



COLLEGE OF COMPUTER AND INFORMATION SCIENCE

Academic Year 2024 - 2025

IT PRACTICUM

Alain Nezar A. PERALTA

Submitted to the Faculty of Mapua Malayan Colleges Laguna
In Partial Fulfillment of the Requirements for the Degree of

Bachelor of Science in Information Technology

Overview of the Practicum Engagement

Vision

We are the PREFERRED CHOICE for the excellent products and services fostering a culture of accountability, growth and sustainability driven by empowered people.

Mission

We sort, assemble and test integrated circuits and modules through innovative, fast and cost-effective solutions. We deliver these products, services and competencies to our customers, making us an integral part of their value creation that drives our collective partnership leading to business growth.

Company Background

The student interned at STMicroelectronics, a global leader in semiconductor manufacturing and innovation. STMicroelectronics is renowned for its highly skilled engineers and researchers dedicated to delivering cutting-edge technology solutions with a strong focus on quality and sustainability. Headquartered in Geneva, Switzerland, STMicroelectronics was founded with a mission to drive progress in electronics by enabling smarter, safer, and more energy-efficient devices. The company specializes in designing and producing a broad range of semiconductor products, including microcontrollers, sensors, power management ICs, and analog devices, serving diverse industries such as automotive, industrial, consumer electronics, and communications. STMicroelectronics' innovative approach ensures its products are compatible with the latest technological standards and platforms, including IoT, AI, and 5G applications. Committed to advancing operational excellence and environmental responsibility, STMicroelectronics is a key partner for businesses aiming to enhance performance, connectivity, and sustainability through state-of-the-art semiconductor solutions.

STMicroelectronics offers a comprehensive portfolio of semiconductor solutions, including STM32 microcontrollers, MEMS sensors, power management ICs, and advanced analog devices. Their extensive product range supports critical applications in automotive safety systems, industrial automation, consumer electronics, and telecommunications infrastructure.

STMicroelectronics proudly serves a diverse and prestigious client base, including leading automotive manufacturers such as BMW and Tesla, industrial automation companies like Siemens, consumer electronics brands such as Samsung, and major telecommunications providers including Ericsson and Huawei. Their innovative technologies enable enhanced performance, energy efficiency, and connectivity across a wide variety of devices and systems. STMicroelectronics is committed to delivering high-quality, reliable semiconductor products that empower customers to develop smarter, safer, and more sustainable solutions for the future.

Nature of Assignments or Tasks Given

At the beginning of the internship, the student regularly met with their assigned supervisor to discuss the scope of the practicum, clarify objectives, and identify the areas where support was most needed. These meetings helped establish a clear understanding of expectations and allowed the student to align their efforts with the department's current needs and ongoing projects.

Due to software development constraints encountered by the students in coordination with the company's IT department, their primary responsibilities during the initial half of the internship involved assisting supervisors in the production area. Tasks included supporting

activities related to ST's 5S principles Sort, Systematize, Sanitize/Standardize, Sweep, and Self-discipline which aim to maintain an organized, clean, and efficient workplace. The student also contributed to rebuilding devices such as pogo pin test equipment. Once the IT-related restrictions were resolved, the student and their fellow interns were able to formally begin development on their assigned project.

The technologies utilized during the internship included HTML, CSS, JavaScript, and Python. The system focused on foundational web development languages, aligning with the IT department's established tools and frameworks. The intern used Python, and specifically Flask, to facilitate the backend functions.

To facilitate the development process, the intern primarily used Visual Studio Code as the Integrated Development Environment (IDE), chosen for its wide array of extensions, built-in tools, and flexibility that helped boost productivity. Despite the limited tools available, the students and their fellow interns demonstrated resourcefulness and initiative, making the most out of what was accessible to them. Even with constraints in software availability and system access, they showed proactiveness and creativity, configuring their environment, integrating extensions, and leveraging online resources to ensure smooth development. This experience highlighted their ability to adapt, solve problems, and push forward effectively, even in a restricted development setup.

Total Hours Rendered

In total, the student completed 366 hours during the internship. This included 8 hours dedicated to orientations conducted by various department representatives, which provided the

student with a deeper understanding of the company's culture. After the introductory orientations, the student was briefed 24 hours on the rules and regulations of ST's manufacturing areas. Key discussions focused on safety training and foundational knowledge of how these areas are operated.

The student then spent 17 hours being introduced to the tools and methodologies used by the department. This involved the supervisor providing an in-depth explanation of how the Test Product Engineering (TPE) department functions, including a breakdown of the roles and responsibilities of each subgroup within the department.

Additionally, the student participated in 17 hours of comprehensive training in Power BI fundamentals, during which she created insightful data analytics dashboards. What made this experience particularly valuable was the use of actual data from the TPE department, which allows the student to simulate real-world reporting scenarios. This made the training feel less like a typical classroom project using dummy data and more like genuine industry work with meaningful impact.

The student received 120 hours of training in basic debugging and hardware repair techniques, which proved essential given that the department they were assigned to is responsible for maintaining and repairing hardware used for testing integrated circuits (ICs) and load boards. This hands-on experience provided the student with a broader understanding of the company's operations beyond software development, which highlights the importance of cross-functional knowledge in a highly technical environment.

In addition, the student underwent 20 hours of training in CMMS (Computerized Management Maintenance System) and was introduced to the Satellite Storage Room (SSR). The SSR is a designated area within the production floor where KGUs and load boards are physically stored, while the CMMS serves as an inventory management system for tracking and maintaining these test assets.

Additionally, the student participated in 10 hours of coaching sessions with technicians, engineers, and managers, gaining valuable insights into industry practices, teamwork, and technical problem-solving from experienced professionals, followed by 10 hours dedicated to project completion and presentation.

Most the student's time—a total of 140 hours—was dedicated to the development of the KGU project. This involved the gathering of user requirements, planning, system design, coding, testing, and ultimately, the deployment of the new inventory management system.

Table 1.

Summary of Hours Rendered

Task	Hour Count
HR Orientation	8
Manufacturing Orientation	24
Introduction to TPE Tools and Methodologies	17
Power Bi Training	17
Basic Debugging Techniques / HW Repair	120
CMMS and SSR Training	20
Coaching sessions with technician, engineer, and manager	10
Project completion and presentation	10
Website development (HTML, JavaScript, CSS) and project completion and presentation	140
Total	366

Presentation of Output

KGU Inventory and Management System

The student, along with their fellow interns in the department, was tasked with developing an improved version of the existing KGU inventory management system. To begin, the student's supervisor—who also serves as the primary end user, explained how the current system functions and identified its main limitations. While the existing system was functional, it had several pain points, such as an outdated user interface, limited error handling, and inefficient search and tracking mechanisms, which made daily operations cumbersome.

Once the system requirements were clearly defined, the student and their team initiated the development of the new KGU management system. The goal of this project was to

streamline and modernize the workflow for engineers, particularly in tasks such as searching for specific KGUs, performing withdrawals, and managing endorsements. The purpose was to enhance overall efficiency, reduce manual errors, and create a user-friendly interface that better supports day-to-day operations in the production environment.

The new KGU management system is composed of the following key modules: enrollment of new KGUs, endorsement and withdrawal of existing KGUs, transaction history, inventory viewing, user authentication, and admin responsibilities.

User Module

The User Module provides essential tools for individual system users to manage their interactions and data. It includes four key functionalities: the Transaction History page, where users can view their past activities and KGU transactions for tracking purposes; the Enrollment page, which allows users to register new KGUs by submitting required details for approval; the Withdrawal page, which enables users to return KGUs from the system with appropriate documentation; and the Endorsement page, where users can endorse KGUs by providing necessary validation or support for their registration or updates.

Figure 1. KGU Enrollment page

The enrollment module allows users to add new KGUs to the system, which are then subject for approval by the admins of the system before being added to the database.

Figure 2. KGU Endorsement

The endorsement module involves the depositing of KGUs in the inventory system.

