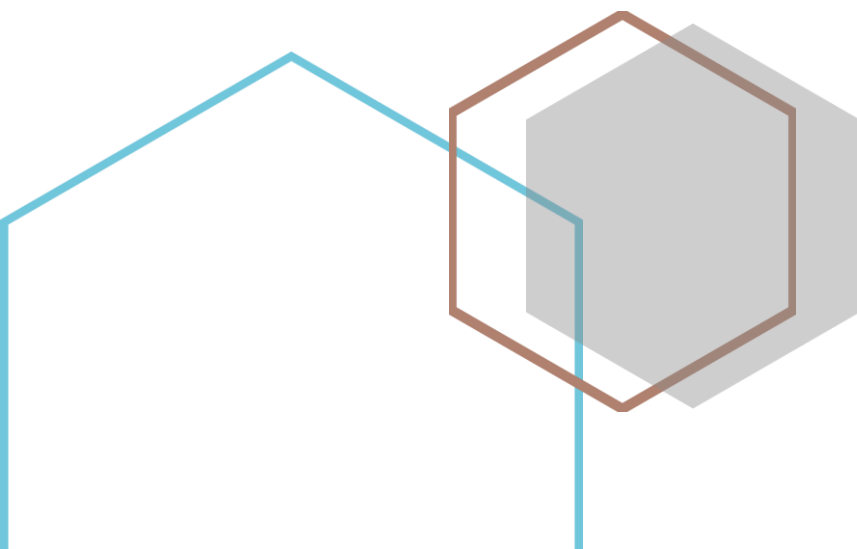




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The framework is a strategic document presenting the University plans and priorities for embedding employability across the key institutional activities – curriculum development and delivery, research and innovation and outreach. Its overall objective is to ensure that the University effectively promotes graduates' employability while contributing to national and regional developmental priorities.

The framework seeks to devise a feasible plan for including both external stakeholders (business, the citizen sector and the public sector) and students/recent graduates in employability strategies. It is focused on 'embedding' employability into various institutional activities rather than on devising ad hoc initiatives and measures for employability promotion.





BSU STEPS AHEAD: TALINNO sa Trabaho

(Talent Innovation for Employability)

Benguet State University envisions being a premier University delivering world-class education that promotes sustainable development amidst climate change. To make this happen, BSU has set five strategic goals for 2020:

- (1) to develop proactive programs to ensure relevant quality education, with one of its indicators focused on developing alternative learning experience to enhance skills that match industry needs
- (2) to develop proactive programs for quality service, with one of its indicators focused on enhancing relevant human resource development programs
- (3) to enhance responsive systems and procedures for transparent institutional development, with one of its indicators focused on ensuring inclusive and consultative decision-making
- (4) to develop relevant and gender-sensitive research and extension programs for institutional development, sustainable communities, climate resilience, industry innovation and partnership, with one of its indicators focused of partnering with strategic local, regional, national and international entities
- (5) to strengthen and expand public-private partnerships, with one of its indicators focused on strengthening the linkage among academe, industries, Local Government Units, and the community (BSU Strategic Plan 2020).

As a proactive response to these targeted goals, BSU linked with the Project INNOTAL: Integrating Talent Development into Innovation Ecosystems in Higher Education. This projects connects 14 Universities from Europe, India, the Philippines, Nepal, and Sri Lanka. It is co-funded by the European Commission through the Erasmus+ Programme – Capacity Building in Higher Education. INNOTAL's objective is to build the capacity of the participating Asian universities to nurture a culture of high-quality research and innovation shared by both faculty and students. Successful implementation of this project can help BSU realize the indicators identified for each institutional development goal listed above. Primarily, the Project activities will promote the uptake of entrepreneurship education and innovation training, and will support the universities in intensifying knowledge flows between the academia and external stakeholders – industry, the public sector and the community. The project team at BSU shall establish and kick-start the operations of a Talent Co-Creation Lab, which should serve as a co-creation space bringing together faculty, students and external stakeholders to jointly pursue innovation, research and talent promotion activities.

In strategizing to mainstream this project into the system of the University, a framework has to be adapted which is TALINNO sa Trabaho (Talent Innovation for Employability). TALINNO conveys also the Filipino term “talino” which means ‘intelligence’. Five clusters of talino or intelligences have been identified based on the Philippine Talent Map Initiative of the Department of Labor and Employment and the Civil Service Commission Human Resource Management Competencies. These will be the competences that need to be honed among the students to develop their capacities to become a 21st century-ready workforce. They shall be identified as BSU students’ Employability Quotient or EmQ, a measure that will indicate their readiness level for work engagement.

