COLLEGE OF COMPUTER AND INFORMATION SCIENCE

Academic Year 2025 – 2026

Practicum Engagement Narrative Report: STMicroelectronics Inc.

Ezekiel C. TALAMPAS

Adviser: Dennis A. Martillano

Submitted to the Faculty of Mapúa Malayan Colleges Laguna
In Partial Fulfillment of the Requirements for the degree of

Bachelor of Science in Computer Science

Table of Contents

Overview of the Practicum Engagement

Company Background

Figure 1. STMicroelectronics Inc. Logo

STMicroelectronics Inc. (ST) is a European multinational semiconductor company and, by revenue, the largest semiconductor manufacturer in Europe. The company traces its origins to 1987, when Italy's SGS-Microelettronica and France's Thomson Semiconducteurs merged to form what has since grown into one of the world's leading integrated device manufacturers. ST's product portfolio spans the automotive, industrial, personal electronics, and communications markets, supported by manufacturing and R&D facilities located across multiple countries. Its Calamba, Laguna plant serves as one of the company's key back-end manufacturing sites in the Asia-Pacific region, handling assembly, testing, and related production support functions for a wide range of semiconductor products.

Tasks Given

The internship started with orientation, covering company policies, floor safety protocols, and a Power BI training module. These sessions gave the student a feel for how the department actually runs day to day, and an early look at how much of the existing workflow still depended on manual, file-based processes.

Once assigned to the Ops 2/3 Office, the student's first major task was building a centralized web-based reference system for product documentation, which had previously been scattered across separate files with no unified access point. The system consolidated product overviews, materials lists, deployment details, and related documentation into a single authenticated platform, with administrative controls for managing content and user access.

The scope of work later expanded into data analytics, specifically the development of Power BI dashboards for tracking production Yield and PPM (Parts Per Million defect rate) metrics. This required gathering and cleaning production data from multiple source folders, understanding how yield and PPM are calculated within the department, and building reports that update automatically on a daily basis. Over time, this task grew to include historical data spanning multiple years, along with replicating the dashboard structure for additional departments beyond the one the student was originally assigned to.

Throughout the internship, the student worked closely with the assigned supervisor and colleagues, incorporating feedback into both the web system and the dashboards as new requirements surfaced.

Total Hours Rendered

The internship totaled 480 hours, consistent with the minimum requirement set by the BS Computer Science program for the practicum term. Eight hours were allotted to HR Orientation and 24 hours to Manufacturing Orientation, both introducing the student to company policy, workplace conduct, and safety protocols on the production floor. A further 24 hours went to Power BI training, which built the foundation later used in the dashboard development phase.

System familiarization and data gathering accounted for 60 hours, covering the student's exploration of department workflows and the groundwork laid before development began. The largest share of the internship, 480 hours, went into system development, process automation, and data analytics, spanning both the web-based reference portal and the Power BI dashboards. The remaining 36 hours covered documentation, OJT evaluation, and project presentation, during which the student produced technical write-ups and user guides and presented progress to supervisors.

Table 1. Total Hours Rendered Summary

Task	**Total**
HR Orientation	8
Manufacturing Orientation	24
Power BI Training	24
System Familiarization / Data Gathering	60
System Development, Process Automation, and Data Analytics	328
Documentation, OJT Evaluation, and Project Presentation	36
Total	480

Presentation of Output

Training

At the start of the internship, the student joined the rest of the OJT batch for a Power BI training session. It covered the basics of working with data in Power BI, connecting to raw data sources, cleaning and transforming it with Power Query, then building it out into dashboards and visuals. After a few guided exercises as a group, each pair was given a sample dataset to work through on their own, applying what they'd just learned to build a dashboard from scratch. Groups then presented their output to the rest of the batch, which turned out to be good early practice for explaining technical work clearly.

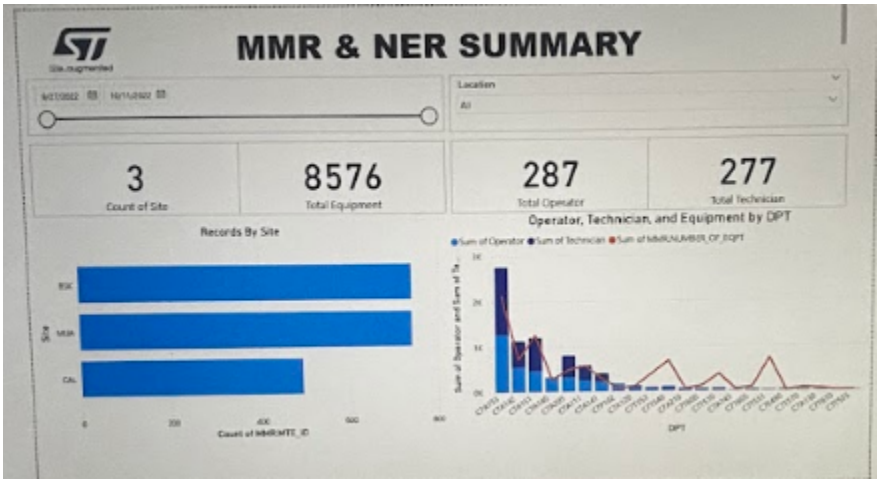


Figure 2. Group Output from the Power BI Training Module

This early training laid the groundwork for the dashboard work assigned later in the internship, giving the student the skills needed to clean production data, build visualizations, and put together reports that supervisors could read at a glance.

In the fourth week, the student also attended a short webinar called Career Insights, featuring Gang Wu, MDG Technical Marketing Sr. Manager at STMicroelectronics, as guest speaker. The session touched on real-world career perspectives, how work actually gets done in a corporate environment, and practical advice for professionals early in their careers. It was a good break from development work and gave the student some broader context about the industry beyond the immediate scope of the assigned projects.

Figure 3. Certificate of Attendance, Career Insights Webinar

Project and Modules Developed

TNF Reference Portal

Product-related files, including presentations, documents, and process specifications, were spread across different folders and drives within the department, with no single place to look for a given product's information. Employees had to search through multiple locations just to find the details they needed, which slowed down day-to-day work and created room for outdated or missing files to go unnoticed.

Figure 4. TNF Reference Portal Solution Proposition

To address this, the student built the TNF Reference Portal, an internal web application for the Process Engineering department that brings all of this scattered information into one place. Product data covering IDM, JAFS, process flow, materials, documentation, and deployment details is now accessible from a single system, with an Admin panel built in so the department can keep the portal maintained and up to date on its own after the OJT period ends.

The portal was built using Flask, a Python web framework, developed in Visual Studio Code. Since no centralized dataset existed yet, the student's first step was gathering the source material itself, reaching out to colleagues across the department for existing PowerPoint files related to each product, since this was where most product information had been kept up to that

point. With that material in hand, development started with the base structure and layout of the website first, using JSON files to hold product data temporarily while the full list of materials per product was still being compiled. This lets the front end and page structure move forward without waiting on complete data.

Once the material list was finalized, the student migrated the data layer from JSON files to SQLite, a move that made the system more structured and better able to handle updates going forward. This migration turned the site from a static information display into a working web application, and it was around this point that CRUD functionality (create, read, update, delete) was added so authorized users could manage records directly through the system instead of relying on the student to make changes manually. An admin panel followed shortly after, giving the department control over backend management such as product information, materials lists, and documentation, plus a user authentication system that restricts access to STMicroelectronics employees by registering their employee ID numbers through the admin panel.

The student's supervisor reviewed progress regularly, and each visit tended to bring new requirements, whether that meant additional tabs (an overview page and a deployment tab were both added this way), new fields, or new views. Midway through, the portal was presented at a department MIL meeting, where feedback centered mostly on minor UI adjustments rather than functionality. Toward the end of development, the student also made the site accessible over the department's local network by running it on a workstation's IP address, giving colleagues a way to preview and test the portal before it was formally deployed, and prepared documentation covering the system's architecture and features to support handover and future maintenance.

Figure 5. TNF Reference Portal home page

The home page serves as the entry point to the portal, giving users quick access to the main sections of the system.

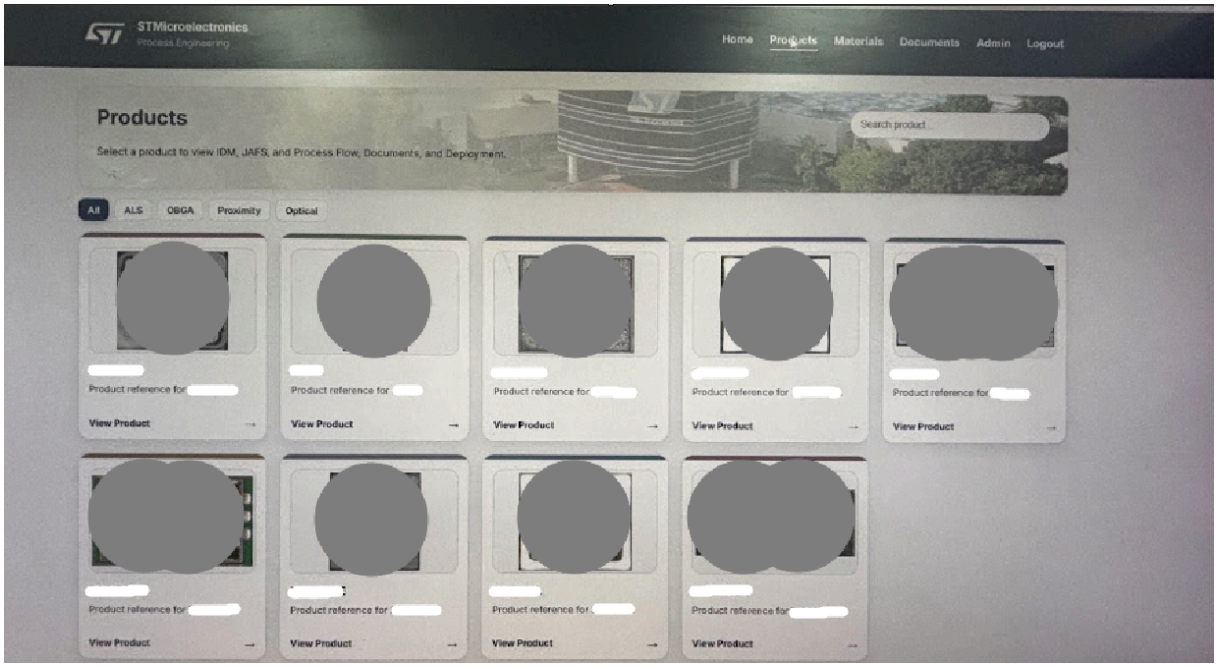


Figure 6. Product listing page

The product page lists all products by category (ALS, OBGA, Proximity, Optical), with each product opening into its own set of tabs: an overview, process flow, materials, documentation, and deployment details specific to that product. This tabbed structure keeps everything related to a single product together instead of spread across separate files.