Welcome, Logout

Gold, KGU and Reference Unit Database

Home Inventory Withdrawal Endorsement Enrollment Update Entry Manage Users Transaction History

Withdrawal

Device Name:

	Device Name	Device Code	Control Number	Type	Package Type	Qty	Spare	Status	Withdrawn By	Date Withdrawn
<input type="checkbox"/>	[REDACTED]	[REDACTED]	[REDACTED]	KGU	[REDACTED]	40	39			
<input type="checkbox"/>	[REDACTED]	[REDACTED]	[REDACTED]	KGU	[REDACTED]	490	0			

Issued to:

Remarks:

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Figure 3. KGU Withdrawal

The withdrawal module allows users to withdraw KGUs

Welcome, Logout

Gold, KGU and Reference Unit Database

Home Inventory Withdrawal Endorsement Enrollment Update Entry Manage Users Transaction History

KGU Inventory

Device Name:

Device Name	Device Code	Control Number	Type	Package Type	Division Group	Qty	Spare	Endorsed By	Date Endorsed	Owner	TP Version	Status	Cal Location	Withdrawn By	Remarks
[REDACTED]	[REDACTED]	[REDACTED]	KGU	[REDACTED]	[REDACTED]	220	16	[REDACTED]	2022-02-11 00:00:00	[REDACTED]	2.23		[REDACTED]	145287	
[REDACTED]	[REDACTED]	[REDACTED]	KGU	[REDACTED]	[REDACTED]	200	44	[REDACTED]	2022-03-07 00:00:00	[REDACTED]	2.23		[REDACTED]		
[REDACTED]	[REDACTED]	[REDACTED]	KGU	[REDACTED]	[REDACTED]	40	220	[REDACTED]	2021-09-17 00:00:00	[REDACTED]			[REDACTED]		
[REDACTED]	[REDACTED]	[REDACTED]	KGU	[REDACTED]	[REDACTED]	32	0	[REDACTED]	2019-12-13 00:00:00	[REDACTED]			[REDACTED]		
[REDACTED]	[REDACTED]	[REDACTED]	KGU	[REDACTED]	[REDACTED]	40	189	[REDACTED]	2017-03-21 00:00:00	[REDACTED]			[REDACTED]		
[REDACTED]	[REDACTED]	[REDACTED]	KGU	[REDACTED]	[REDACTED]	40	213	[REDACTED]	2021-06-17 00:00:00	[REDACTED]			[REDACTED]		
[REDACTED]	[REDACTED]	[REDACTED]	KGU	[REDACTED]	[REDACTED]	[REDACTED]	2021-06-26	[REDACTED]			[REDACTED]		

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Export all results Format:

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Figure 4. KGU Inventory

The inventory module allows the users to see the KGU database

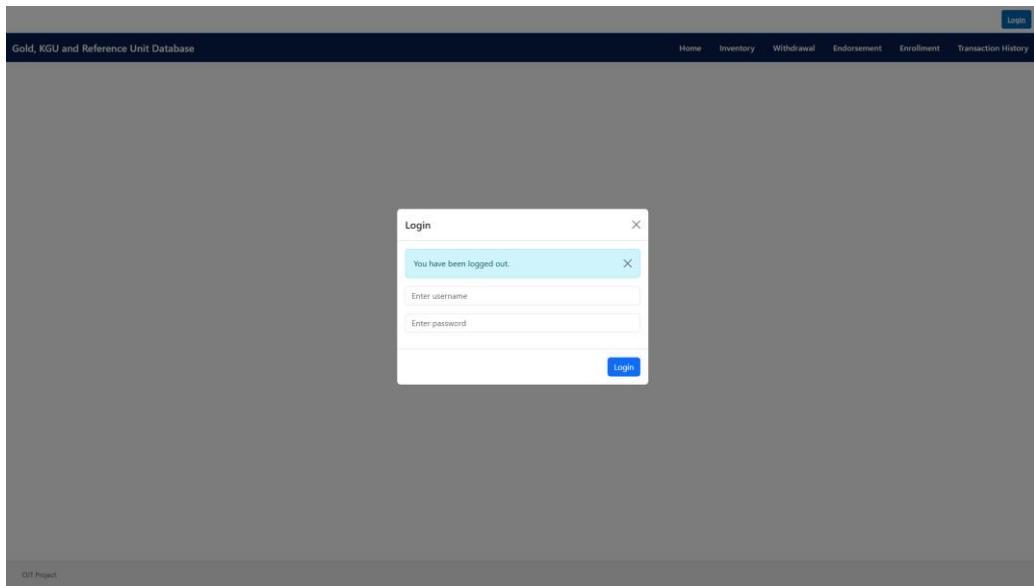


Figure 5. KGU Inventory

The KGU webpages, except for the transaction history, are not accessible unless the user is logged in.

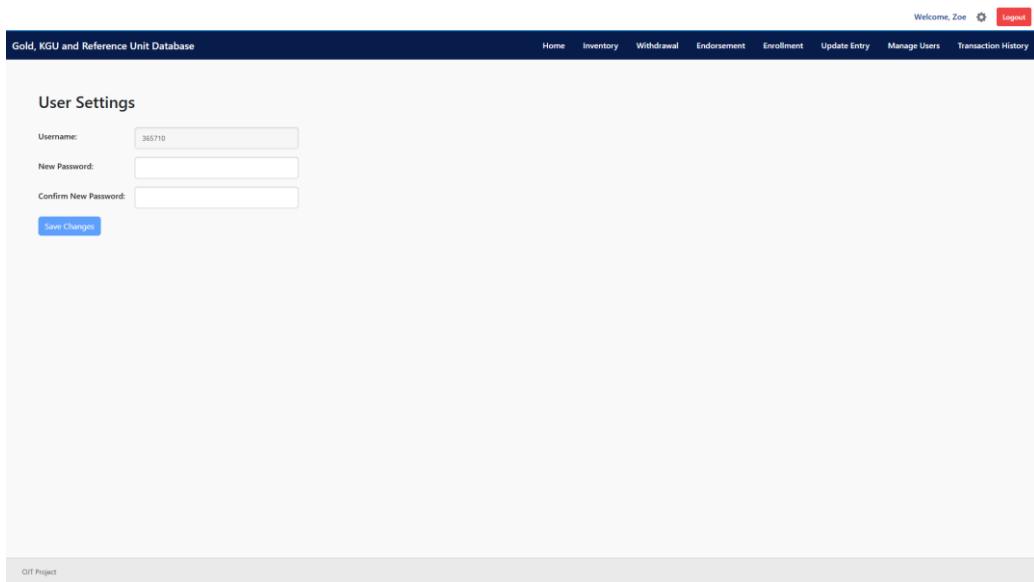


Figure 6. KGU User Settings

The user authentication module consists of the login, logout and editing individual user settings.

Admin Module

The Admin Module plays a crucial role in managing the overall system. It consists of four core functionalities. The Pending Approvals page allows administrators to review and approve newly enrolled KGUs before they are officially recorded in the system. The Update Status page enables admins to change the current condition or usage status of a KGU, such as marking it as available, in use, under repair, or decommissioned. The Update Entry page is used to correct or update existing KGU details, including identification codes, locations, or assigned users. Lastly, the User Management page allows administrators to view all registered users, assign roles, and manage system access levels to ensure secure and efficient operations.