The development of the EmQ of students will jumpstart right after they are enrolled at the university, and shall persist until they get employment in reputable industries. Strategic activities shall be imbedded in the operations of the university to make this possible, and these shall include curriculum enhancement to integrate more entrepreneurship and innovation learning through research, projects, and/or internship programs. It shall be supported by dynamic talent

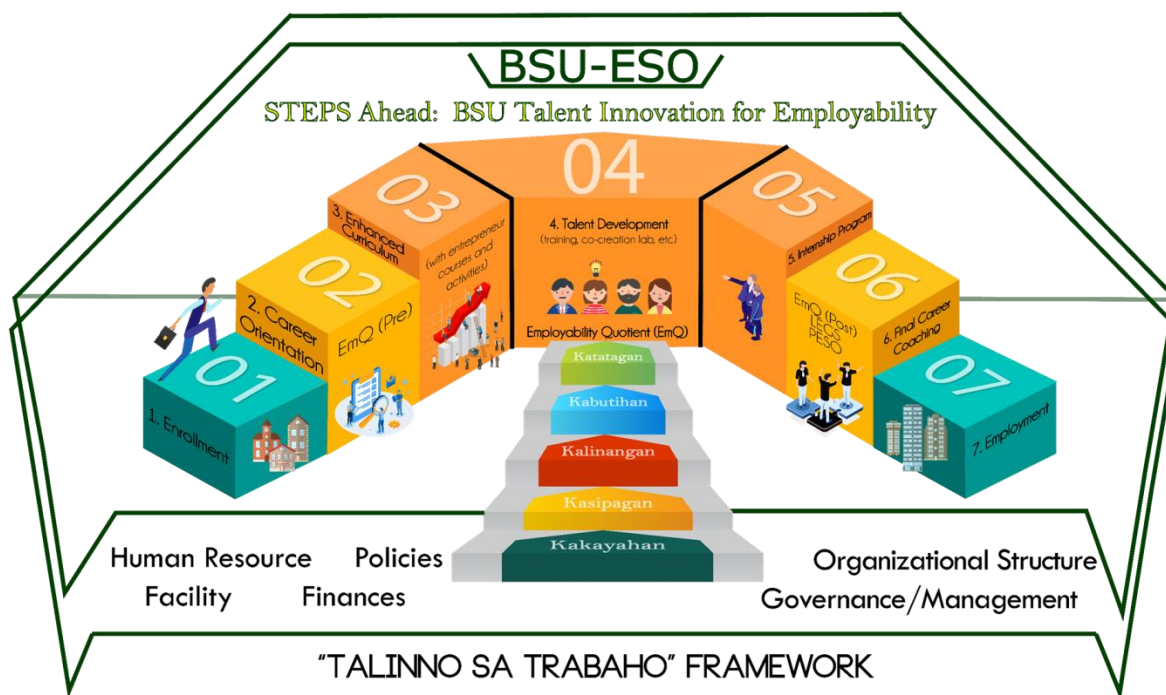


development activities that shall provide more trainings and experiences for students in creating innovations or entrepreneurial engagements with external stakeholder participation through a co-creation lab as a conduit. The Labour Education for Graduate Students (LEGS) facilitated by the Office of Student Services shall innovate on its career orientations to conduct pre-EmQ and post-EmQ measures for monitoring and evaluation purposes, augment its job fair and, if possible, implement an innovation summit for students as an add-on to the student research congress that is held at the University annually.

To optimize students' learning, it is necessary for the University to provide the base or support for activities relevant to employability, entrepreneurship and innovation. These activities are related to teaching and nonteaching personnel's continuing professional education, facility improvement, policy-making, and improved governance and management system.

The sustainability of TALINNO at the university has to be ensured in the coming years. It is essential to establish the Employment Services Office that shall function as the hub of student activities for employability.

The framework is based on internal and external stakeholder consultations conducted by the team. The successful implementation of this project will help make university education more relevant to the challenges faced by societies and national economies, and will promote the employability and talent of university graduates, making them better skilled to contribute to sustainable national development.





Employability Quotient or EmQ

- (1) Kakayahan / technical competencies (operational capabilities)
 - 1.1 Technology / computer skills
 - 1.2 Digital data management, with system
 - 1.3 Research and analytics
 - 1.4 Entrepreneurship
- (2) Kasipagan / industry core skills (vital skills to perform any assigned task)
 - 2.1 Communication skills (oral, written and ICT)
 - 2.2 Multi-tasking
 - 2.3 Work excellence
 - 2.4 Service delivery
- (3) Kalinangan / self-management skills (skills required in managing one's life)
 - 3.1 Life-long learning / continuing professional development
 - 3.2 Creative problem solving
 - 3.3 Innovativeness
- (4) Kabutihan / attitudinal skills (personal attributes that enhances job performance, career growth and interpersonal skills)
 - 4.1 Work – life balance
 - 4.2 Assertiveness
 - 4.3 Team player
- (5) Katatagan / Leadership skills (motivating other people to achieve goals)
 - 5.1 Critical thinking and decision-making
 - 5.2 Partnership / linkages
 - 5.3 Strategic thinking for performance and productivity