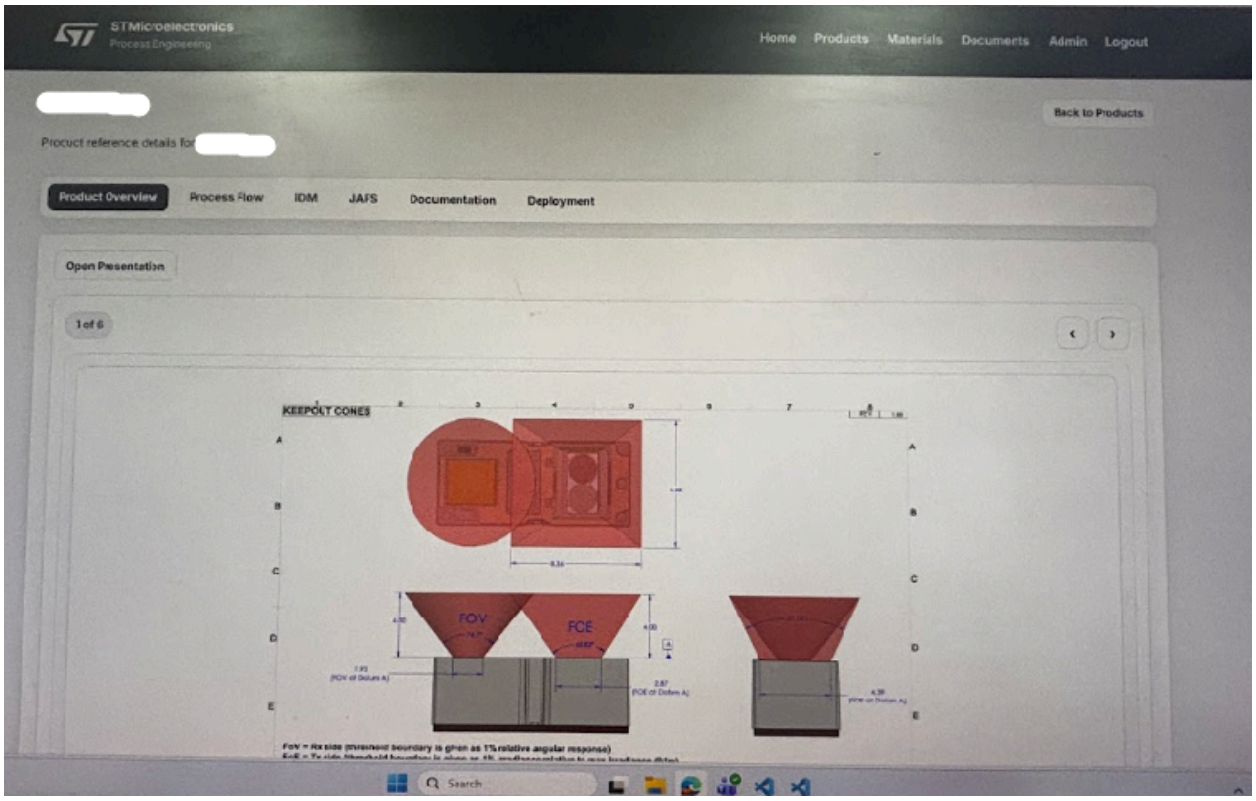


Figure 7. Product overview tab

The overview tab gives a general summary of the selected product, serving as the landing view when a product is opened.

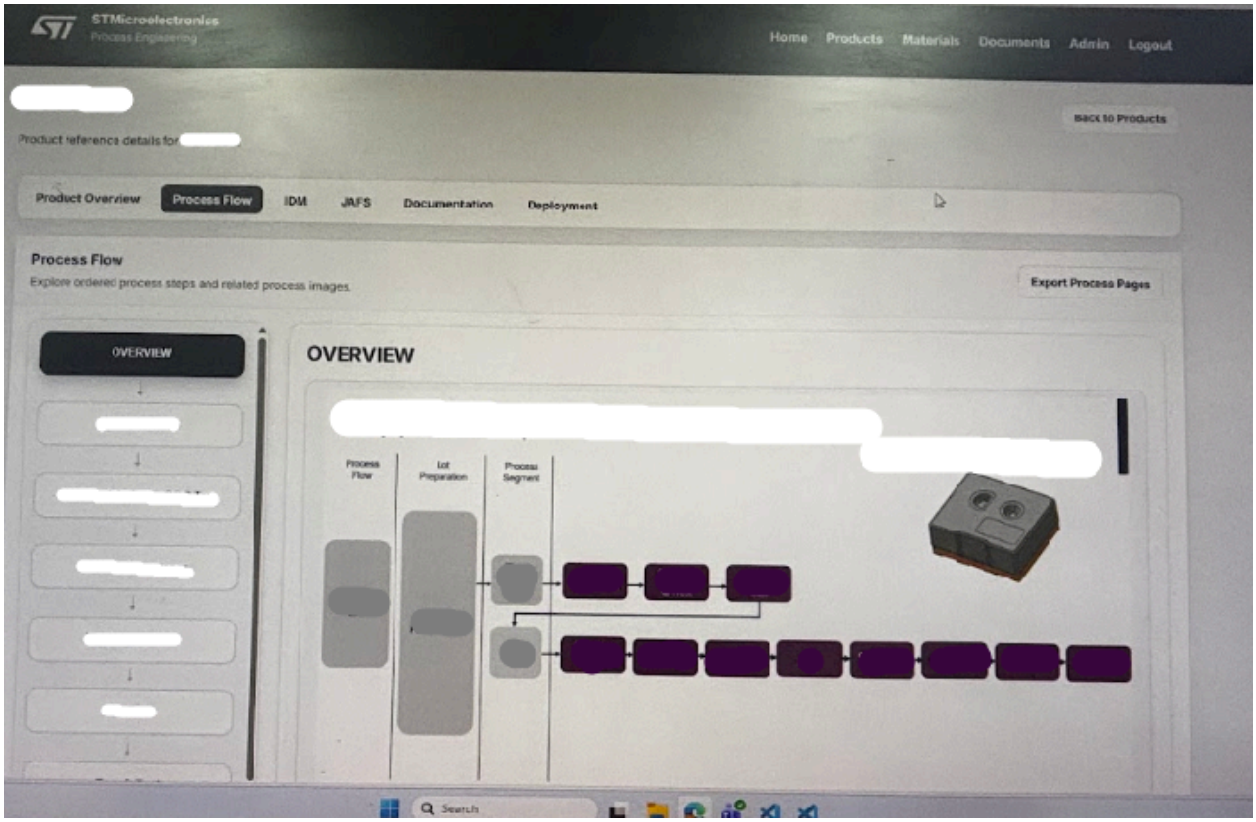


Figure 8. Process flow tab

This tab lays out the product's process flow, giving users a clear view of how the product moves through production.

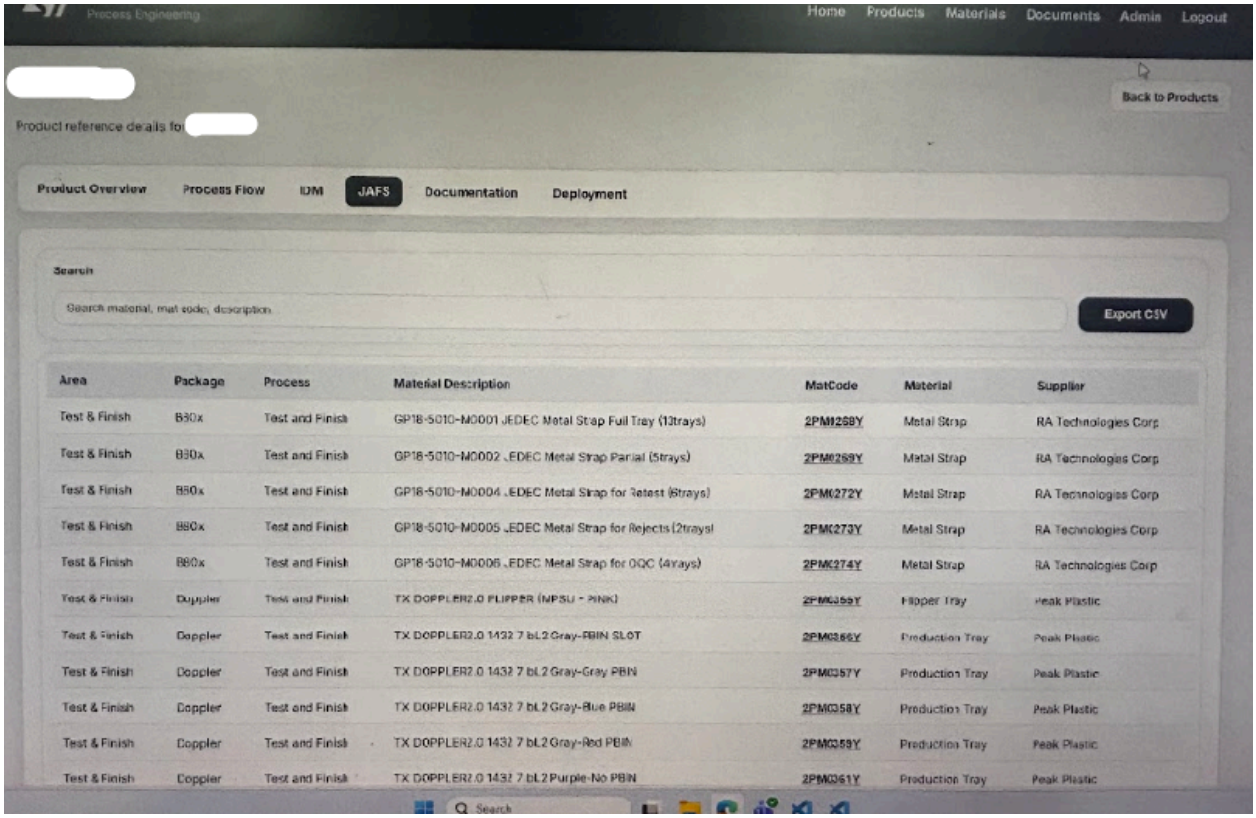


Figure 9. Materials tab

The materials tab lists the specific materials tied to that product, pulling from the same data used in the broader materials matrix but scoped to the one product being viewed.