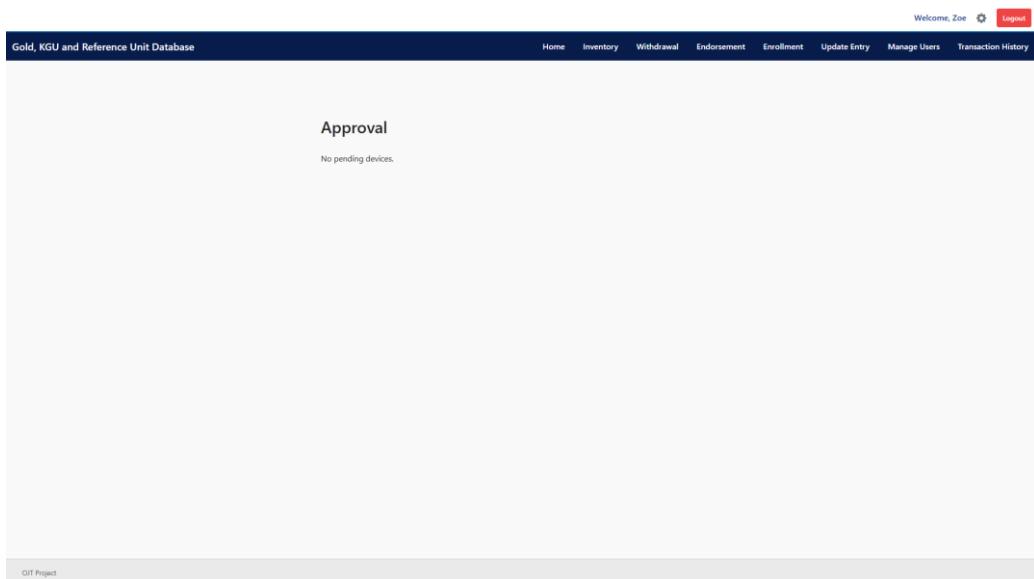


Figure 7. KGU Pending Approval

The system displays 'No pending devices' when there are no newly enrolled devices.

The pending approval page is visible only to administrators.

The screenshot shows a 'TEST' interface titled 'Approval'. It displays a single endorsement entry with the following details:

- Endorsed by: 365710
- Date Endorsed: 2025-07-09 11:04:20
- Device Code: * (empty field)
- Control Number: * (empty field)
- Cab Location: * (empty field)

At the bottom of the form are two buttons: 'Accept' (green) and 'Reject' (red).

Figure 8. KGU Pending Approval

The pending approval page displays details such as the endorser ID, endorsement date, device code, control number, and cab location. Administrators can accept or reject the endorsed device using the provided 'Accept' and 'Reject' buttons.

The screenshot shows a 'TEST' interface titled 'Update Entry'. The form contains the following fields:

Device Name:	e.g. <input type="text"/>	Submit		
Device Name:	Device Code:	Control Number:	Type:	Package Type:
<input type="text"/>	<input type="text"/>	<input type="text"/>	KGU	<input type="text"/>
Division Group:	Qty:	Spare:	Endorsed By:	Date Endorsed:
<input type="text"/>	40	39	<input type="text"/>	2024-09-17 00:00:00
TPE Device Owner:	TP Version:	Cab Location:	Status:	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Remarks: <input type="text"/>				
<input type="button" value="Update"/> <input type="button" value="Delete"/>				

Figure 9. KGU Update Entry

The update entry page allows admins to submit and modify device details.

The screenshot shows the 'Manage Users' page of the KGU and Reference Unit Database. At the top, there is a navigation bar with links for Home, Inventory, Withdrawal, Endorsement, Enrollment, Update Entry, Manage Users, and Transaction History. On the far right of the header, there are 'Welcome,' a user icon, a gear icon, and a 'Logout' button. Below the header, the main content area has a title 'Manage Users'. It features a search bar with placeholder text 'Search by username...' and a dropdown menu labeled 'All Roles'. A blue button labeled '& Add User' is positioned above a table. The table has columns for Username, Role, Full Name, and Actions. The 'Actions' column contains icons for edit and delete. The data in the table is as follows:

Username	Role	Full Name	Actions
365711	User	SIBAYAN ELIJAH	
365710	Admin	PINEDA ZOE	
[REDACTED]	Admin	[REDACTED]	
[REDACTED]	User	[REDACTED]	

At the bottom left of the main content area, there is a small copyright notice: '© 2025 - OII Project'.

Figure 10. KGU Manage Users

The Manage Users page allows administrators to search, view, and manage user accounts by username and role, with options to add new users or edit/delete existing ones.

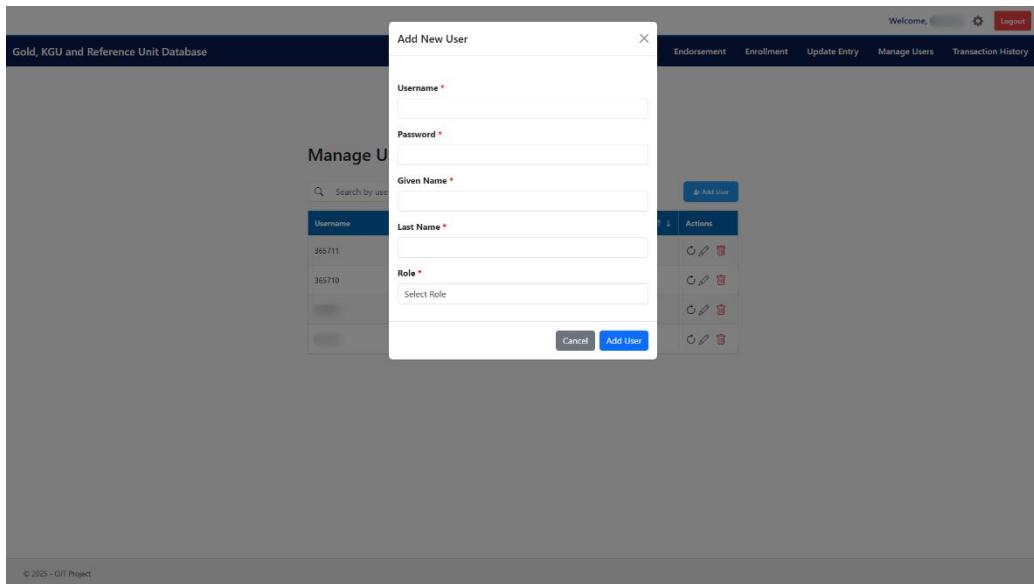


Figure 11. KGU Manage Users

The Manage Users page features a pop-up form that allows administrators to update user details, including username, password, given name, last name, and role, with options to cancel or save changes.

Synthesis of the Practicum Engagement

Learnings Gained from the Practicum Engagement

Throughout the course of the internship, the student acquired a wide range of technical and interpersonal skills that contributed significantly to their professional growth. On the technical side, the student strengthened their proficiency in front-end and back-end web development using HTML, CSS, JavaScript, and Python with the Flask framework. They gained firsthand experience in developing a functional web-based inventory management system, from gathering user requirements to coding, testing, and deploying the final output. Additionally, the student was trained in Power BI, where they learned how to create interactive dashboards and data visualizations using actual operational data from the Test Product Engineering (TPE) department. This experience provided not only technical familiarity with business intelligence tools but also an appreciation of how data supports decision-making processes in a real-world setting.

The student also received training in basic debugging and hardware repair techniques, which offered valuable insights into the physical components used in semiconductor testing. Understanding how devices such as integrated circuits (ICs), load boards, and pogo pins operate allowed the student to appreciate the role of hardware in the broader testing and development pipeline. Familiarization with tools such as the Computerized Maintenance Management System (CMMS) and procedures in the Satellite Storage Room (SSR) further reinforced the student's knowledge of inventory tracking and asset management.

Beyond technical learning, the student developed soft skills essential for workplace success. They improved in communication, collaboration, and adaptability through interactions

with supervisors, engineers, technicians, and fellow interns. Coaching sessions helped enhance their ability to accept feedback, think critically, and contribute meaningfully to team discussions. These learnings collectively enriched the student's understanding of how engineering work is executed in an industrial setting and prepared them for future roles in the tech industry.

Realizations

One of the most impactful realizations for the student during the internship was the importance of being adaptable, proactive, and open to continuous learning. Entering the internship with the expectation of a software-focused experience, the student quickly discovered that industry work is often shaped by real-world limitations such as tool restrictions, IT policies, or hardware availability. Instead of being discouraged, the student and their peers learned to work within these constraints by being resourceful—utilizing tools like Visual Studio Code, maximizing available online resources, and collaborating to find solutions independently.