OBJECTIVES OF THE STRATEGY

BSU Talinno (Talent Innovation for Employability) aims to contribute to increasing the economic growth of the Cordillera Administrative Region by ensuring graduate employability. Specifically, it shall:

- ✓ Create / craft the BSU TALINNO framework for imbedding employability and/or mainstreaming entrepreneurship education and innovation training across disciplines
- ✓ Present and consult with internal and external stakeholders BSU's vision for the institutionalization of the Talinno framework
- ✓ Integrate entrepreneurship and innovation in the subject curriculum by enhancing course syllabi
- ✓ Craft a competency model by developing the Employability Quotient (EmQ) which shall be used to measure student work-related competencies
- ✓ Plan for conducting continuing talent development programs along other co- and extra-curricular activities, employee training relevant to entrepreneurship and innovation, and industry meet ups, among others
- ✓ Standardize the BSU internship program by developing guidelines of implementation using the BSU TALINNO framework
- ✓ Enhance the engagement of external stakeholders with BSU students through innovative programs
- ✓ Recommend the establishment of adequate support to sustain the program, particularly the BSU Employment Service Office and an additional facility like a student entrepreneurship center
- ✓ Plan for conducting career orientations and/or coaching under the Labor and Employment Graduate Services (LEGS) of the Office of Student Services, job fairs and other related activities
- ✓ Determine the employability rate of BSU students.

CURRENT INEFFICIENCIES AND GAPS

Current inefficiencies and gaps in entrepreneurship education and innovation training

- Lack of entrepreneurship courses in many study programs offered at BSU (e.g. technopreneurship)
- Lack of entrepreneurship and innovation training for BSU students
- Teachers are not immersed in industries for training and



update of key entrepreneurship and innovation skills

- Lack of facilities for students' and teachers' training in entrepreneurship and innovation (e.g. high-end computers)
- Lack of a student entrepreneurship and livelihood center
- Lack of regular review of course syllabi to reflect entrepreneurship in outcomes-based education
- Insufficient hiring of competent teachers

Current inefficiencies and gaps in the learning process

- Lack of opportunities for multidisciplinary collaboration among students
- Insufficient emphasis on the development of critical thinking through problem-based simulations and case studies
- Insufficient synthesis of subjects to explore and identify their relationships or connections
- No impact analysis on students' learning during internship programs
- No standard guidelines followed in the university in the conduct of internship programs
- No orientation programs for interns (with parents)
- Need to provide flexible class schedules suitable for working students
- Need to provide psychosocial support for students engaged in internships
- Need to develop portfolio related to internship experiences, product innovation and/or entrepreneurship engagements

Current inefficiencies and gaps in student talent development

- Lack of laboratory mode of learning, even as pilot activity
- Need for competency and employability assessments for students
- Need to conduct assertiveness and communication training for students
- Need to provide student leadership training that promotes individuality / individual differences

Current inefficiencies and gaps in relations with external stakeholders

- Not enough industry meet-ups with students
- Not enough immersion of faculty in industries

- Need for regular consultations with external stakeholders

Current inefficiencies and gaps in career orientation

- Not enough emphasis on competency-based training
- Need to conduct pre- and post- career orientation for students

Increasing the quality or number of entrepreneurship courses and innovation trainings

- ✓ Proposed new course offerings should integrate entrepreneurship and innovation
- ✓ Ensure that teacher selection is competence-based and meets the requirements of quality assurance

Introducing entrepreneurship education and innovation training in more disciplines, namely:

- ✓ Agriculture
- ✓ Veterinary medicine
- ✓ Agricultural engineering
- ✓ Nursing
- ✓ Education
- ✓ Home economics, nutrition and dietetics
- ✓ Forestry
- ✓ Arts and Sciences
- ✓ Institute of human kinetics
- ✓ Institute of public administration

Improving students' learning experience through practice-based methodologies, extra- and co-curricular activities, or more practical training and internships

- ✓ Internships and on-the-job training (OJT) should ensure more hands-on experience in industries
- ✓ Laboratory classes should focus more on problem-based learning
- ✓ Class schedules more suited for student assistants and working students should be designed
- ✓ Entrepreneurial and innovation projects should be incorporated as requirements into study programs
- ✓ Quality of teaching should be improved through training of faculty members

- ✓ Course audits based on expected competences identified by industries and professions should be conducted
- ✓ Portfolio assessment should be used towards the end of internships/ work immersion
- ✓ Thesis writing or research should be scheduled way before the final year of the student

Promoting student talent development by involving them in innovation and research activities in cooperation with external stakeholders (business, the community and the public sector) and other activities aimed at improving students' employability (including career orientation)