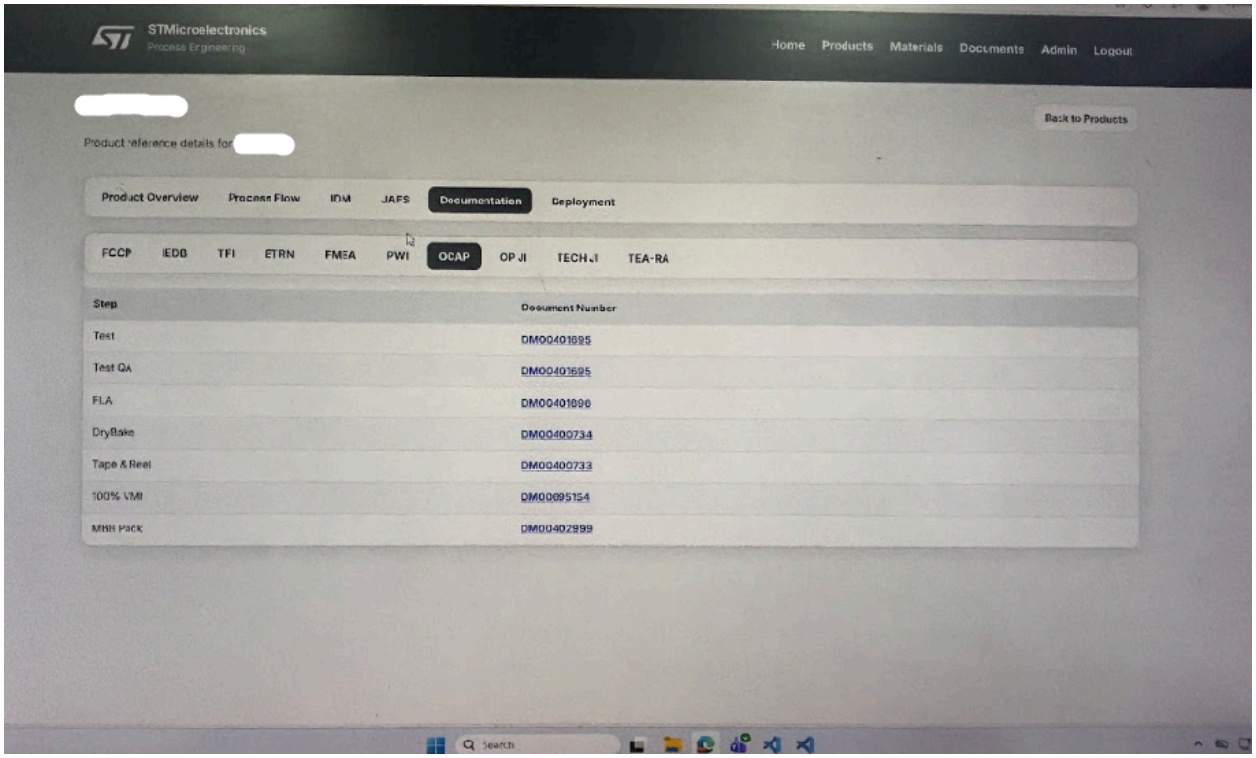


Figure 10. Documents tab

This tab shows all documentation associated with the product, giving users direct access to relevant files without having to search the document matrix separately.

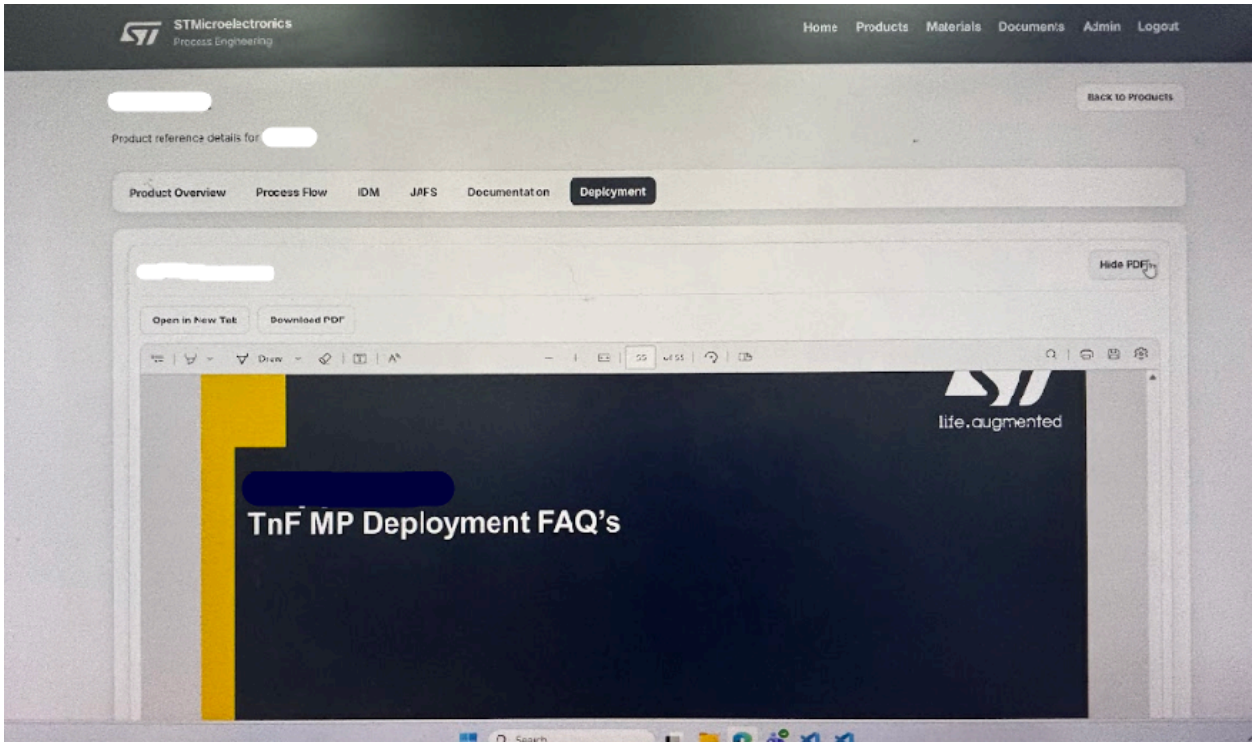


Figure 11. Deployment tab

The deployment tab covers deployment-specific details for the product, information that was added later in development based on department feedback.

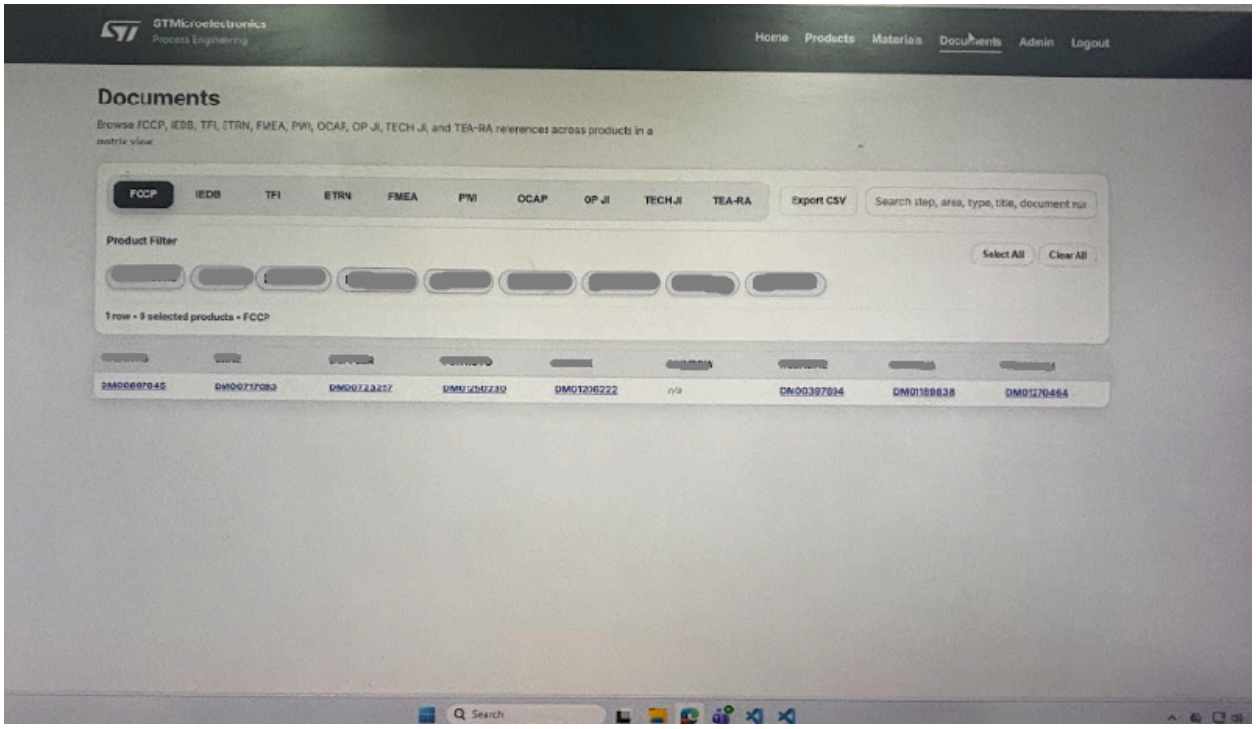


Figure 12. Document matrix view

The document matrix gives a consolidated view of document numbers across all products, with search and filtering built in so users can find a specific document without opening each product individually.