The student also realized that effective software development cannot happen in isolation. It requires a broader understanding of how systems interact, particularly in an environment like STMicroelectronics where software supports hardware-based production workflows. Exposure to the operational side of the business, including the SSR and CMMS, helped the student see the real-world application of their work and how it fits into the overall structure of the company. Understanding how users engage with systems, what pain points they encounter, and how to translate these into design decisions was an invaluable lesson in building user-centered solutions.

Moreover, the student came to appreciate the importance of teamwork, documentation, and process discipline. Software development in a professional environment requires not just writing code, but also maintaining communication with stakeholders, documenting progress, and following version control protocols. These realizations reshaped the student's mindset from that of a classroom developer to someone capable of contributing to a production-grade system in a corporate setting.

Conclusion

The internship at STMicroelectronics was a transformative experience for the student—one that provided a comprehensive view of how both software and hardware are integrated in the semiconductor industry. It offered more than just technical training; it introduced the student to the complexities of working in a global company, the importance of understanding end-user needs, and the discipline required to deliver quality outputs under real-world conditions.

Through this practicum, the student gained valuable experience in full-stack development, system analysis, and team-based project management. They also developed a more holistic view of how software can support physical processes in production environments. Working on the KGU management system enabled the student to apply their academic knowledge to a real use case, making meaningful contributions that addressed actual challenges faced by engineers in the department.

Beyond the technical outcomes, the internship solidified the student's professional values—adaptability, responsibility, collaboration, and a commitment to continuous learning. It helped the student see the broader purpose of their role as an IT practitioner: to build systems that improve lives, optimize processes, and enable innovation. With this experience, the student moves forward with greater confidence, prepared not only to tackle future projects but also to grow as a thoughtful, capable, and impactful contributor to the tech industry.

Appendices

Appendix A

Competency-Based CV



This image shows a Competency-Based CV template for Alain Nezar Peralta. The template is divided into two main sections: a dark sidebar on the left and a white main content area on the right.

Main Content Area:

ALAIN NEZAR PERALTA

About Me

A diligent, detail-oriented student from Mapúa Malayan Colleges Laguna, passionate about technology and committed to precision, innovation, and continuous growth

Contact Information:

- +63 969 035 5686
- peralta.nezar@gmail.com
- Brgy. La Mesa, Calamba City, Laguna
- <https://www.linkedin.com/in/alain-nezar-peralta-1a6a0b327/>

Education

College

Mapúa Malayan Colleges Laguna	2021 - Present
• Bachelor of Information Technology	
• Consistent Dean's Lister - 1st to 3rd Semester (A.Y. 2021 - 2024)	

Senior High School

Calamba City Science Integrated School	2019 - 2021
• Technical Vocational Livelihood Track Industrial Arts - Mechatronics Servicing Strand	
• With Honors	

Junior High School

Saint John Colleges	2015 - 2019
• With Honors	
• Exemplary Behavior Award	

Certifications

- CompTIA IT Fundamentals (ITF+) Certified - 2024
- CompTIA
- Cyber Security: From Beginner to Expert - 2024
- Udemy

Training / Seminar

- WearOS: Emerging Technology for Internet and Learning of Everything - 2024
- Mapúa Malayan Colleges Laguna
- Digital Halo Data Center: Introduction to the Data Center Industry - 2024
- Mapúa Malayan Colleges Laguna
- Introduction to Edge Computing - 2024
- Asia Open RAN Academy

Language

- English
- Filipino

Technical Skills

- Internet of Things (IoT)
- Mobile Application Development (Android)
- Programming Languages (Python, C#, PHP, & Assembly)
- MS Office Skills

Professional Skills

- Collaboration
- Attention to Detail
- Problem-Solving
- Ethical Standards

Appendix B

Endorsement Letter



27 March 2025

Jovy Ordonia

HR Administrator

STMicroelectronics, Inc.

Light Industry and Science Park II, ST-Ericsson, 9 Mountain Dr, Calamba, 4026 Laguna

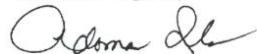
Dear Ms. Ordonia,

The B.S. in Information Technology program of Mapúa Malayan Colleges Laguna requires their students to undergo Practicum program for a minimum of **486** hours in an academic calendar that will prepare our students to be job-ready after completing their curriculum. This program intends to enable our students to acquire and practice the knowledge and skills expected of a graduate of a B.S. IT program which, in turn, would guarantee continuous supply of IT professionals needed by your company.

We believe that your company can provide the relevant exposure necessary for our students to achieve the intended learning outcomes for the B.S. in Information Technology program. In this regard, I would like to endorse **Mr. Alain Nezar Peralta** to have his practicum activities in your company as requested.

We thank you for your confidence and trust with us and we look forward to a more meaningful linkage that is mutually beneficial to our students and your company.

With warm regards,

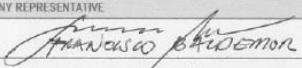

ADOMAR L. ILAO, DIT

BSIT Program Chair

College of Computer and Information Science
Mapúa Malayan Colleges Laguna
alilao@mcl.edu.ph
(049) 832-4076

Appendix C

Practicum Acceptance Form

 MCL Malayan Colleges Laguna A MAPUA SCHOOL	REVISION NO.: <u>00</u> REVISION DATE: <u>May 10, 2016</u>
PRACTICUM CONFIRMATION AND ACCEPTANCE FORM	
IMPORTANT INFORMATION <ul style="list-style-type: none">• STUDENTS ACCEPTED FOR PRACTICUM IN A HOST COMPANY WILL HAVE TO ACCOMPLISH THIS FORM.• ASK THE PRACTICUM SUPERVISOR/ COMPANY REPRESENTATIVE TO FILL IN THE DETAILS OF THE TRAINING.• SUBMIT TO THE PRACTICUM ADVISER/COORDINATOR PRIOR TO THE START OF TRAINING.	
NAME OF STUDENT <input type="text" value="Peralta, Alain Nezar A."/>	STUDENT NUMBER <input type="text" value="2021130117"/>
COURSE CODE <input type="text" value="IT199F"/>	SY/TERM ENROLLED <input type="text" value="2024-2025 / 3rd Term"/>
<p>This is to certify that <u>Peralta, Alain Nezar A.</u> (name of student-trainee) has been accepted for practicum at <u>STMicroelectronics Inc., La Mesa, Calamba, Laguna</u> (name and address of establishment) and will be attached to the <u>Test Product Engineering</u> department/s for a minimum of, but not limited to <u>480</u> hours. Training will commence on <u>April 22, 2025</u> and is expected to end on <u>July 31, 2025</u>. Attached is the list of requirements.</p>	
COMPANY REPRESENTATIVE  _____ Signature over Printed Name <u>FRANCISCO BALDEMOR</u> TPE _____ Department	
Official Designation <u>VR MGR - TDE</u> Email and Contact Number/s <u>francisco.baldemor@st.com</u>	
NOTED BY <hr/> Signature over printed name of Practicum Coordinator <hr/> Date	
COPY: (1) STUDENT; (2) HOST COMPANY; (3) PRACTICUM COORDINATOR	
FORM OVPA 030B THIS FORM IS AVAILABLE AT THE OVPA.	

Appendix D

Liability Waiver



Malayan Colleges Laguna
A MAPEDE SCHOOL

REVISION NO.: 00
REVISION DATE: May 10, 2010

STUDENT TRAINING AGREEMENT AND LIABILITY WAIVER

IMPORTANT INFORMATION

- THIS FORM IS TO BE ACCOMPLISHED AND SUBMITTED BY STUDENT TRAINEE TO THE PRACTICUM ADVISER BEFORE STARTING THE PRACTICUM.
- READ AND UNDERSTAND THE PROVISIONS OF THIS AGREEMENT AND WAIVER.
- ENSURE THAT ALL SIGNATORIES SIGN THE FORM.