- ✓ The student research congress should continue to be organized
- ✓ A student innovation congress/summit should be launched
- ✓ Innovation and entrepreneurship activities should be supported by appropriate facilities
- ✓ Involvement in extra-curricular activities related to entrepreneurship, innovation and volunteerism should become a factor for the recognition of student organizations
- ✓ Meet-up with industries should be incorporated into co- and extra-curricular activities
- ✓ Curricula should be revised to target functional/technical/organizational leadership and core competences identified by industries
- ✓ The BSU - Employment Services Office (BSU – ESO) should be established to oversee the University activities on employability
- ✓ Continuing career orientation should be conducted
- ✓ The Employability Quotient (EmQ) should be administered pre- and post-graduation
- ✓ Learning interventions that respond to poor or low EmQ factors should be designed.

PRIORITY AREAS OF STUDY IN WHICH ENTREPRENEURSHIP COURSES SHOULD BE INTRODUCED

BSU plans to incorporate Entrepreneurship Courses in the following disciplines

- ✓ Agriculture
- ✓ Veterinary medicine
- ✓ Agricultural engineering
- ✓ Nursing
- ✓ Education



PRIORITY AREAS FOR RESEARCH, INNOVATION AND OUTREACH IN WHICH STUDENTS COULD GET ENGAGED TOGETHER WITH EXTERNAL STAKEHOLDERS

- ✓ Home economics, nutrition and dietetics
- ✓ Forestry
- ✓ Arts and Sciences
- ✓ Institute of human kinetics
- ✓ Institute of public administration.

Students can be involved in research and innovation in the following areas:

- ✓ Development of new technologies and innovation for improving existing technologies
- ✓ Development of new processes and innovation for improving existing processes
- ✓ Market development
- ✓ Gender inclusion
- ✓ Unemployment in farming communities
- ✓ Climate change, climate resiliency, health and environmental issues
- ✓ Alternative energy
- ✓ Animal and veterinary research
- ✓ Issues and opportunities arising from ASEAN integration
- ✓ Product development
- ✓ Product packaging and labelling
- ✓ Student volunteer work.

AVAILABLE FINANCIAL AND ORGANIZATIONAL RESOURCES THAT COULD ENABLE THE IMPLEMENTATION OF THE NEW ACTIONS

-
- ✓ BSU has current budget allocations for Colleges and the Office of Student Services
 - ✓ BSU can utilize general appropriations for the continuing professional development of employees and for activities related to gender and development.

AVAILABLE HUMAN RESOURCES THAT COULD ENABLE THE IMPLEMENTATION OF THE NEW ACTIONS

-
- ✓ BSU can request for additional staff (even in contractual or job order capacity) in relation to the establishment of the BSU – ESO
 - ✓ BSU can designate focal persons for student employability services
 - ✓ BSU can implement the newly approved policy on the PRAISE EVERLASTING awards that includes innovation



**GOVERNANCE AND
MANAGEMENT OF
THE
IMPLEMENTATION
OF THE PROPOSED
NEW ACTIONS**

award for faculty and staff, as well as awards for research and development

- ✓ BSU can incorporate an award for the Top 3 colleges / institutes with the highest number of employed students in their line of specialization right after graduation.

**LEADERSHIP IN THE
PROCESS OF
INSTITUTIONAL
CHANGE;
RESPONSIBILITIES
OF OTHER
INSTITUTIONAL
STRUCTURES,
OFFICES OR STAFF**

- ✓ Vice President for Academic Affairs – to manage the implementation of the new actions
- ✓ Office of Student Services – to implement and monitor the new actions
- ✓ BSU will request for the creation of the Committee on Graduate Employment
- ✓ The INNOTAL team will have managerial and monitoring role with regard to the new actions.

The Office of the Vice President for Academic Affairs should lead the strategic change.

Support staff / units:

- ✓ Vocational and Placement Unit of the Office of Student Services (OSS)
- ✓ Staff for Entrepreneurial activities of the OSS
- ✓ Director of the BSU Agri-technology Based Incubation
- ✓ College focal persons for graduate employment
- ✓ Human Resources Development Office for continuing professional education, rewards and recognition of employees.

**STAKEHOLDER
ANALYSIS**

The following tables present the basic stakeholders and their expected effective power to influence the implementation of the framework.