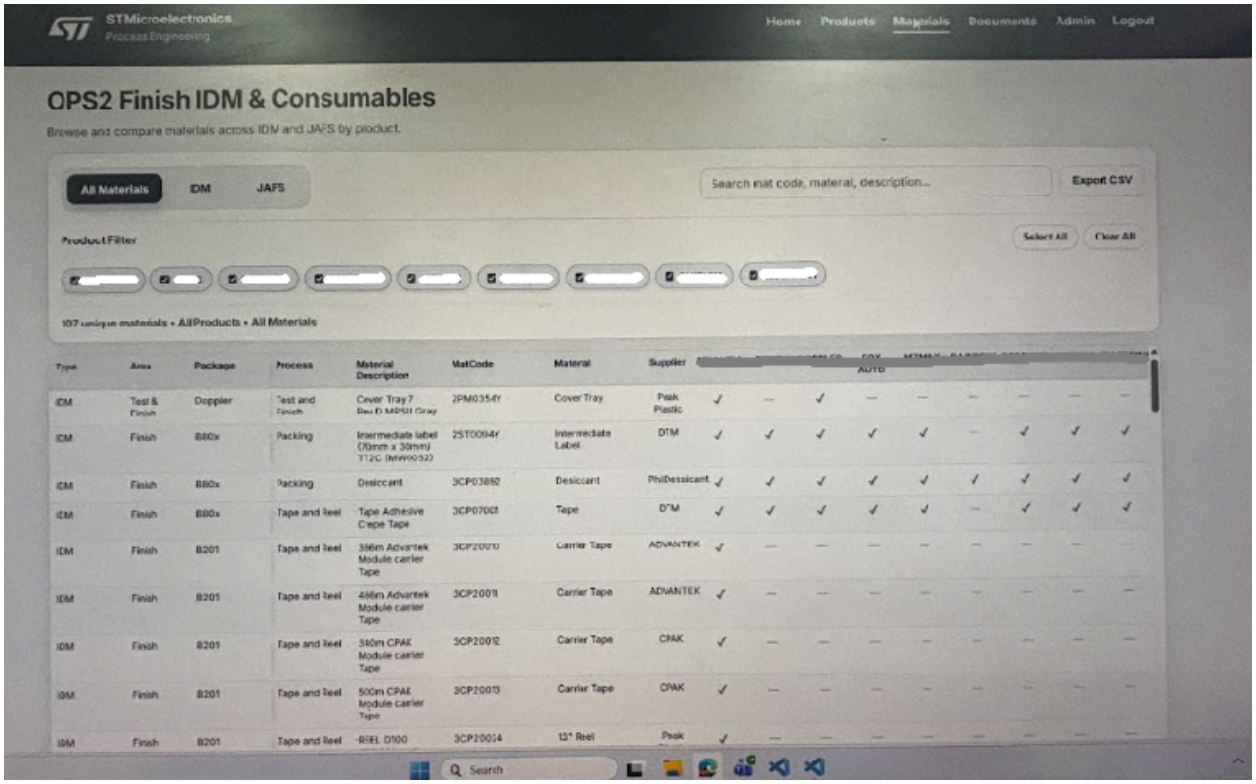


Figure 13. Materials matrix view

The materials matrix works the same way for IDM and JAFS consumables, letting users search and compare materials across products and export the data as CSV when needed.

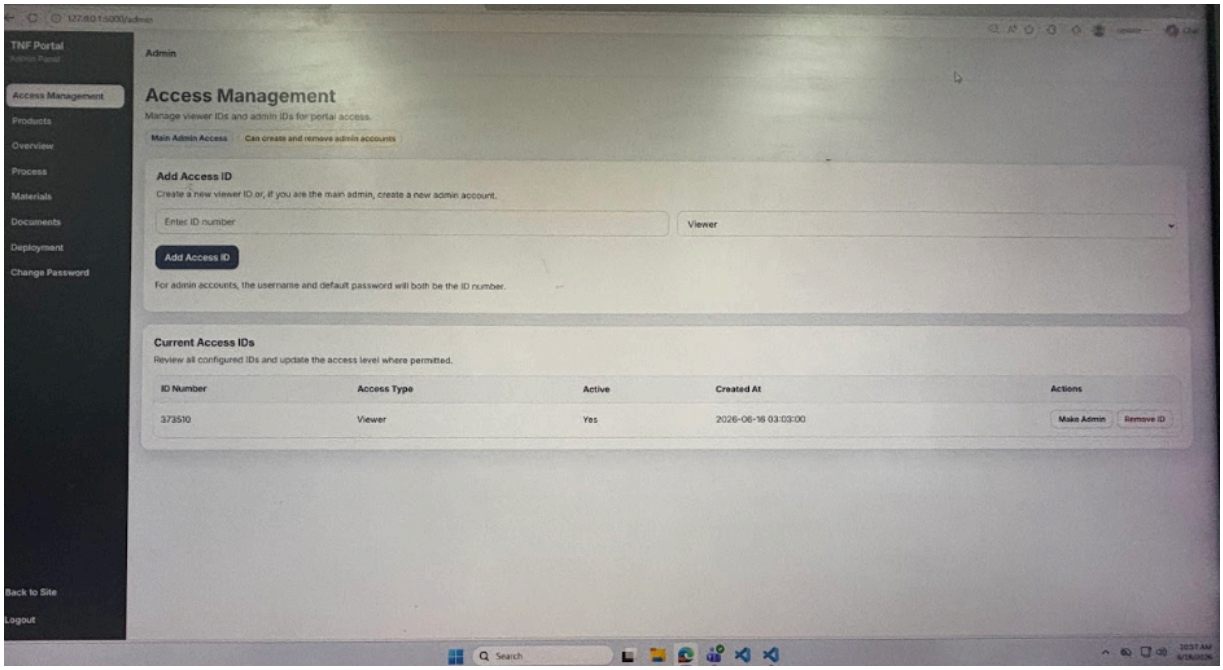


Figure 14. Admin panel

The admin panel controls viewer and admin-level access to the portal, so the department can manage who has access and keep the system running without needing the student's continued involvement after the internship ends.

PPM and Yield Dashboards (Finishing and Test)

PPM and yield reporting was done manually by the engineers, often over the weekend, since the data had to be gathered and consolidated by hand each week. The department wanted this process automated to cut down on that manual workload. All the underlying data comes from a shared folder that updates on a daily, weekly, and monthly basis. The daily folder only goes back to the start of 2026, while the weekly and monthly folders hold records going back to 2024.

To address this, the student built four dashboards in Power BI: a PPM dashboard and a Yield dashboard for both the Finishing and Test departments. Each dashboard pulls and cleans production data using Power BI's Power Query editor, and the underlying data model is built around proper table relationships, mainly linked through date fields, rather than a single flattened dataset. This keeps the reports easier to maintain as filters and time periods are added. While building, the student also reviewed a dashboard already in use by another department as a reference, but found it hard to read since the visuals were compact and the text and numbers were too small to interpret at a glance, which shaped the emphasis on readability in the student's own design.

The first version of the PPM dashboard was built directly from raw daily data with just the transformations needed to get it into a usable shape. Once that version worked, the student rebuilt it from scratch with a proper data model and defined relationships between tables, since a single flat dataset became harder to manage as more filters and historical data were layered in. That second version became the base structure carried over to all four dashboards.

Since the daily folder only covered the current year, historical data from 2024 and 2025 had to be pulled separately from the weekly and monthly folders instead. That data was cleaned and linked into the same model through date relationships so it could be filtered alongside the current year's daily figures. A few files in those folders turned out to be locked and inaccessible to Power BI, so the student had to decide which ones to exclude in order to keep the rest of the data pipeline working.

Once the Finishing department's dashboards were complete and tested for automatic daily updates, the same structure was replicated for the Test department, reusing the model and visuals but pointing them at Test's own data source.

Each PPM dashboard includes four slicers at the top (year, lot type, product, and step name), four KPI cards showing PPM by quarter, month, week, and day, four matching trend charts for the same time periods, and three clustered bar charts showing defect PPM by quarter, month, and week. The Yield dashboards follow the same slicer, KPI card, and trend chart layout, focused on yield instead of defect rate.