I, Alain Nestor A. Peralta, and a student of MALAYAN COLLEGES LAGUNA (hereinafter referred to as "MCL", do hereby voluntarily undergo on-the-job training at STM Electronics, hereinafter referred to as the "Host Company", located at La Mesa, Calamba, Laguna, under the following terms and conditions:

- a. That the practicum training will commence on April 22, 2015 and ends on July 31, 2015 and will have to complete a minimum of 400 hours required for the on-the-job training;
- b. That I shall observe proper decorum and act professionally at all times and abide by the Company's rules and regulations and comply with those imposed for the training program, otherwise, I shall be excluded from further participation;
- c. That in the course of my training program, I may have access to information which may be of confidential in nature and proprietary to the Company, for which I may be required to execute a confidentiality and non-disclosure agreement as a prerequisite to my participation in the training program;
- d. That the time I will spend on the training program in the completion of my on-the-job training requirements will not and should not be interpreted or construed as working hours and should be regarded as non-compensable. Provided that, the Company may, as a unilateral act of liberality or generosity on their part, provide me with meal, travel, transportation allowances, accommodations, etc.;
- e. That I fully understand that notwithstanding the allowances enumerated in the preceding section which I may receive, there exists no labor-management and/or employer/employee relationship between me and the Company where I will undergo my training;
- f. That I shall exercise due care and diligence in the tasks assigned to me and personally be made answerable for any and all liabilities for damage to property or injury to third person, which may be occasioned by my intentional or negligent acts during the course of my on-the-job training;
- g. That I shall likewise hold the Host Company and MCL free and harmless from any and all liability and responsibility for any sickness or injury to myself and third parties and damage to property which I may sustain and/or may occur at any time during the training program, including time spent in traveling to and from any and all premises and locations where I may be required to go to as part of my training program;
- h. That the Company reserves the right to discontinue my training on reasonable grounds upon written notice to MCL and myself. Additionally, in the event my training program is discontinued for reasons attributable only to myself, I may be made to reimburse the Host Company for any/all the allowances, stipends, etc., which I may have received from them during and prior to the termination of my training program;
- i. That in addition to my liability under section g and for the pre-termination of my training program provided for under section h hereof, I may be subjected further to disciplinary action in accordance with the school's student manual and/or be a ground for disqualification from graduation;

Signed on this 22 day of April 2015

ALAIN NESTOR A. PERALTA

Signature over printed name of Student Trainee

WITH OUR CONSENT:

NESTOR V. PERALTA

Signature over printed name of Parent/Guardian
(for minors only)

NOTED BY:

Almon Ilao

Printed Name and Signature of Practicum Adviser/ Coordinator

Francisco S. Braden

Printed Name and Signature of Host Company Representative

Appendix E

Training Plan



REVISION NO.: 00
REVISION DATE: May 10, 2016

TRAINING PLAN

NAME	Peralta, Alain Nezar A.	COURSE CODE	IT199F	
PROGRAM & STUDENT NO.	BSIT / 2021130117	COURSE TITLE	IT Practicum	
STUDENT OUTCOMES				
CO1. Identify, analyze, and design business process solution to the problem faced by the organization. CO2. Apply the different concepts of systems analysis and design, Software engineering, database management, and programming courses in the problem solving process in the organization, and CO3. Acquire new knowledge and experience while in the organization.				
AREAS / PHASES OF TRAINING AND TIME ALLOTMENT				
Company Orientation - 66 hours OJT Practice and Skill Application Coaching, Mentoring, and Project Application - 160 hours Apply learnings in project that is relevant to the plant and the student - 140 hours				
EVALUATION GUIDELINES & COURSE OUTCOMES				
DEMONSTRATION OF SOFT SKILLS (40%)		DEMONSTRATION OF TECHNICAL SKILLS (60%)		
KEY AREAS COMMUNICATION SKILLS (20%) Relate to co-trainees/supervisors terminologies and rules Recite procedures and instructions needed for the tasks Identify and describe safety signs and symbols Ask critical questions related to the tasks Produce well-written regular and incident reports Prepares and presents reports using Information and Communication Technology (ICT)		KEY AREAS Company Orientation (10.82%) Able to understand company standards and safety protocols Able to use Power BI for data visualization Able to identify key manufacturing tools and processes OJT Practice and Skill Application Coaching, Mentoring, and Project Application (22.95%) Able to perform basic debugging and hardware repair Able to apply CMMS and SSR system knowledge Able to participate in technical coaching and mentoring sessions Apply learnings in project that is relevant to the plant and the student (26.23%) Able to design and test electronic schematics Able to develop and implement a plant-relevant project Able to deliver a final project presentation effectively		
INITIATIVE (+5%) Volunteers to perform tasks beyond routine tasks		INITIATIVE (+5%) Volunteers to perform tasks beyond routine tasks		
CONFORME	CONSENT (FOR MINORS ONLY)	NOTED BY	ENDORSED BY	APPROVED BY
 <small>SIGNATURE OVER PRINTED NAME OF STUDENT / DATE</small>	<small>SIGNATURE OVER PRINTED NAME OF PARENT OR GUARDIAN / DATE</small>	 <small>SIGNATURE OVER PRINTED NAME OF PRACTICUM SUPERVISOR / DATE</small>	 <small>SIGNATURE OVER PRINTED NAME OF PRACTICUM ADVISER / DATE</small>	<small>SIGNATURE OVER PRINTED NAME OF PROGRAM CHAIR / DATE</small>

COPY: (1) STUDENT; (2) HOST COMPANY; (3) PRACTICUM COORDINATOR

FORM OVPA-030D

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TPE (HW Repair Eng'g)

Month	Purpose	Intervention	Hours	Performance Measure
1	HR Orientation Mfg. Orientation	<ul style="list-style-type: none"> - HR Orientation - Manufacturing Orientation - Introduction to Tools and Methodologies - PowerBI 	<ul style="list-style-type: none"> - 8 hours - 24 hours - 17 hours - 17 hours 	<ul style="list-style-type: none"> • Attendance • Application of learnings • Level 3: Pre-assessment
2	On-the-Job Practice and Skill Application Coaching, Mentoring, and Project Application	<ul style="list-style-type: none"> - Basic Debugging Techniques - HW Repair Electrical/Mechanical Strategy - CMMS and SSR Training - Coaching sessions with technician, engineer, and manager - Project completion and presentation 	<ul style="list-style-type: none"> - 120 hours - 20 hours - 10 hours - 10 hours 	<ul style="list-style-type: none"> • Attendance • Weekly accomplishment of tasks • Supervisor feedback • Level 2: actual exercise results • Progress tracking • Level 3: Post-assessment • Level 1: OJT experience survey • Level 4: Project presentation and acceptance
3	Apply learnings in project that is relevant to the plant and the student	<ul style="list-style-type: none"> - Loadboard schematic design - Auto Components testing Project - Correlation tool project - Final Presentation 	140 hours	<ul style="list-style-type: none"> • Attendance • Weekly accomplishment of tasks • Supervisor feedback • Exit Clearance

360 hours
requirements

Section	Mentor/Student	HC
TPE		1
Trainee	Alain Nezar Peralta	1



Appendix F

Host Evaluation



Malayan Colleges Laguna
A MAPUA SCHOOL

REVISION NO.: 00
REVISION DATE: May 13, 2016

STUDENT EVALUATION ON PRACTICUM HOST COMPANY AND TRAINING

IMPORTANT INFORMATION

- THIS FORM IS USED TO EVALUATE THE PERFORMANCE OF PRACTICUM HOST COMPANY BY THE STUDENT
- PRACTICUM ADVISER NOTES THE EVALUATION AND DISCUSSES RESULTS WITH THE STUDENT
- NOTED OJT PERFORMANCE EVALUATION REPORT FORMS PART OF THE PRACTICUM REPORT/ PORTFOLIO OF THE STUDENT

NAME OF HOST COMPANY	DEPARTMENT/SECTION/AREA ASSIGNED
STMicroelectronics	TPE Department
ADDRESS OF COMPANY	No. 9 Mountain Drive, LISP II, Brgy. La Mesa, Calamba, Laguna, 4026, Philippines

INSTRUCTIONS: Please indicate how much you agree with each statement with 1 being that you strongly disagree and 5 being that you strongly agree.