Stakeholder	Stakeholder position toward proposed actions (+ or -)	Stakeholder's level of influence	Stakeholder's level of interest in the change	Possible approaches to winning this stakeholder over or limiting its negative influence
INTERNAL STAKEHOLDERS				
Board of Regents	Positive	High	Strong	Consultation in areas of concern
Administrators (President, VPs, Deans, Directors, Department Chairs, Heads of offices)	Positive	High	Strong	Consultation in areas of concern
Entrepreneurship Faculty members	Positive	High	Strong	Keep informed/ Consultation in areas of concern
Non-entrepreneurship faculty members	Negative	Low	Weak	Inform via general communications, newsletters
Support staff (finance)	Negative	High	Weak	Keep informed/ Consultation in areas of concern
Support staff (general services)	Negative	Low	Weak	Keep informed
Support staff (student services office)	Positive	High	Strong	Keep informed
Supreme Student Government/student organizations	Positive	High	Strong	Consultation in interest areas
Students in general	Positive	Low	Strong	Consultation in interest areas
Research and Extension sector	Positive	High	Strong	Consultation in interest areas
Business Affairs sector	Negative	Low	Strong	Consultation in interest areas



Stakeholder	Stakeholder Position toward proposed actions	Stakeholder's level of influence-	Stakeholder's level of interest in the change	Possible approaches to winning this stakeholder over or limiting its negative influence
EXTERNAL STAKEHOLDERS				
Commission on Higher Education (National and Regional)	Positive	High	Strong	Inform through dissemination
Regional Development Council	Positive	High	Strong	Inform through dissemination
National/Regional Line Agencies (NEDA, DA, DTI, DOST, DOLE, DOE, DOT, DOH, etc.)	Positive	High	Strong	Inform through dissemination
Cordillera Universities and Colleges	Negative	Low	Strong	Consultation in interest areas
La Trinidad Municipal Government, Benguet Provincial Government	Positive	High	Strong	Inform through dissemination
CAR Provincial/municipal local governments	Negative	Low	Weak	Keep informed
Technology beneficiaries	Positive	Low	Strong	Inform through dissemination
Parents	Positive	High	Strong	Consultation in interest areas
Private sector (food business, manufacturing, retail)	Positive	High	Strong	Consultation in interest areas
Service providers (utilities, banks)	Positive	High	Weak	Keep informed
NGOs, associations, cooperatives	Positive	Low	Weak	Consultation in interest areas
International academic partners (universities/colleges)	Positive	High	Weak	Engage in joint learning and exchange of ideas
International research partners (research agencies)	Positive	Low	Weak	Engage in joint learning and exchange of ideas
International Funding Donors (VLIR-UOS, JICA, USAID, DAAD, etc.)	Positive	High	Weak	Keep informed

Internal Stakeholders Matrix Analysis

	Latents	Promoters or Opponents
	<p><i>Stakeholders:</i> Finance support staff</p> <p><i>Possible actions:</i> Consultation in areas of concern; keep updated with necessary documents</p>	<p><i>Stakeholders:</i> Board of Regents Administrators (President, VPs, Deans, Directors, Department chairs, heads of offices) Entrepreneurship faculty Office of Student Services, Supreme Student Government, Research and Extension sector</p> <p><i>Possible actions:</i> Active engagement; regular consultation (quarterly and as the need arises); involve in decision making as applicable</p>
A lot of power and influence	Apathetics	Defenders or Critics
	<p><i>Stakeholders:</i> Non-entrepreneurship faculty General services support staff</p> <p><i>Possible actions:</i> Keep informed through newsletters and communications</p>	<p><i>Stakeholders:</i> University Business Affairs sector Students in general</p> <p><i>Possible actions:</i> Keep informed through newsletters and communications; consultation in areas of interests; involvement in relevant areas</p>
Little power and influence	Little interest in the new actions	High interest in the new actions

External Stakeholders Matrix

	Latents	Promoters or Opponents
	<p><i>Stakeholders:</i> Service Providers (utilities, banks) International Academic partners International Funding Donors</p> <p><i>Possible actions:</i> Keep informed through communications and newsletters; engage and increase level of interest</p>	<p><i>Stakeholders:</i> Commission on Higher Education Regional Line Agencies (NEDA, DA, DTI, etc.) Local governments of La Trinidad and Benguet province, Regional Development Council, Parents, Private Sector</p> <p><i>Possible actions:</i> Regular updating and feedback meetings every quarter; regular consultations through annual round table discussions; annual press conference; active engagement</p>
A lot of power and influence	Apathetics	Defenders or Critics
	<p><i>Stakeholders:</i> CAR Provincial/municipal local governments NGOs, associations, cooperatives International Research partners</p> <p><i>Possible actions:</i> Keep informed through communications and newsletters</p>	<p><i>Stakeholders:</i> Cordillera Universities and Colleges Technology Beneficiaries</p> <p><i>Possible actions:</i> Consultation in interest areas; involvement in relevant areas</p>
Little power and influence	Little interest in the new actions	High interest in the new actions

**EXPECTED
IMPACT OF THE
NEW ACTIONS**

Expected impact on university performance – realization of the Vision, Mission, Core Values, and Mandate, support for accreditations, improved image and stature and relevance to university publics.

Expected impact on the process of talent development – minimize trial and error and waste of resources, more focused and targeted actions, BSU as model in the region and the country.