Figure 15. PPM dashboard, Finishing department

Figure 16. PPM dashboard, Test department

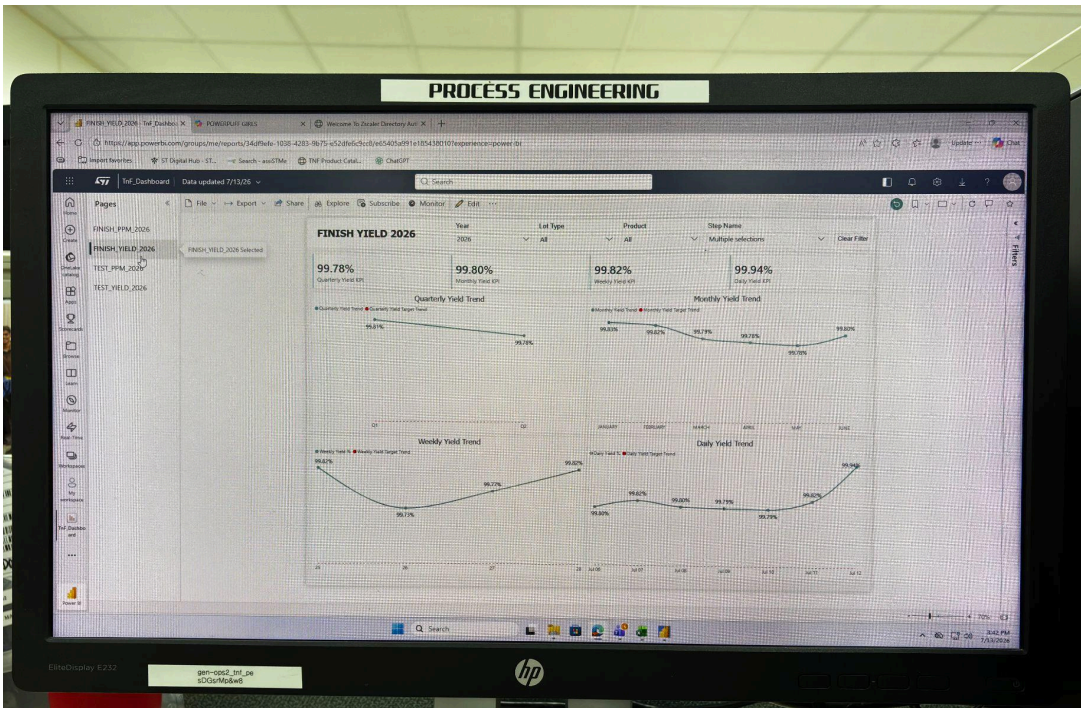


Figure 17. Yield dashboard, Finishing department

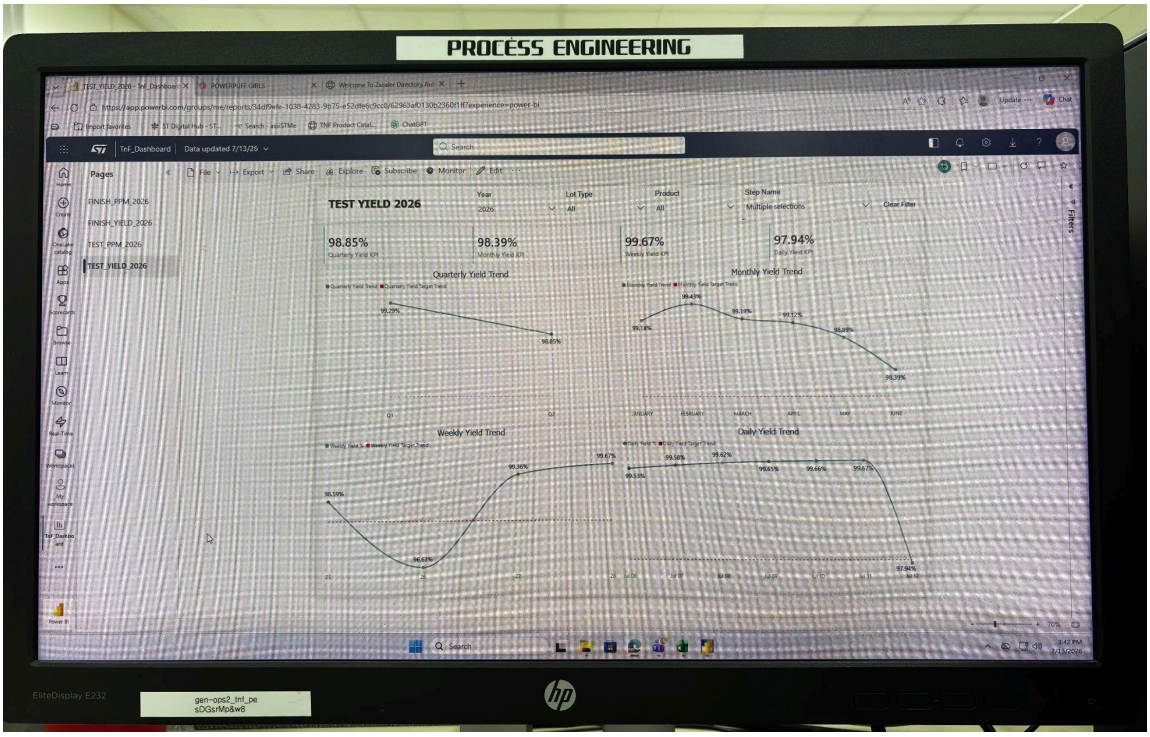


Figure 18. Yield dashboard, Test department

Synthesis of the Practicum Engagement

Learnings

On the technical side, this internship gave the student the chance to apply existing development skills in a production environment, building and maintaining software that real people in the department would depend on day to day. The TNF Reference Portal was built using Flask, with data initially stored in JSON files before being migrated to SQLite once the full scope of the product data was known. That migration taught the student a fair amount about planning a database schema for something meant to grow and be maintained by other people later, not just something that works for a demo. Adding CRUD functionality, an admin panel, and a basic authentication system on top of that gave the student a chance to apply those concepts in a live setting, where the requirements kept shifting instead of staying fixed like they usually do in a class project.

The Power BI dashboards involved cleaning inconsistent production data, calculating PPM and yield correctly, and building a proper data model with actual table relationships instead of one flattened dataset. Data modeling itself wasn't new to the student, it's something covered in coursework, but applying it to a real, messy dataset was different from a classroom exercise. Rebuilding the PPM dashboard from scratch after the first raw-data version made that difference clear. The first version worked well enough on its own, but it wasn't built to hold up once more filters and years of historical data got added, and that was the main reason for starting over with a proper model.

Just as important were the soft skills that came with working inside an actual department rather than a classroom project. Gathering requirements meant asking colleagues for existing

files, sitting through discussions with a supervisor who often changed or expanded the scope mid-development, and presenting progress during the MIL meeting. That kind of back and forth is hard to replicate in a course. The student also got used to working with incomplete information as the norm rather than the exception, since data folders were sometimes missing values, occasionally locked, or hadn't been organized with a system like this in mind.

Realization

Working inside a live department made it clear how much everyday inefficiency gets absorbed quietly by the people doing the work. The engineers building PPM and yield reports by hand every weekend weren't necessarily thinking of it as a problem to solve. It was just the job. That was a useful realization. A lot of the most valuable software work isn't glamorous or technically difficult on paper. It's just automating something tedious that everyone had learned to live with.

The student also came to appreciate how much of a working system's value lies in whether someone other than its original developer can maintain it. Both projects were explicitly built with handover in mind. The portal's admin panel and the dashboards' data model were designed so the department could keep running things after the internship ended, not just while the student was still there. That shifted how the student approached decisions throughout development, favoring clarity and maintainability over the fastest way to get something working.

Beyond the technical work, the internship gave the student a clearer sense of how priorities differ across a company. Engineers cared most about getting the manual reporting work off their plate. Supervisors cared about whether the system could scale to other departments and

hold up well when presented to others. Balancing both meant the student had to think past just writing code that worked and start thinking about who the software was actually for.

Conclusion

The practicum at STMicroelectronics gave the student the chance to apply existing development skills in a setting where the work had to hold up beyond just working once. Between the TNF Reference Portal and the PPM and Yield dashboards, the student worked with Flask, SQLite, and Power BI on projects that started from real, often messy inputs, scattered files, incomplete data, and requirements that shifted as the department's needs became clearer. Both projects were also built with an eye toward who would maintain them after the internship ended, which shaped decisions differently than a typical class project would.

Alongside the technical work, the internship gave the student a better sense of how a workplace actually operates. Gathering requirements, adjusting to feedback, and presenting progress to supervisors were all things the student got more comfortable with over the course of the internship. Seeing how engineers and supervisors cared about different things, and having to design with both in mind, was a useful reminder that building software is as much about the people using it as it is about the code itself.

Overall, the internship gave the student a clearer picture of what building and maintaining software in a real organization looks like, and that experience will carry into the student's continued work as a developer going forward.

Appendices

Appendix A

Competency-Based CV

Ezekiel Talampas

+63 9151607291 | kielctalampas@gmail.com | linkedin.com/in/ezekielctalampas/ | github.com/kieltalampas

EDUCATION

Mapua Malayan Colleges Laguna *2022 – 2026*

Bachelor of Science in Computer Science, Specialization in Data Science and Analytics

EXPERIENCE

Software Engineering Intern — STMicroelectronics *May 2026 – Jul 2026*

- Designed and built the TNF Reference Portal, a Flask web application consolidating product documentation (overview, process flow, materials, documents, deployment) previously scattered across separate files, with role-based admin access and CRUD functionality for department-wide use
- Automated a manual PPM and Yield reporting process by building four Power BI dashboards across two departments (Finishing and Test), using Power Query for data cleaning and a relational data model integrating over two years of historical production data
- Collaborated directly with engineers and supervisors, most without a software background, to translate operational needs into working systems through iterative requirement gathering and department-wide progress presentations

PROJECTS

MakiPrint

Mapúa Malayan Colleges Laguna

- Built a web-based annotation tool that produced a custom dataset of 1,780 labeled document page images across three ink intensity categories, validated through Krippendorff's Alpha ($\alpha = 0.886$) with Naive Bayes tie resolution
- Trained a ResNet-18 convolutional neural network achieving 95.13% test accuracy on ink classification, with a comparative study showing a 3.74 percentage point improvement when CMYK metadata features were fused with image inputs
- Developed a full-stack web-based printing management platform deployed at a partner retail printing shop, integrating automated ink-based cost estimation, online payment, and administrative order management

WHO Global Disease Outbreak Pipeline

End-to-end AWS data pipeline processing WHO global disease outbreak data with automated scheduling and monitoring for analytics reporting

- Built a PySpark ETL pipeline in AWS Glue processing 3,500+ disease outbreak records across 90+ diseases and 236 countries
- Designed a Redshift data warehouse with optimized schema and views for Power BI analytics reporting
- Implemented automated weekly scheduling with CloudWatch monitoring for pipeline failure alerts

AQI Prediction System

Web-based Air Quality Index classification system built with machine learning and real-world air pollution data to predict AQI severity from atmospheric pollutant inputs

- Trained a Gaussian Naive Bayes classifier to predict Air Quality Index across 6 severity categories
- Applied information gain analysis to rank feature importance of 4 pollutants (PM2.5, O_3, NO_2, CO)
- Built a multi-page interface with real-time prediction, feature analysis, and history tracking

Stock Price Analytics Pipeline

End-to-end analytics pipeline transforming raw stock market data into optimized dimensional models using the medallion architecture pattern for analytics performance

- Built Bronze → Silver → Gold transformations using Delta Live Tables
- Implemented fact and dimension tables for analytics optimization
- Loaded curated data into Snowflake for BI reporting

ACTIVITIES

- Junior Philippine Computer Society (JPCS) — Member
- JPCS Mapúa MCL 2nd AI Summit — attended summit themed "Redefining Intelligence: What it means to be Human in an AI world"
- Introduction to the Data Center Industry — Digital Halo seminar on industry infrastructure supporting SDG 9: Industry, Innovation, and Infrastructure

CERTIFICATIONS

IBM AI Developer, Google Data Analytics, Python for Data Science, AI & Dev, Google Cloud Computing Foundations: Cloud Computing Fundamentals

SKILLS

Languages & Tools: Python, SQL, PySpark, Databricks, Snowflake, AWS, Power BI, Data Analysis, Cloud Computing, Git

Appendix B

Endorsement Letter

MAPÚA
MALAYAN COLLEGES
LAGUNA

CCIS COLLEGE OF COMPUTER AND INFORMATION SCIENCE
MAPÚA MALAYAN COLLEGES LAGUNA

22 April 2026

MS. JOVY ORDONIA
Regional HR Asia
STMicroelectronics
Light Industry and Science Park II, ST-Ericsson
9 Mountain Drive, Calamba, Laguna

Dear Ms. Ordonia,

The BS Computer Science program of Mapúa Malayan Colleges Laguna requires its students to undergo a Practicum program for a minimum of 480 hours during the third term of our academic calendar.

We would like to request that Mr. Ezekiel C. Talampas be permitted to undergo training at your company. We believe your company can provide the exposure our students need to achieve the intended learning outcomes of the BS Computer Science program. We are confident that he will acquire the practical knowledge and skills expected of a Computer Science graduate, thereby ensuring a continuous supply of CS professionals for your company.

We thank you for your favorable action and look forward to a more meaningful partnership that is mutually beneficial to our students and your company.