LEGEND: 5 – Strongly Agree 4 – Agree 3 – Neutral 2 – Disagree 1 – Strongly Disagree NA – Not applicable

PART I: EVALUATION ON PRACTICUM HOST COMPANY

STATEMENTS	RATING (please encircle one)
1. I was given an orientation about the company rules, regulations, and enough explanation of my practicum assignment at the beginning of the training.	(5) 4 3 2 1 NA
2. The employees I worked with served as resource persons, sharing ideas and materials.	(5) 4 3 2 1 NA
3. The people I worked with were perceptive of my needs.	5 (4) 3 2 1 NA
4. The practicum supervisor spent time observing my performance.	5 (4) 3 2 1 NA
5. The practicum supervisor provided me with enough constructive criticism.	(5) 4 3 2 1 NA
6. The practicum supervisor sufficiently answered my questions and clarifications.	(5) 4 3 2 1 NA
7. The practicum supervisor was objective when critiquing my skills.	5 (4) 3 2 1 NA
8. The demands placed upon me were realistic in this practicum experience.	(5) 4 3 2 1 NA
9. I felt comfortable in my overall relationship with the people in the host company	(5) 4 3 2 1 NA
10. The practicum supervisor was fair in her/his judgment of my skills.	(5) 4 3 2 1 NA
11. I benefited from the supervision provided by the practicum supervisor.	(5) 4 3 2 1 NA
12. I was given sufficient opportunities for the development of my skills and abilities	(5) 4 3 2 1 NA
13. The practicum supervisor served a good professional model.	5 (4) 3 2 1 NA
14. The company promotes a healthy working environment	(5) 4 3 2 1 NA

ADDITIONAL COMMENTS (STRENGTHS AND AREAS TO IMPROVE)

PART II: EVALUATION ON PRACTICUM TRAINING

STATEMENTS	RATING (please encircle one)					
1. The training permitted me to generate the minimum number of direct contact hours required within a specified timeframe.	(5)	4	3	2	1	NA
2. The training provided me with experiences that encouraged and developed my interpersonal skills.	(4)	4	3	2	1	NA
3. The training provided me with experiences that encouraged and developed my technical skills.	(5)	4	3	2	1	NA
4. The training provided me with experiences that encouraged and developed my analytical skills.	(5)	4	3	2	1	NA
5. The training provided me with experiences that encouraged and developed my management skills.	5	(4)	3	2	1	NA
6. The training provided me with experiences that encouraged and developed my customer relations skills.	(5)	4	3	2	1	NA
7. Facilities and equipment are adequate and made available for the training	5	4	(3)	2	1	NA
8. Overall, the establishment provided me with a good on-the-job training	5	(4)	3	2	1	NA

ADDITIONAL COMMENTS (STRENGTHS AND AREAS TO IMPROVE)


Peralta, Alain Nezar A.

SIGNATURE OVER PRINTED NAME OF STUDENT

Appendix G

Practicum Evaluation

 Malayan Colleges Laguna <small>A MAPUA SCHOOL</small>	REVISION NO.: <input type="text" value="00"/> REVISION DATE: <input type="text" value="May 10, 2016"/>								
PERFORMANCE EVALUATION PRACTICUM / ON-THE-JOB TRAINING									
<table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">COURSE CODE</td> <td><input type="text" value="IT199F"/></td> <td style="width: 30%;">COURSE TITLE</td> <td><input type="text" value="IT Practicum"/></td> </tr> </table>		COURSE CODE	<input type="text" value="IT199F"/>	COURSE TITLE	<input type="text" value="IT Practicum"/>				
COURSE CODE	<input type="text" value="IT199F"/>	COURSE TITLE	<input type="text" value="IT Practicum"/>						
<table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">COMPANY NAME</td> <td><input type="text" value="STMicroelectronics"/></td> </tr> <tr> <td>COMPANY ADDRESS</td> <td><input type="text" value="No. 9 Mountain Drive, LISP II, Barangay La Mesa, Calamba, Laguna, 4027, Philippines"/></td> </tr> <tr> <td>SUPERVISOR'S NAME</td> <td><input type="text" value="Francisco Baldemor"/></td> </tr> <tr> <td>DATE OF TRAINING</td> <td><input type="text" value="April 22, 2025"/></td> </tr> </table>		COMPANY NAME	<input type="text" value="STMicroelectronics"/>	COMPANY ADDRESS	<input type="text" value="No. 9 Mountain Drive, LISP II, Barangay La Mesa, Calamba, Laguna, 4027, Philippines"/>	SUPERVISOR'S NAME	<input type="text" value="Francisco Baldemor"/>	DATE OF TRAINING	<input type="text" value="April 22, 2025"/>
COMPANY NAME	<input type="text" value="STMicroelectronics"/>								
COMPANY ADDRESS	<input type="text" value="No. 9 Mountain Drive, LISP II, Barangay La Mesa, Calamba, Laguna, 4027, Philippines"/>								
SUPERVISOR'S NAME	<input type="text" value="Francisco Baldemor"/>								
DATE OF TRAINING	<input type="text" value="April 22, 2025"/>								
<p>INSTRUCTION TO THE EVALUATOR:</p> <p>Kindly rate the student in each of the traits indicated below using rating scale that corresponds to the criteria of his performance in your unit/department. Please send accomplished form in a sealed envelope to the <u>Course Coordinator</u> of Malayan Colleges Laguna through the student trainee.</p>									
SCORING RUBRIC FOR SOFT SKILLS									
1 POOR	2 FAIR	3 SATISFACTORY	4 VERY GOOD	5 EXCELLENT					
A. DEMONSTRATION OF SOFT SKILLS (40%)									
KEY AREAS		1	2	3					
COMMUNICATION SKILLS (20%)		4	5						
Relates to co-trainees/supervisors terminologies and rules Recites procedures and instructions needed for the tasks Identifies and describes safety signs and symbols Asks critical questions related to the tasks Produces well-written regular and incident reports Prepares and presents reports using Information and Communication Technology (ICT)									
PROFESSIONAL DEPORTMENT (20%)									
Observes proper grooming and attire Reports to work regularly on time and as necessary, even beyond prescribed working hour Acts according to the job description given by the company Willing to accept new tasks apart from the usual routine and responsibilities Delivers quality output on time Demonstrates respect for different individuals									
INITIATIVE (+5%)									
Volunteers to perform tasks beyond routine tasks									
Page 1 of 2									
<small>COPY: (1) STUDENT; (2) HOST COMPANY; (3) PRACTICUM ADVISER</small>									
<small>FORM OVPAA 030J</small>									
<small>THIS FORM IS AVAILABLE AT THE OVPAA.</small>									

SCORING RUBRIC FOR TECHNICAL SKILLS

1	2	3	4	5	N/A
POSSESSES BASIC KNOWLEDGE ON TASKS	ABLE TO EXPLAIN TASKS AND PROCESSES	PERFORMS THE TASKS SATISFACTORILY	ADAPTS TO NON-IDEAL SITUATIONS	INNOVATIVE / CREATIVE	NOT APPLICABLE

A. DEMONSTRATION OF TECHNICAL SKILLS (60%)		(To be drafted per program based on the SOs)					
KEY AREAS		1	2	3	4	5	N/A
Company Orientation SKILLS (8.18%)							
Able to understand company standards and safety protocols							/
Able to use Power BI for data visualization							/
Able to identify key manufacturing tools and processes							/
OJT Practice and Skill Application Coaching, Mentoring, and Project Application SKILLS (19.84%)							
Able to perform basic debugging and hardware repair							/
Able to apply CMMS and SSR system knowledge							/
Able to participate in technical coaching and mentoring sessions							/
Apply learnings in project that is relevant to the plant and the student SKILLS (31.98%)							
Able to design and test electronic schematics							/
Able to develop and implement a plant-relevant project							/
Able to deliver a final project presentation effectively							/
INITIATIVE (+5%) Additional points may be given for outstanding performance							
Proposes short-term solutions to an existing problem in the area of the assignment							/
Comments							
This OJT capable to solve problem with their innovative solution. This can perform task and deliver on time even in short period of time.							