Expected impact on employability of graduates – greater employability, income generation and economic growth, adequate response to industry needs, minimized job/graduate mismatch.

RISK ANALYSIS

Risks	Mitigation/Elimination Strategies
Commission of Higher Education (CHED) disapproval of curriculum changes	Clearance/regular consultations with CHED
College/department/faculty non-acceptance, indifference, complacency	Planned talks, information drive, workshops and trainings
External stakeholder indifference/lack of support/vested interests	Regular consultations and round table discussions, clear MOAs on internships and other engagements, focused expectations setting
Lack of funds to augment/expand initiatives e.g. Co-Creation Lab	Make proposals and seek interested donors, earmark budget during university planning sessions
Student indifference/lack of involvement	Information drive, involving students in planning and implementation
Difficulty in course and internship/volunteering scheduling	Have the Vice President for Academic Affairs orchestrate meeting of concerned Deans and Directors for discussions on scheduling, promote four-day class week
Lack of coherent action among involved players	Create the BSU Employment Service Office to improve coordination and vest responsibilities in a particular office
No or limited support from the	Present plans to the Board of



EXPECTED IMPACT OF THE NEW ACTIONS ON THE AFFECTED STAKEHOLDERS

Board of Regents/Administration	Regents regularly and rally for support
Accounting and auditing limitations	Regular consultations, exposure of concerned parties to plans and actions in order to get appreciation/support

Affected stakeholders	Expected Impact
Internal Stakeholders	
Students	Greater exposure to the world of work; improved readiness to work; Built competences that make them more fit for work
Faculty	Inculcation of creative and innovative thinking and teaching, as well as entrepreneurship thinking
Support staff	Flexibility and effective facilitation
Administrators	Effective and responsive leadership
Board of Regents	Effective and responsive leadership
RDE sector	Fulfilment of research agenda and technology commercialization
University Business sector	Business expansion
External Stakeholders	
Commission on Higher Education	Protocols developed for similar initiatives/ventures
Regional line agencies	Availability of a pool of competent graduates for job openings
Regional Development Council	Expanded job creation in the region
CAR universities and colleges	Availability of a model to emulate
Municipal and provincial governments	Availability of a pool of competent graduates for job openings/development projects
Technology beneficiaries	Creative and relevant technologies more widely available
Parents	Employment opportunities for children
Private sector	Availability of a pool of competent graduates for job openings
Service Providers	Availability of a pool of competent graduates for job openings



**SWOT ANALYSIS
FOR THE
PROPOSED
ACTIONS**

NGOs, associations, cooperatives	Availability of a pool of competent graduates for job openings
International academic partners	Enriched exchange of best practices
International research partners	Enriched exchange of best practices
International funding donors	Justification/significance for funding support actions

Internal	Strengths	Weaknesses
	<p><u>Advantages of the proposed change</u></p> <ul style="list-style-type: none"> - Enhanced and responsive curricula - Greater chances of graduates finding employment - Better and relevant entrepreneurship and competency training for students - Systems and procedures for internal cooperation and dialogue put in place <p><u>How performance will be improved?</u></p> <ul style="list-style-type: none"> - hands-on training opportunities for students will be provided (with equipment needed) <p><u>Available resources and capacity that can be used or channelled to achieve change and impact</u></p> <ul style="list-style-type: none"> - There are Entrepreneurship programs currently offered - There are trained Entrepreneurship teachers - There is an existing Incubation and Innovation center (with some equipment) with a trained administrator - There are existing laboratories for student entrepreneurship 	<p><u>Limitations and challenges that the proposed changes are likely to meet</u></p> <ul style="list-style-type: none"> - Lack of university funds to support new programs and facilities - Poor prioritizing of available funds for the changes - Non-acceptance or indifference to the proposed changes on the part of faculty and staff - Resistance to curriculum and scheduling changes - Resistance to workload changes - Low budget utilization rate <p><u>Limitations or drawbacks that can prevent the change from its potential impact</u></p> <ul style="list-style-type: none"> - Half-hearted or complacent implementation - Lack of communication and feedback - Lack of unity and cooperation among key players - Conflict of interests - Competitive rivalry - Unsustained support



	-There are Intellectual Property Rights policies	
External	Strengths	Weaknesses
	<p><u>External factors that would help promote and sustain the proposed changes or strengthen their impact</u></p> <ul style="list-style-type: none"> - The Philippine Development Plan (PDP) 2017-2022 stresses the need for Higher Education Institutions to be responsive and to accelerate human capital development - ASEAN Integration provides opportunities for students’ and graduates’ mobility - The Regional Development Plan 2017-2022 emphasizes producing graduates who can demonstrate 21st century competencies in the global knowledge economy - Intensified job placements for Filipinos through programs of “Build, build, build” and job linkages with foreign countries like Korea, Japan etc. by the Philippine government - National and regional line agencies and the private sector are supportive to absorbing BSU graduates 	<p><u>External factors that could hinder or delay the proposed changes or weaken their impact</u></p> <ul style="list-style-type: none"> - Possible delays in government budget approval - Too much politicking in government - Lack of political will to achieve lasting reforms - Graft and corruption in government - Weak enabling environment for higher education institutions - Low priority for state-of-the-art funding of state universities - Mismatch between graduate profiles and job market

