

# Nueva Vizcaya State University: Coping with the Challenges of 21<sup>st</sup> Century Graduate Education

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**Abstract** - *The quest for education does not cease after having pursued a baccalaureate degree. One should consider a graduate degree that may improve his career. The graduate school of the Nueva Vizcaya State University (NVSU), Bambang, Nueva Vizcaya, which aims at providing quality graduate education to its stakeholders, has been proactively equipped with educational machineries that serve as drivers of institutional capacities of NVSU to offer and conduct quality graduate programs. Despite the efforts of the university to discharge excellent services that address the longing of the graduate students for enhancement of their 21st century skills, there are some inhibitors that need to be unveiled and calibrated to upgrade the institutional capabilities of the university to respond to the career needs of its stakeholders. NVSU has post-baccalaureate programs considered best graduate offerings whose bases of selection are anchored on accreditation, enrolment and number of graduates. Some sectors of society, economy or academia, or particular career competencies are deemed focus of the graduate school. Students who usually enrol in the graduate programs are identified in terms of baccalaureate preparations, career objectives and activities or professional and personal undertakings after completion of the best programs. The quality, relevance and competitive value of NVSU are being strengthened and backed by government policies and programs that favor the improvement of the graduate programs of the university and divulge the educational aspects that should be given attention to address the inhibitors of institutional capacities of the graduate school to offer and conduct graduate programs.*

**Keywords:** Nueva Vizcaya State University, Graduate Education, Institutional Capacities, Drivers, Inhibitors

## I. INTRODUCTION

Aspire. Perspire. Inspire. These are three action words that define the professional route one needs to go

through before having success attached to his name. The quest for education does not cease after having pursued a baccalaureate degree. A bachelor's degree holder should continue aspiring for more advanced competencies which could be used to meet the demands of the global workforce.

Through the development of independent, analytical, critical and creative thinking and the adoption of a relevant and effective educational delivery system, the Nueva Vizcaya State University (NVSU) graduate school of Bambang aims to produce professionals who can provide the leadership in searching for new knowledge and in optimizing the individual's productive potentials to be able to adapt to the changing times. The graduate school has continuously and proactively equipped its educational machineries which serve as drivers of institutional capacities of the NVSU to offer and conduct quality graduate programs.

Despite the efforts of the NVSU Graduate School to discharge excellent services and other requisites that address the longing of the graduate students for enhancement of their 21<sup>st</sup> century skills needed in their work places, there are some inhibitors that need to be unveiled and calibrated to upgrade the institutional capabilities of the university to respond to the career needs of its stakeholders.

It is in this light that the researcher considered this study entitled "Nueva Vizcaya State University: Coping with the Challenges of 21<sup>st</sup> Century Graduate Education" which looked into the institutional capacities of the NVSU- Bambang Campus to offer and conduct quality graduate programs.

## II. OBJECTIVES AND SIGNIFICANCE OF THE STUDY

Through this research, qualitative and quantitative investigations were carried out to seek answers to the following questions:

1. What post-baccalaureate programs are considered best graduate education offerings of the graduate school of NVSU-Bambang?
2. What are the reasons why they are considered the best offerings of the graduate school?
3. What sectors of society, economy or academia, or particular career competencies are considered focus of the graduate education programs of the university?
4. What kind of students usually enroll in the graduate education programs of the university in terms of baccalaureate preparations and career objectives?
5. What are the career activities or professional and personal undertakings of the graduates after completion of the best programs?
6. How are the quality, relevance and competitive value of the education programs of the graduate school being strengthened?
7. What government policies and programs that favor the improvement of the programs of the graduate school?
8. What educational aspects should be given attention to address the inhibitors of the institutional capacities of the university to offer and conduct graduate programs?

### III. METHODOLOGY

This study which was conducted at the graduate school of the Nueva Vizcaya State University, Bambang, Nueva Vizcaya in SY 2013-2014, made use of both quantitative and qualitative approaches to extract data which lent answers to the foregoing research questions.

Descriptive research was used to present, analyze and interpret quantitative data. On the other hand interview and documentary analysis were used to validate information gathered relevant to the sectors of society, economy or academia, or particular career competencies which are deemed focus of the graduate education programs of the university; the career activities or professional and personal undertakings of the graduates after completion of the best programs; the quality, relevance and competitive value of the education programs of the university and how they are being strengthened; government policies and programs that favor the improvement of the graduate programs of the university; and educational aspects that should be given attention to address the inhibitors of institutional capacities of NVSU to offer and conduct graduate programs.