Evaluated by:


 CLARK A. VEPOT
 (Signature over printed name)

TECHNICIAN
 (Designation)

11-JUL-2025
 (Date)

Page 2 of 2

FORM OVPAA 030J

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Appendix H

Complete Weekly Journal



Malayan Colleges Laguna
A MAPÚA SCHOOL

REVISION NO.: 00
REVISION DATE: May 10, 2016

DAILY JOURNAL

IMPORTANT INFORMATION

- INCLUDE TASK ASSIGNMENTS OR MOVEMENTS, REFLECTION ON THE DAY'S NEW LEARNING, ACCOMPLISHMENT, CHALLENGES FACED AND HOW YOU RESPONDED, OBSERVATIONS AND RECOMMENDATIONS ON THE IMPROVEMENT OF SYSTEMS / OPERATION / MANAGEMENT, ETC.
 - SCANNED COPIES OF THIS FORM SHALL BE SUBMITTED ON A WEEKLY BASIS THROUGH APPROVED LMS.
 - HARD COPIES OF THIS FORM SHOULD BE COMPILED AS PART OF THE STUDENT'S PORTFOLIO.

DATE	April 22 - 28, 2025	AREA ASSIGNMENT	
TASK		SHIFT/TIME	8:00 am - 5:30 pm

The week started with an orientation, introducing me to key company practices and responsibilities, including presentations on cybersecurity, security awareness, leadership models, and employee discipline. I learned the importance of shared responsibility in security and adaptability in leadership. I completed the first day of orientation, taking notes to retain key points. My second day, my fellow OJTs and I participated in picture-taking, facility rounds, and a presentation on 7 QC Tools, which included life lessons on resilience. Through facility rounds, I learned workplace navigation while overcoming shyness by practicing small talk with employees. On Thursday, I spent the morning hours idle, played board games to build communication with fellow OJTs and took an ID photo. Day four began by attending a mandatory training on safety hazards and 5S principles (Sort, Systematize, Sanitize, Sweep, Self-discipline). I learned proactive safety and workplace organization, with self-discipline standing out. After each lesson, we have taken an exam, in which I then passed.



COPY: (1) STUDENT; (2) PRACTICUM ADVISER

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Malayan Colleges Laguna
A MAPÚA SCHOOL

REVISION NO.: 00
REVISION DATE: May 10, 2016

DAILY JOURNAL

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DATE	April 29 - May 5, 2025	AREA ASSIGNMENT	
TASK		SHIFT/TIME	8:00 am - 5:30 pm

This week involved immersion in production line operations and training. On my first day, we attended training sessions on ESD Do's and Don'ts, Mixing Prevention Procedures, and Process Flow, learning critical protocols for handling integrated circuits (ICs) and product movement. The sessions emphasized precision and observance to safety standards, which I noted for future application. The next day, introduced us fellow OJTs to our engineer-in-charge, who outlined potential projects and led a tour of the production line, including the repair room and Satellite Storage Room (SSR). We counted Known Good Units (KGUs) to verify IC quantities and organized loadboards on designated racks, which enhances my attention to detail. On Thursday, I counted a new batch of KGU for verification and loadboard organization, which reinforces my familiarity with production tasks despite repetitive work posing a challenge to engagement. I stayed focused by double-checking my counts. On day four, my supervisor detailed the TPE department's roles and introduced key team members, which clarifies the structure of operations. Observing the department's workflow, I noted the importance of collaboration across roles.



TRAINEE'S SIGNATURE

COPY: (1) STUDENT; (2) PRACTICUM ADVISER

FORM OVPAA 030G

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Malayan Colleges Laguna
A MAPÚA SCHOOL

REVISION NO.: 00
REVISION DATE: May 10, 2016

DAILY JOURNAL

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DATE	May 6 - 12, 2025	AREA ASSIGNMENT	
TASK		SHIFT/TIME	8:00 am - 5:30 pm

This week focused on deepening my understanding of production line tasks and technical skills. On my first day of the week, I performed 5S activities, which reinforces the importance of workplace organization and cleanliness, which I applied diligently to maintain efficiency. The next day involved a training session with our supervisor on basic debugging, a refresher on Ohm's Law, and learning to interpret graph readings for circuit continuity, open, or shorted states to determine test outcomes. I also replaced outdated ESD stickers, which ensures compliance with safety standards. The debugging concepts were initially complex, but I reviewed my notes to grasp them better. Day three involved 5S tasks, organized misplaced KGU packages and loadboards, and used the CMMS website for loadboard transactions, which improves my familiarity with inventory systems. The challenge of navigating the CMMS interface was overcome by carefully following instructions and verifying entries. I was absent on Friday and missed potential tasks.



TRAINEE'S SIGNATURE

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DAILY JOURNAL

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DATE	May 13 - 19, 2025	AREA ASSIGNMENT
TASK		SHIFT/TIME
		8:00 am - 5:30 pm

This week focused on technical tasks and professional development through hands-on work and training. The first day of the week, I rebuilt a contactor using pogo pins, tiny connectors smaller than a pen tip, with a crown-shaped top for contact and a ball-shaped bottom for stability. These pins ensure reliable electrical connections in circuit boards by maintaining consistent pressure against contact pads, critical for testing. The delicate assembly required precision, and I improved my dexterity by carefully aligning each pin. I also attended PowerBI Desktop training, which provided an overview of the software and data visualization. While informative, the lack of hands-on practice left me eager to apply the concepts later. On Wednesday, I continued PowerBI training, deepening my understanding of data visualization techniques, and learning to create impactful data visualizations. I also applied 5S principles to maintain an organized workspace. The next day involved only 5S application, which ensures a tidy environment, though the quieter day prompted me to review PowerBI notes independently. On day four, I rebuilt another contactor with pogo pins, further honing my precision with the delicate components. The last day of the week, I rebuilt a contactor using spring pins, which were much smaller than pogo pins, with a crown-shaped top for contact and a backward L-shaped bottom for secure placement. These spring pins, as the name suggests contains an internal spring, required precise orientation before insertion into the contactor, which makes the process significantly more time-consuming and challenging. Adapting to their smaller size and unique shape was difficult, but I managed to improve my technique.



TRAINER'S SIGNATURE



Malayan Colleges Laguna
A MAPÚA SCHOOL

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DAILY JOURNAL

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DATE	May 20 - 26, 2025	AREA ASSIGNMENT	
TASK		SHIFT/TIME	8:00 am - 5:30 pm

This week focused heavily on PowerBI skill development and project work, with additional tasks introducing new responsibilities. On Tuesday, I practiced PowerBI and was introduced by Sir Sonny to the BIB machine on the production line, learning how its data would be used for reporting in PowerBI. This hands-on exposure deepened my understanding of data-driven reporting, though navigating the software's features was initially challenging. I responded by reviewing tutorials to improve. Wednesday involved a group PowerBI dashboard project, which fosters collaboration and enhances my ability to integrate team inputs, despite minor coordination issues resolved through clear communication. Thursday's individual PowerBI dashboard project allowed me to apply skills independently, though time management was a hurdle I addressed by prioritizing tasks. I was absent on Friday. On Monday, I engaged in 5S activities, drafted a documentation proposal, worked with spring pins, and started a PowerBI project on BIB Management, beginning with a matrix chart for the loadboard.