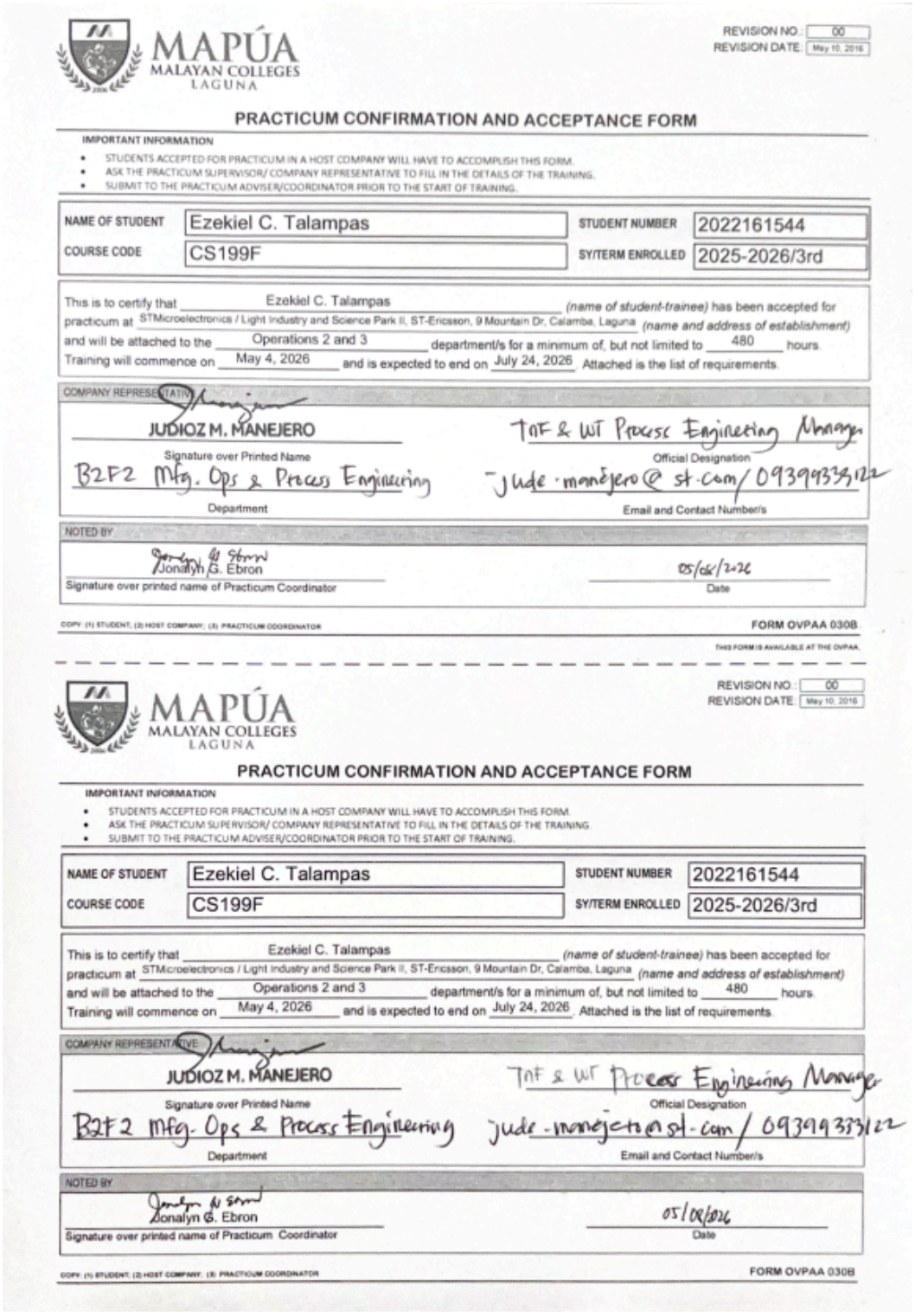
With warm regards,

JONALYN G. EBRON
BS Computer Science Program Chair
College of Computer and Information Science
Mapúa Malayan Colleges Laguna

jgberon@mcl.edu.ph
(049) 832-4076

Appendix C

Practicum Acceptance



MAPÚA
MALAYAN COLLEGES
LAGUNA

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

PRACTICUM CONFIRMATION AND ACCEPTANCE FORM

IMPORTANT INFORMATION

- 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	Ezekiel C. Talampas	STUDENT NUMBER	2022161544
COURSE CODE	CS199F	SY/TERM ENROLLED	2025-2026/3rd

This is to certify that Ezekiel C. Talampas *(name of student-trainee)* has been accepted for practicum at STMicroelectronics / Light Industry and Science Park II, ST-Ericsson, 9 Mountain Dr, Calamba, Laguna *(name and address of establishment)* and will be attached to the Operations 2 and 3 department/s for a minimum of, but not limited to 480 hours. Training will commence on May 4, 2026 and is expected to end on July 24, 2026. Attached is the list of requirements.

COMPANY REPRESENTATIVE

JUDIOZ M. MANEJERO
Signature over Printed Name

TnF & WT Process Engineering Manage
Official Designation

B2F2 Mfg. Ops & Process Engineering
Department

jude-manejero@st.com / 09399333122
Email and Contact Number/s

NOTED BY

Jonalyn G. Ebron
Signature over printed name of Practicum Coordinator

05/06/2026
Date

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

FORM OVPAA 030B

THIS FORM IS AVAILABLE AT THE OVPAA.

MAPÚA
MALAYAN COLLEGES
LAGUNA

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

PRACTICUM CONFIRMATION AND ACCEPTANCE FORM

IMPORTANT INFORMATION

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COMPANY REPRESENTATIVE

JUDIOZ M. MANEJERO
Signature over Printed Name

TnF & WT Process Engineering Manage
Official Designation

B2F2 Mfg. Ops & Process Engineering
Department

jude-manejero@st.com / 09399333122
Email and Contact Number/s

NOTED BY

Jonalyn G. Ebron
Signature over printed name of Practicum Coordinator

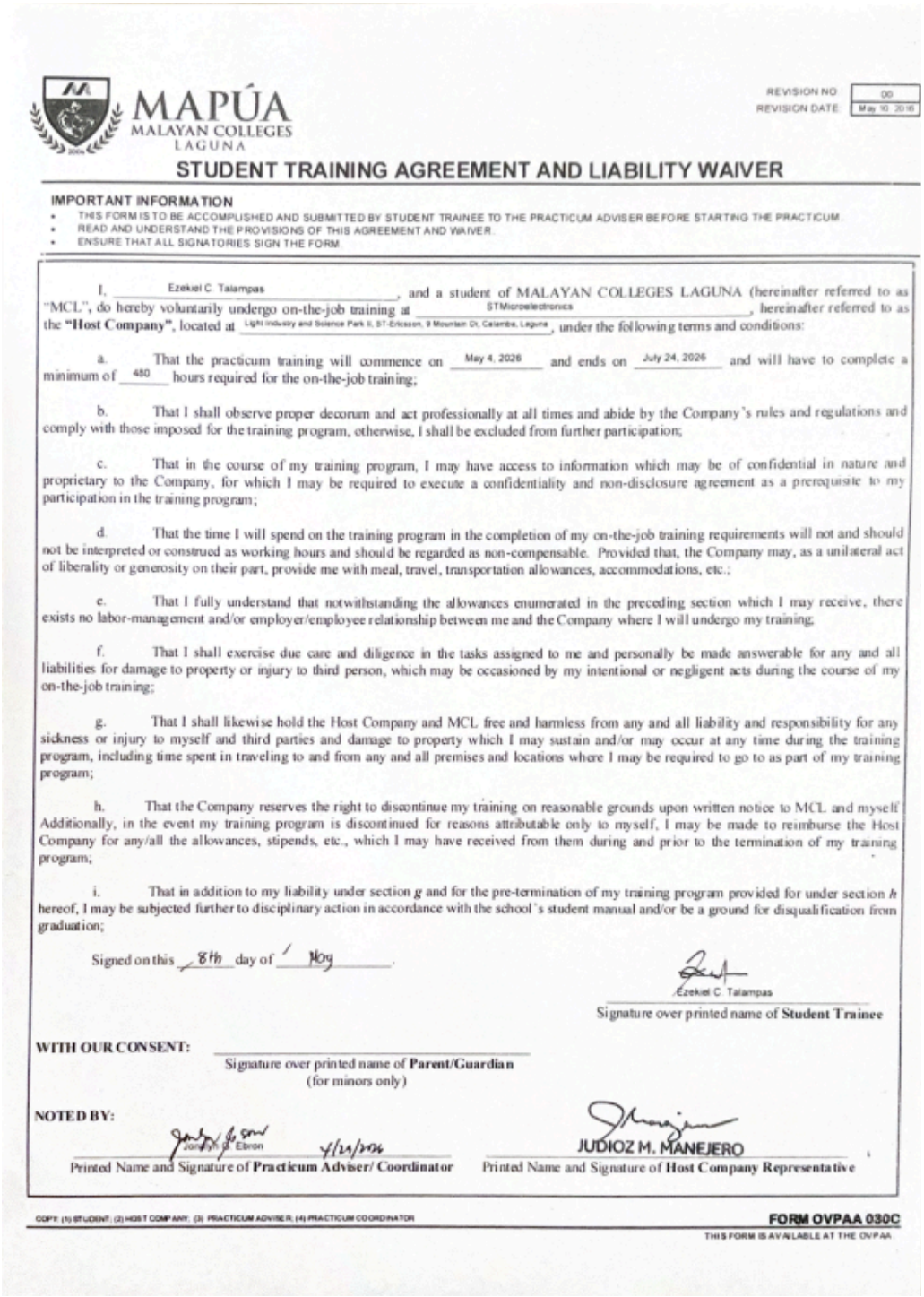
05/08/2026
Date

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

FORM OVPAA 030B

Appendix D

Liability Waiver



MAPÚA
MALAYAN COLLEGES
LAGUNA

REVISION NO: 00
REVISION DATE: May 10, 2016

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, Ezekiel C. Talampas, and a student of MALAYAN COLLEGES LAGUNA (hereinafter referred to as "MCL", do hereby voluntarily undergo on-the-job training at STMicroelectronics, hereinafter referred to as the **"Host Company"**, located at Light Industry and Science Park II, ST-Ericsson, 9 Mountain Dr, Calamba, Laguna, under the following terms and conditions:

a. That the practicum training will commence on May 4, 2026 and ends on July 24, 2026 and will have to complete a minimum of 480 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 8th day of May.