MONITORING AND EVALUATION MECHANISMS FOR THE PROPOSED ACTIONS

Monitoring and Evaluation Activities
<p>1. Input monitoring and evaluation</p> <ul style="list-style-type: none"> ✓ Who and how many faculty members are involved? ✓ Who and how many students are involved (in co-creation lab, internships, and volunteerism)? ✓ What support is being given by the administration?



- ✓ Are available resources being mobilized efficiently?

2. Process monitoring and evaluation

- ✓ What and how many curricula will be revised?
- ✓ How will the revisions be done?
- ✓ What will be the extent of the revisions?
- ✓ How will relevance be ensured?
- ✓ What is being done and will it be done right?
- ✓ How participative is the process? Were all the relevant stakeholders involved?
- ✓ Will planned activities be conducted in time?
- ✓ Are the internships/practicum achieving targeted goals?
- ✓ What structures/facilities were put in place to achieve the targets?
- ✓ Is the BSU-Employment Service Office functional? What outputs are being delivered? Does the pre and post Employment quotient assessment/initiatives producing the desired results?
- ✓ What policies have been crafted to guide the proposed actions?
- ✓ Is feedback being obtained and given?

3. Technical monitoring and evaluation

- ✓ What student talents are being developed?
- ✓ What linkages with research are forged?
- ✓ Is there effective know-how in product generation?
- ✓ Are the trainings bringing the expected results?
- ✓ Are the facilities and equipment available and fit?
- ✓ Is the INNOTAL Co-Creation Lab functioning as expected? What outputs are being generated? Are the outputs acceptable?

4. Financial monitoring and evaluation

- ✓ Are planned activities being implemented within the budget allocated?
- ✓ Is there sufficient budget for the change to be effected?

5. Output monitoring and evaluation

- ✓ What direct tangible products/services are being generated?
- ✓ Do the students have competencies for employability?
- ✓ Are the outputs generated as planned? Are they accepted?

6. Impact monitoring and evaluation

- ✓ What long-term outcomes are being achieved? Are they as planned?
- ✓ What unintended positive or negative consequences are resulting from the actions?

LOGICAL FRAMEWORK

The logical framework that should guide the implementation of the proposed changes is presented below. The University is still consulting with relevant stakeholders before it can quantify the expected results



Objective(s)	Indicators	Means of Verification	Assumptions
Overall Objective:			
Increased economic growth of the region	Increase of _____ % in Cordillera Administrative Region's Gross Domestic Product by 2030	Philippine Statistical Authority Report	Employment is critical to economic growth
Purpose:			
Increased and better employment of BSU graduates	____% of graduates employed within 3 months, 6 months, a year after graduation	Tracer Studies	BSU graduates will be preferred over other graduates
	____% of graduates employed within field of specialization upon first employment	Tracer Studies	There will be a demand for higher paying jobs for BSU graduates
	____% are self-employed graduates as of 2030	Tracer Studies	
Results:			
1. Revised and enhanced Curriculum	All curriculum revised and enhanced by 2021	Revised Curriculum	There is willingness and ability of the faculty for curriculum change
	Minimum _____ number of hours hands-on/practicum/internship component in the curriculum by 2021	Revised Curriculum	There will be University and Board approval for the curriculum change
	All curriculum incorporates problem-based applications	Course syllabi	

<p>2. Enhanced knowledge, competencies and skills required by students in the workplace</p>	<p>Results above the national passing rate for all courses with professional licensure examinations by 2024</p>	<p>Licensure exam results</p>	<p>Students are willing and able</p>
	<p>Competences developed in communication, creativity, assertiveness, research, ICT and other areas found wanting by 2025</p>	<p>Competency assessment results</p>	<p>Assessment tools will give reliable results</p> <p>There are willing partners for student internships/practicum</p>
	<p>At least ____ number of students using the Co-Creation Lab per semester</p>	<p>User Registration form</p>	
	<p>At least ____ number of students involved in internships and practicum per semester</p>	<p>Internship reports</p>	
<p>3. Competent teachers and trained on entrepreneurship</p>	<p>At least _____ teachers attended specialized training in their fields per year</p>	<p>HRDO reports</p>	<p>Teachers are willing and able to be trained</p>
	<p>All teachers attended Entrepreneurship training by 2030</p>	<p>Attendance List HRDO checklist</p>	
	<p>At least _____ teachers are teaching/applying entrepreneurship principles in classes per semester</p>	<p>Course syllabi</p>	