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DATE	May 27 - June 2, 2025	AREA ASSIGNMENT
TASK		SHIFT/TIME
		8:00 am - 5:30 pm

This week involved a mix of task assignments and unexpected absences, with a focus on manufacturing and technical projects. On May 27, I rebuilt a contactor using a batch of 100 spring pins, enhancing the production line's efficiency. I also worked on a PowerBI project, struggling to resolve an x-axis configuration issue, which taught me persistence in troubleshooting technical tools. Morning 5S activities reinforced workplace organization and discipline. The unresolved PowerBI issue was challenging, but I responded by reviewing documentation and testing settings, though a solution remained elusive. From May 28 to May 30, I was absent, which disrupts my momentum but prompting reflection on improving time management. On June 2, I returned and finished rebuilding a contactor with 560 holes, completing the placement of the remaining 260 spring pins after 300 were already placed. I also fixed bugs and added features to the KGU website, a proposed inventory system we are developing and managing, gaining valuable insights into web development and debugging. Catching up after absences was challenging, but I prioritized tasks and collaborated with my team.



TRAINER'S SIGNATURE



Malayan Colleges Laguna
A MAPÚA SCHOOL

REVISION NO.: 00
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DAILY JOURNAL

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DATE	June 3 - June 9, 2025	AREA ASSIGNMENT	
TASK		SHIFT/TIME	8:00 am - 5:30 pm

On June 3, I clocked in early and worked on the inventory system website alongside with my fellow OJT, which we focused on refining the UI for the withdrawal section. We utilized Python Flask to handle backend routing and dynamic content rendering, which deepened my understanding of how Flask streamlines web development through its lightweight framework. I gained insights into Flask's role in integrating frontend and backend seamlessly. We successfully adjusted the interface, which enhances its functionality. A challenge arose in aligning design elements with Flask's template rendering, which we addressed through iterative testing and feedback. To ensure a polished interface, I became meticulous in creating the website by carefully aligning design elements, double-checking code for consistency, and validating user inputs to enhance functionality. The rest of the week—June 4, 5, and 9—I was absent, which disrupted my momentum and limited my progress.



TRAINEE'S SIGNATURE

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REVISION DATE: May 10, 2016

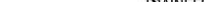
DAILY JOURNAL

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DATE	June 10 - June 16, 2025	AREA ASSIGNMENT	
TASK		SHIFT/TIME	8:00 am - 5:30 pm

This week was disrupted by multiple absences, limiting my engagement. On June 10 and 11, I was absent, missing scheduled tasks and training. On June 13, I voluntarily missed work, further reducing my involvement. On June 16, I worked a half day due to unforeseen circumstances. I still made progress, which focuses on debugging an issue on the KGU website where broken links in the navigation menu prevented users from accessing certain pages. I learned how to use browser developer tools to trace link errors and updated the HTML to resolve the issue, which enhances my web debugging skills. Completing the debugging task restored website functionality, which was rewarding despite the shortened workday. The challenge of catching up after absences was significant. I responded by coordinating with my supervisor to prioritize tasks and ensure alignment.


TRAINEE'S SIGNATURE

TRAINEE'S SIGNATURE

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Malayan Colleges Laguna
A MAPÚA SCHOOL

REVISION NO.: 00
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DAILY JOURNAL

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DATE	June 17 - June 23, 2025	AREA ASSIGNMENT	
TASK		SHIFT/TIME	8:00 am - 5:30 pm

This week, I focused on tasks involving the KGU website and Power BI, with some days marked by absences. On June 20, I worked on updates for the KGU website and advanced my skills in Power BI. I learned to display various datasets effectively in Power BI, particularly ensuring the matrix for passed and failed sockets was displayed correctly, with green and red color coding for clarity. Completing a section of the website update was a key accomplishment, though I faced challenges with Power BI's formatting, which I resolved by consulting documentation and adjusting settings. On June 23, I continued refining the KGU website and deepened my understanding of Power BI's data modeling. Successfully linking datasets in Power BI and implementing the color-coded matrix was a significant milestone, but I encountered issues with website responsiveness across different PC resolutions, addressed by revising CSS media queries.


TRAINEE'S SIGNATURE

COPY: (1) STUDENT; (2) PRACTICUM ADVISER

FORM OVPAA 030G

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Malayan Colleges Laguna
A MAPÚA SCHOOL

REVISION NO.: 00
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DAILY JOURNAL

IMPORTANT INFORMATION

- INCLUDE TASK ASSIGNMENTS OR MOVEMENTS, REFLECTION ON THE DAY'S NEW LEARNING, ACCOMPLISHMENT, CHALLENGES FACED AND HOW YOU RESPONDED, OBSERVATIONS AND RECOMMENDATIONS ON THE IMPROVEMENT OF SYSTEMS / OPERATION / MANAGEMENT, ETC.
 - SCANNED COPIES OF THIS FORM SHALL BE SUBMITTED ON A WEEKLY BASIS THROUGH APPROVED LMS.
 - HARD COPIES OF THIS FORM SHOULD BE COMPILED AS PART OF THE STUDENT'S PORTFOLIO.

DATE	June 24 - June 30, 2025	AREA ASSIGNMENT	
TASK		SHIFT/TIME	8:00 am - 5:30 pm

This week focused on advancing the KGU website and honing my Power BI skills, alongside other tasks. On Tuesday, I worked on the KGU website and used Power BI to reverse the matrix table data titles by tweaking and adding columns in the query editor, which I learned key data transformation techniques. The website tasks demanded coding precision, which I addressed through careful documentation review and iterative testing. I also verified the system's connectivity using the ping command to ensure that the web server was accessible from other devices within the same network. Wednesday involved deploying the KGU website to SSR, refining the Power BI matrix table for better data clarity, and placing label stickers on IC packages. Thursday was dedicated to further KGU website development, with minor debugging issues resolved through peer consultation. I was absent on Friday due to unforeseen circumstances. On Monday, I resumed KGU website tasks, maintaining project consistency and applying earlier debugging lessons.


TRAINEE'S SIGNATURE

COPY: (1) STUDENT; (2) PRACTICUM ADVISER

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DATE	July 1 - July 7, 2025	AREA ASSIGNMENT	
TASK		SHIFT/TIME	8:00 am - 5:30 pm

This week focused on the ongoing development and refinement of the KGU website. During the first few days, I worked on enhancing the website's structure and functionality, which ensures consistency across different sections. I also implemented a validation feature during the device enrollment process to prevent users from proceeding when the device name field is left with a space text. This addition improved data integrity and highlighted the importance of anticipating common user oversights. I further explored possible real-world scenarios the system might face—such as access interruptions, improper input handling, or unexpected server behavior—to ensure stability and usability. On Wednesday, I balanced my website tasks with participating in 5S activities, which reinforced the value of orderliness and discipline in the workplace. I was absent on Friday but resumed on Monday. The system is now being evaluated by users to determine if further improvements are needed. Observing real usage allowed me to reflect on how functionality and user experience come together in production environments.

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TRINEE'S SIGNATURE



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DATE	July 8 - July 14, 2025	AREA ASSIGNMENT	
TASK		SHIFT/TIME	8:00 am - 5:30 pm

This week focused on enhancing the KGU website and related tasks while deepening my technical and professional skills. On July 8, I implemented the search bar and button functionality for inventory, withdrawal, and endorsement modules, which ensures users could not perform redundant searches, and improves system efficiency. I also debugged the transaction history to handle cases with no data and fixed the date format in the Update Entry feature. These tasks taught me the importance of user-centric design and precise error handling. I addressed this by thoroughly testing each scenario. On July 9, I worked on KGU documentation and attended a session on electrical components and debugging, which gains a foundational understanding of hardware troubleshooting, which was new to me. On July 10, I presented the KGU website to the TPE Department, which received constructive feedback that highlighted areas for improvement. I also explored the NEXIV measuring tool and applied 5S principles. The presentation boosted my confidence in public speaking, though addressing feedback required quick prioritization. On July 11, I added logs for admin actions in transaction history and implemented an auto-generated control number format, which streamlines operations. Maintaining 5S standards continued to emphasize discipline. On July 14, I focused on creating a user manual for KGU, learning to communicate technical details clearly for end-users. Balancing detail and simplicity in documentation was a challenge, which I tackled by iterative drafting. Throughout the week, I observed the importance of collaboration, as feedback from the TPE Department and peers shaped better outcomes.



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