Ezekiel C. Talampas
Signature over printed name of **Student Trainee**

WITH OUR CONSENT:

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

NOTED BY:

Ebron 4/24/2026
Printed Name and Signature of **Practicum Adviser/ Coordinator**

JUDIOZ M. MANEJERO
Printed Name and Signature of **Host Company Representative**

COPY: (1) STUDENT; (2) HOST COMPANY; (3) PRACTICUM ADVISER; (4) PRACTICUM COORDINATOR

FORM OVPAA 030C
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Appendix E

Training Plan

MAPÚA MALAYAN COLLEGES LAGUNA

REVISION NO. 00
REVISION DATE May 10, 2016

TRAINING PLAN

NAME	Ezekiel C. Talampas	COURSE CODE	CS199F
PROGRAM & STUDENT NO.	BS COMPUTER SCIENCE / 2022161544	COURSE TITLE	CS PRACTICUM

STUDENT OUTCOMES

CO1. Identify, analyze, and recommend solution to the computing problem being faced by the organization
CO2. Apply the different concepts in Computer Science in dealing with the problem-solving process of the organization, and
CO3. Acquire new knowledge and experience while in the organization.

AREAS / PHASES OF TRAINING AND TIME ALLOTMENT

HR Orientation - 8 hrs
Manufacturing Orientation - 24 hrs
Power BI Training - 24 hrs
System familiarization, data gathering - 60 hrs
System development, process automation, data analytics - 328 hrs
Documentation, OJT evaluation, Project Presentation - 36 hrs

EVALUATION GUIDELINES & COURSE OUTCOMES

DEMONSTRATION OF SOFT SKILLS (40%)

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)

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

DEMONSTRATION OF TECHNICAL SKILLS (60%)

KEY AREAS

25 SKILLS (X%) Design, develop and deploy web-based systems to automate operational tasks within the production environment.

20 SKILLS (Y%) Proficiency in using Power BI to interpret process metrics and present findings.

15 SKILLS (Z%) Able to write system documentation and process reports aligned with company standards.

INITIATIVE (+5%)
Volunteers to perform tasks beyond routine tasks

CONFORME	CONSENT (FOR MINORS ONLY)	NOTED BY	ENDORSED BY	APPROVED BY
05/15/2026 EZEKIEL C. TALAMPAS		JUDIOZ M. MANEJERO		
SIGNATURE OVER PRINTED NAME OF STUDENT / DATE	SIGNATURE OVER PRINTED NAME OF PARENT OR GUARDIAN / DATE	SIGNATURE OVER PRINTED NAME OF PRACTICUM SUPERVISOR / DATE	SIGNATURE OVER PRINTED NAME OF PRACTICUM ADVISER / DATE	SIGNATURE OVER PRINTED NAME OF PROGRAM CHAIR / DATE

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

05/15/2026

FORM OVPAA-030D

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Appendix F

Complete Journal

Malayan Colleges Laguna
A MAPÚA SCHOOL

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

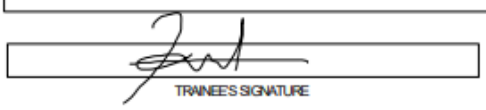
DAILY JOURNAL

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	May 4 - May 8	AREA ASSIGNMENT	Training Room
TASK	Orientation	SHIFT/TIME	8:00AM - 5:30PM

The first week was dedicated to onboarding and general orientation. We started with the HR Orientation, where we were introduced to the company, its history, operations, core values, and organizational structure. We also covered the company's code of conduct, workplace policies, and the standards expected from all employees including OJT trainees. Following HR Orientation, we had General Orientation that gave us a broader understanding of the company's environment. This covered the dos and don'ts inside the facility, an overview of the products STMicroelectronics manufactures, how the production process works, and the safety protocols we needed to be aware of at all times. We also underwent Power BI Training alongside our fellow OJT trainees. The training covered how to clean messy data, transform raw datasets, and aggregate data to produce meaningful insights. We followed structured tutorials and worked through exercises as a group. After completing the tutorials, we were given an actual dataset to work with independently, where we applied everything we learned by creating our own visualizations. At the end of the session, each group presented their output to the rest of the OJT batch, which was a good exercise in both technical and communication skills. To cap off the week, we were given a tour inside the production facility. We were provided with the appropriate attire required to enter the production floor and got to observe firsthand how the products are manufactured, from raw materials to finished goods. It was a different experience that gave context to what the company actually produces and how complex the manufacturing process is.



TRAINEE'S SIGNATURE

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

FORM OVPAA 030G

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MCL
Malayan Colleges Laguna
A MAPÚA SCHOOL

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

DAILY JOURNAL

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DATE	May 11 - May 15	AREA ASSIGNMENT	Ops 2/3 Office
TASK	Project Planning / Data Gathering	SHIFT/TIME	8:00AM - 5:30PM

The second week marked the transition from general orientation to actual deployment. I was assigned to my specific department, B2F2 Manufacturing Operations and Process Engineering, where I met my supervisor and colleagues for the first time. I was shown my workstation, got settled into the team, and began learning about the department's day-to-day operations and responsibilities. My supervisor held a discussion with our group to set clear expectations. He outlined what he expected from us as OJT trainees, the deliverables we were responsible for, and the projects assigned to each of us for the duration of our OJT. This gave me a clear direction on what I needed to accomplish and helped me start thinking about how to approach my project. I also received my own company account and was granted access to my designated workstation, which allowed me to begin working independently within the department's systems and tools. As part of familiarization, I was given a tour of the department's specific production lines. I learned about the Test and Finish processes of each product and how they are prepared before being shipped out to customers. The department has two production lines, TNF and ODIFF, each handling different products and following different processes. I toured both lines to gain a full understanding of the department's scope of operations. Toward the end of the week, I made additional visits to the production floor to gather more information about the complete process flow of the department. This was important groundwork for the project I would soon begin developing.

TRAINEE'S SIGNATURE

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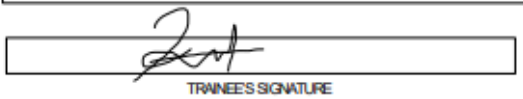
DATE	May 18 - May 22	AREA ASSIGNMENT	Ops 2/3 Office
TASK	Project Planning / Data Gathering	SHIFT/TIME	8:00AM - 5:30PM

The third week was focused on finalizing the project scope and beginning early development. I opened the week with a discussion with my supervisor to clarify the details of my project, what exactly needed to be built, what features were expected, and what the final deliverable should look like. Having a clear scope was important before writing a single line of code. Before I could begin development, I needed to request access to the tools required for the project. I submitted access requests for VS Code, Python, and the Flask library, as these were the primary tools I planned to use to build the system. Since access approval takes time in a corporate environment, I used the waiting period productively by going back to the production floor to gather data, taking photos of materials, products, and documenting process details that would eventually be displayed in the system. I also reached out to my colleagues and asked for any existing PowerPoint files related to each product. These PowerPoints served as my primary data source since all product information was currently stored across multiple separate files with no central system in place. Once I received the necessary access, I had another discussion with my supervisor to finalize requirements before beginning development. I then started building the project using Flask, initially using JSON files to store product data since I did not yet have the complete list of materials per product. My approach was to first build the base structure and layout of the website, and populate the data progressively as I gathered more information. To support the data gathering process, I also reached out to additional colleagues who could assist me in compiling accurate and complete product information. By the end of the week, I presented my initial progress to my supervisor and the team in a short meeting, walked them through what I had built so far, gathered feedback,and noted down additional features and requirements they wanted incorporated into the system.



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MCL
Malayan Colleges Laguna
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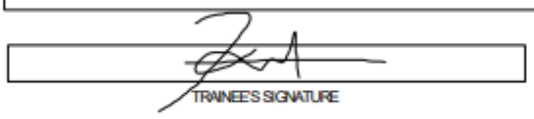
DATE	June 1 - June 5	AREA ASSIGNMENT	Ops 2/3 Office
TASK	System Development	SHIFT/TIME	8:00AM - 5:30PM

The fifth week of my OJT began with the realization that the first project was not yet as complete as I had initially thought. Despite having the core functionality in place, there were still a lot of documents and reference materials that needed to be integrated into the website to make it a full comprehensive reference. I spent the early part of the week gathering additional product-related documents from various sources within the department, coordinating with colleagues to ensure that nothing was overlooked. The goal was to transform the portal into a complete reference guide where all product information would be consolidated in a single, easily accessible location, something the department could rely on for both internal use and client presentations. In addition to document gathering, I expanded the structure of the website by adding more tabs to the existing per-product view. I introduced an Overview page for each product, giving users a high-level summary before diving into the details, as well as a Deployment tab that consists of the actual powerpoint of the product. These additions made the portal significantly more detailed and suitable for use when presenting products to customers. I also implemented a user authentication system to restrict access exclusively to STMicroelectronics employees. Using an access management feature in the admin panel, administrators can now register employee ID numbers into the system before granting them access, adding an important layer of security to the portal. By the end of the week, we conducted an MIL meeting where I presented the current progress to my supervisors and other stakeholders. The feedback was positive overall, they found the website to be well-structured and functional, with only a few minor UI adjustments recommended.



TRAINEE'S SIGNATURE

Malayan Colleges Laguna
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DATE	June 8 - June 12	AREA ASSIGNMENT	Ops 2/3 Office
TASK	System Documentation	SHIFT/TIME	8:00AM - 5:30PM

This week is a transition from intensive development to documentation and knowledge transfer. With the website largely complete, my primary task was to prepare thorough documentation to support the project's deployment and future maintenance. I documented the system's architecture, database structure, key features, and user management procedures in a clear and organized manner. This documentation was intended to serve as a reference for anyone who would need to maintain or expand the system after my OJT period ends. Alongside the documentation work, I continued making minor refinements to the website based on the UI feedback received during the previous week's MIL meeting. The pace this week was considerably lighter compared to the preceding development-heavy weeks, which gave me time to review the overall codebase and clean up any remaining inconsistencies. I also configured the website to run on the computer's IP address so that colleagues within the department could access it from their own workstations as a temporary solution while awaiting formal deployment. A significant development this week was when my supervisor acknowledged the quality of the project and decided to share it with other departments. Another department expressed interest in having a similar system built for their own use. Their OJT trainee, also a Computer Science student and a friend of mine, was tasked with replicating the project. I guided them through the system architecture, database structure, and key features so they could adapt it for their department's specific needs. By the end of the week, the documentation was complete and the website was fully ready for deployment.