4. Active interface with research and innovation	_____ number of technological breakthroughs by students per academic year	Technology reports; BSU Annual reports	The research sector will be supportive of students
	_____ number of innovative products/services developed by students per academic year	Product/service reports; BSU annual reports	
	At least _____ start-up enterprises by 2030	Business registration	
5. Adequate facilities and established Talent Co-Creation labs	Presence of state-of-the art equipment/ facilities for product development by 2020	Equipment Receipts; Purchase Orders	The university will allocate funds from GAA; additional funds from donors can be sourced
	Operational Talent Co-Creation Lab by 2020	User registry Output reports	
	Established Entrepreneurial Center by 2025	Office registry at BSU	
6. Engaged external stakeholders	At least ____ MOAs for internships and other partnerships per year	Copies of MOAs	Stakeholders will be cooperative and will extend support
	At least _____ fund support extended by external stakeholders per year	Fund transfer documents	Stakeholders have a positive regard of BSU graduates
	At least _____ % of graduates employed by external stakeholders per year	Employment roster	

7. Functional BSU Employment Service Office (BSU-ESO)	_____ staff hired/designated as support by 2020	HRMO records	Administrative Council is supportive to the creation of the Office
	One focal person per college/sector designated by 2020	BSU-ESO organizational chart	There are willing faculty members, staff and students to help in the Office
	An operational tracer software application on or before end of 2020	Software application installed at BSU-ESO	Public and private agencies are willing to employ BSU graduates
	At least ___ students served satisfactorily per academic year	Client satisfaction ratings	
	At least _____ linkages with public employment agencies per academic year	Minutes of meetings	
	At least _____ linkages with private employment agencies per academic year	Job fair partnership list	

Activities:

- 1.1. Review of curriculum by all departments and colleges in view of incorporating entrepreneurship and talent development
- 1.2. Review of teaching methodologies to encourage the introduction of problem-based approaches, extra and co-curricular activities, practicum and internships
- 1.3. Revising of the curriculum by Department and College Instruction Committees
- 1.4. Evaluation and endorsement of curriculum revisions by the University Administrative council
- 1.5. Presenting the curriculum revisions to the University Board of Regents and getting approval of those revisions
- 1.6. Implementation of the new curriculum
- 1.7. Evaluation of the implementation of the new curriculum



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- 2.1. Conducting audit classes for the licensure exams
 - 2.2. Conducting competency assessment of students
 - 2.3. Getting feedback from employers on lacking competencies of BSU graduates
 - 2.4. Providing ICT training (including website development, e-marketing, etc.) to all the students on top of ICT courses
 - 2.5. Provide training on building competencies found lacking
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- 3.1. Assessment of specialized training required by faculty members and sending them for training
 - 3.2. Assessment of entrepreneurship knowledge and skills of faculty members
 - 3.3. Conducting entrepreneurship training for all faculty members
 - 3.4. Conducting workshops on review of course syllabi and incorporation of entrepreneurship and innovation issues into the curriculum
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- 4.1. Informing students of the University research agenda and identifying areas researchable by students
 - 4.2. Involving students in faculty research projects and university research projects
 - 4.3. Continuing the student research congress
 - 4.4. Involving students in technology commercialization efforts
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- 5.1. Identifying additional equipment that will be needed in the Talent Co-Creation Lab to become operational
 - 5.2. Identifying the location of the Talent Co-Creation Lab and setting-up required equipment
 - 5.3. Identifying the nature and location of the Entrepreneurship Center
 - 5.4. Earmarking funds required for facilities and equipment
 - 5.5. Assigning personnel and purchasing equipment and fixtures
 - 5.6. Preparing Manual of operations for the Co-Creation Lab and the Entrepreneurship Center
 - 5.7. Preparing and implementing facility/equipment maintenance plan
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- 6.1. Identifying external stakeholders to involve
 - 6.2. Preparing and signing appropriate MOAs with external stakeholders
 - 6.3. Conducting regular consultations with external stakeholders
 - 6.4. Preparing information and communication materials for external stakeholders
 - 6.5. Identifying relevant projects and activities and involving external stakeholders in them
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- 7.1. Discussing the creation and functions of the BSU-ESO with relevant university stakeholders
 - 7.2. Preparing a proposal for organizational chart for the BSU-ESO
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- 7.3. Getting approval of the Board of Regents through endorsement by the Administrative Council
 - 7.4 Hiring/designating people for the office
 - 7.5 Earmarking funds for use by the office
 - 7.6 Tasking the IT office to seek/prepare software application for effective graduate tracers
 - 7.7 Drafting annual operational plans by the BSU-ESO
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