TRAINEE'S SIGNATURE

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Malayan Colleges Laguna
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DATE	June 15 - June 19	AREA ASSIGNMENT	Ops 2/3 Office
TASK	Power BI Dashboard Development	SHIFT/TIME	8:00AM - 5:30PM

This week, I was assigned a new project: the development of a Power BI dashboard focused on production analytics. The dashboard is intended to display daily, weekly, monthly, and quarterly reports on yield and PPM (Parts Per Million) data, with the requirement that it update automatically as new data becomes available. This was an exciting new challenge, as it shifted my focus from web development to data analytics and its aligned with my specialization. Since the actual production data resides in a restricted network folder, I did not yet have access to it. I submitted a formal data access request through the company's digital hub, which required supervisor approval before access could be granted. While waiting, I was provided with a sample dataset to explore and familiarize myself with the data structure. Upon reviewing it, I noticed that not every product is produced on a daily basis, resulting in a significant number of null and empty entries. I cleaned the data by removing null values and irrelevant rows to ensure accuracy in the visualizations. My supervisors also explained how yield and PPM are calculated within the department, which was essential for building accurate reports. Toward the end of the week, I was sent a sample Power BI dashboard as a visual reference. Using it as a guide, I built an initial version featuring total yield per product, PPM per product, and a breakdown of the top reject contributors, providing a solid foundation for the more complete dashboard to be developed once access to the actual data folder was granted.

TRAINEE'S SIGNATURE

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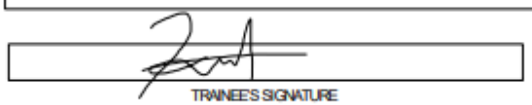
DATE	June 22 - June 26	AREA ASSIGNMENT	Ops 2/3 Office
TASK	Power BI Dashboard Development	SHIFT/TIME	8:00AM - 5:30PM

With full access to the department's data folder now granted and a clearer vision of the final output, this week was dedicated to building the main Power BI dashboard. My supervisor also shared the dashboard currently used by another department as a reference. Upon reviewing it, I found it difficult to read, the visuals were too compact and the text and numbers were too small to analyze at a glance. Keeping this in mind, I prioritized readability and visual clarity in my own design. Before building the main dashboard, I performed a validation step by creating a sample dashboard from a subset of the data and comparing the results against known reference figures to verify that my data extraction and transformation logic was correct. Since the data folder is updated daily and contains records going back to the start of the year, I used the daily data files as the primary source. I extracted all records from the daily folder and loaded them into Power BI, applying filters during loading to include only relevant entries. I then cleaned the data thoroughly, removing empty rows, null values, and incorrect entries before beginning any visualization work. I created KPI cards to display daily, weekly, monthly, and quarterly yield figures, complemented by line charts showing yield trends over each time period. I also added clustered bar charts at the bottom to highlight top reject contributors across all four timeframes. After completing the core visuals, I formatted and refined the layout, adjusting fonts, colors, and spacing to make the dashboard clean and easy to interpret. By the end of the week, the dashboard was nearly complete, with only a few filters left to configure.



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DATE	June 29 - July 3	AREA ASSIGNMENT	Ops 2/3 Office
TASK	Power BI Dashboard Development	SHIFT/TIME	8:00AM - 5:30PM

This week, I continued working on the PPM dashboard and completed it. I also built the Yield dashboard report, adding four KPI cards at the top and four trend charts showing quarterly, monthly, weekly, and daily data. The Yield dashboard came together quickly, so I submitted it for review with my supervisor. His feedback was generally positive, but he noted that the dashboard also needed to show PPM and Yield broken down per product, per step name, and include historical data from 2024 and 2025. This introduced a new challenge, as the folder I was using as my data source only contained daily data going back to January 2026. To include 2024 and 2025 data, I needed to extract from a different source — the weekly and monthly folders, which archived older production records. I extracted data from both folders, cleaned each dataset, and created data model relationships based on dates to connect the different sources properly within Power BI. However, I encountered an issue where some files in the folders were locked, preventing Power BI from accessing them correctly. I had to decide which locked files to exclude in order to keep the data pipeline functional. Once the dashboard was complete, I tested whether it would update automatically on a daily basis as expected. My supervisor also gave me a new requirement: to create separate but identically formatted PPM and Yield dashboards not just for the Finishing department, but also for the Test and ODIFF departments, replicating the same structure using their respective data sources.

TRAINEE'S SIGNATURE

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

Malayan Colleges Laguna
A MAPÚA SCHOOL

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DATE	July 6 - July 10	AREA ASSIGNMENT	Ops 2/3 Office
TASK	Power BI Dashboard Development	SHIFT/TIME	8:00AM - 5:30PM

This week, I started building the PPM and Yield dashboards for the Finishing department. Since the data comes from the same source as the Test department, the process was fairly straightforward. I mainly had to filter the dataset to Finishing and repeat the same steps I used for Test, which let me finish both dashboards in about two days. The final PPM dashboard for both Test and Finishing includes four slicers at the top (Year, Lot Type, Product, and Step Name), four KPI cards, four line charts showing PPM and yield trends, and three clustered column charts showing defect PPM by quarter, month, and week. The Yield dashboard for both departments follows a similar layout, with four slicers at the top (Year, Lot Type, Product, and Step Name), four KPI cards, and four line charts showing yield trends by quarter, month, week, and day. However, once the dashboards were built, I noticed the results did not match the actual reports from our engineers, so I had to debug the issue. I manually calculated each formula using the raw data to validate my results, and the numbers from my manual calculations matched what the dashboard was showing, which told me the dashboard logic itself was correct. My supervisor then pointed out that I needed to filter the step names to match the actual report, since only specific step names should be used when calculating yield and PPM. Once I applied that filter, my dashboard's numbers finally matched the engineers' report.

TRAINEE'S SIGNATURE

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

Appendix G

Daily Time Record

REVISION DATE: May 10, 2016

MAPÚA MALAYAN COLLEGES LAGUNA

DAILY TIME RECORD*

NAME OF STUDENT: EZEKIEL C. TALAMPAS

MONTH: MAY

DATE	TIME-IN	TIME-OUT	TOTAL HOURS	MGR/SPVSR INITIALS
1				
2				
3				
4	8:00 AM	5:30 PM	8.5	
5	8:00 AM	5:30 PM	8.5	
6	8:00 AM	5:30 PM	8.5	
7	8:00 AM	5:30 PM	8.5	
8	8:00 AM	5:30 PM	8.5	
9				
10				
11	8:00 AM	5:30 PM	8.5	J.M.
12	8:00 AM	5:30 PM	8.5	J.M.
13	8:00 AM	5:30 PM	8.5	J.M.
14	8:00 AM	5:30 PM	8.5	J.M.
15	8:00 AM	5:30 PM	8.5	J.M.
16				
17				
18	8:00 AM	5:30 PM	8.5	J.M.
19	8:00 AM	5:30 PM	8.5	J.M.
20	8:00 AM	5:30 PM	8.5	J.M.
21	8:00 AM	5:30 PM	8.5	J.M.
22	8:00 AM	5:30 PM	8.5	J.M.
23				
24				
25	8:00 AM	5:30 PM	8.5	J.M.
26	8:00 AM	5:30 PM	8.5	J.M.
27				
28	8:00 AM	5:30 PM	8.5	J.M.
29	8:00 AM	5:30 PM	8.5	J.M.
30				
31				

NAME OF HOST COMPANY/ DEPARTMENT ASSIGNED TO: STMicroelectronics / Operations 2 and 3

MONTH: JUNE

DATE	TIME-IN	TIME-OUT	TOTAL HOURS	MGR/SPVSR INITIALS
1	8:00 AM	5:30 PM	8.5	J.M.
2	8:00 AM	5:30 PM	8.5	J.M.
3	8:00 AM	5:30 PM	8.5	J.M.
4	8:00 AM	5:30 PM	8.5	J.M.
5	8:00 AM	5:30 PM	8.5	J.M.
6				
7				
8	8:00 AM	5:30 PM	8.5	J.M.
9	8:00 AM	5:30 PM	8.5	J.M.
10	8:00 AM	5:30 PM	8.5	J.M.
11	8:00 AM	5:30 PM	8.5	J.M.
12				
13				
14				
15	8:00 AM	5:30 PM	8.5	J.M.
16	8:00 AM	5:30 PM	8.5	J.M.
17	8:00 AM	5:30 PM	8.5	J.M.
18	8:00 AM	5:30 PM	8.5	J.M.
19				
20				
21				
22	8:00 AM	5:30 PM	8.5	J.M.
23	8:00 AM	5:30 PM	8.5	J.M.
24	8:00 AM	5:30 PM	8.5	J.M.
25	8:00 AM	5:30 PM	8.5	J.M.
26	8:00 AM	5:30 PM	8.5	J.M.
27				
28				
29	8:00 AM	5:30 PM	8.5	J.M.
30	8:00 AM	5:30 PM	8.5	J.M.
31				

VERIFIED BY:

JUDIOZ M. MANEJERO — 06/30/2026

Signature over printed name of Practicum Supervisor — Date

* To be validated once a week by the Practicum Adviser/ Coordinator

** This may be replaced by the DTR officially used by the company

FORM OVPAA 030H

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

THIS FORM IS AVAILABLE AT THE OVPAA.

MAPÚA
MALAYAN COLLEGES
LAGUNA

REVISION NO.: 00
REVISION DATE: May 10, 2018

DAILY TIME RECORD*

NAME OF STUDENT	EZEKIEL C. TALAMPAS	NAME OF HOST COMPANY/ DEPARTMENT ASSIGNED TO	ST Microelectronics / Operations 2 and 3
MONTH	JULY	MONTH	

DATE	TIME-IN	TIME-OUT	TOTAL HOURS	MGR/SPVSR INITIALS	DATE	TIME-IN	TIME-OUT	TOTAL HOURS	MGR/SPVSR INITIALS
1	8:00 AM	5:30 PM	8.5	J.M.	1				
2	8:00 AM	5:30 PM	8.5	J.M.	2				
3	8:00 AM	5:30 PM	8.5	J.M.	3				
4					4				
5					5				
6	8:00 PM	5:30 PM	8.5	J.M.	6				
7	8:00 AM	5:30 PM	8.5	J.M.	7				
8	8:00 AM	5:30 PM	8.5	J.M.	8				
9	8:00 AM	5:30 PM	8.5	J.M.	9				
10	8:00 AM	5:30 PM	8.5	J.M.	10				
11					11				
12					12				
13	8:00 AM	5:30 PM	8.5	J.M.	13				
14	8:00 AM	5:30 PM	8.5	J.M.	14				
15	8:00 AM	5:30 PM	8.5	J.M.	15				
16					16				
17					17				
18					18				
19					19				
20					20				
21					21				
22					22				
23					23				
24					24				
25					25				
26					26				
27					27				
28					28				
29					29				
30					30				
31					31				

VERIFIED BY:

JUDIOZ M. MANEJERO — 07/19/2024

Signature over printed name of Practicum Supervisor — Date

* To be validated once a week by the Practicum Advisor/ Coordinator
** This may be replaced by the DTR officially used by the company

FORM OVPAA 03CH