Samples and sources of information in answering the research questions that this study sought to address are the seventy-five (75) randomly selected graduate school students in the MPA, MAED and MAT programs; thirty-eight (38) purposively sampled graduates from 2011-2013 (last three academic years); Juan V. Fontanilla Jr., Ed.D., Dean of the NVSU-Graduate School; Corazon M. Cudia, Ed.D., Chair for Education Programs; Ramir R. Hongo, Registrar; Jane D. Navalta, Ed.D., Director for Instruction and Curriculum Development; Anita Pascua, Ed.D., Campus Coordinator for Instruction and Curriculum Development (Bayombong); Elma P. Apostol, Ed.D., faculty member; and Jean V. Orcales, Graduate School Secretary.

### IV. RESULTS AND DISCUSSIONS

#### *Post-baccalaureate programs considered best graduate education offerings of NVSU-Bambang*

With its thrusts for excellence and peace, the graduate school of NVSU-Bambang Campus offers the following graduate courses:

- a. **Doctor of Education** (Educational Administration)
- b. **Doctor of Philosophy** (Organization Development and Planning)
- c. **Master of Arts in Education** (Educational Administration, MAPEH)
- d. **Master of Arts in Teaching** (English, Mathematics, Instructional Technology, Filipino, Technology and Home Economics)
- e. **Master in Public Administration** (Government Management and Local Government Administration)

Among the graduate courses named above, the graduate degree programs which are deemed best graduate offerings of the university are Master of Arts in Education, Master of Arts in Teaching and Master in Public Administration.

#### *Reasons why MAED, MAT and MPA are considered the best offerings of the graduate school*

##### a. **Enrolment**

Among the graduate courses, the programs which are deemed best graduate offerings of NVSU-Bambang are Master of Arts in Education, Master of Arts in Teaching and Master in Public Administration.

This is attributed to the sustained and growing enrolment in the graduate programs since 2010 as displayed in the table 1. Enrollment record under the MAED program over the past three years as shown in table 1 proves the overwhelming upsurge in the number

of enrollees, i.e. from 23 enrollees in 1<sup>st</sup> semester of SY 2010-2011 to 68 enrollees in 1<sup>st</sup> semester of SY 2013-2014, or a remarkable 196 percent increase in the MAED population. Moreover, the MAT enrollment was pegged from 106 enrollees in 1<sup>st</sup> semester of SY 2010-2011 to 140 enrollees in 1<sup>st</sup> semester of SY 2013-2014,

or a 32 percent increase in the MAT students. Lastly, the MPA students slightly surged from 27 enrollees in 1<sup>st</sup> semester of SY 2010-2011 to 29 enrollees in 1<sup>st</sup> semester of SY 2013-2014, or an increase of 7 percent in the MPA population.

Table 1. Frequency Distribution of Graduate School Enrolment of NVSU-Bambang for the Previous 11 Academic Periods (from SY 2010-2011 to SY 2013-2014)

Graduate Courses	SY 2010-2011			SY 2011-2012			SY 2012-2013			SY 2013-2014
	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	Sum 2011	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	Sum 2012	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	Sum 2013	1 <sup>st</sup> Sem
<b>MAED</b>	23	22	44	56	34	47	59	43	65	<b>68</b>
<b>MAT</b>	106	106	138	129	123	161	127	121	137	<b>140</b>
<b>MPA</b>	27	23	8	14	13	15	29	20	17	<b>29</b>

Summer course offerings saw more enrollees in the latest summer with 219 enrollees compared to summer 2010 with 190 enrollees or 15% increase. The latest semester has notably pegged total enrollees of 237, the greatest in the previous 11 academic periods (semesters and summers).

coincides with the Level III Phase 2 accreditation of the MPA program. Subjecting the three programs to accreditation ensures quality and relevance of its curriculum, administration, instruction, student services and other aspects that pertain to efficient and effective discharge of educational services to its stakeholders.

#### b. Accreditation

At the moment, the graduate school is gearing toward Level IV accreditation particularly in the MAED and MAT programs by the Accrediting Agency of Chartered Colleges and Universities of the Philippines (AACUP). The accreditation of the cited programs

#### c. Graduates

The graduate school of NVSU has sustained its dynamism in preparing individuals in becoming substantial pillars of their respective workplaces. For the past three years, NVSU has produced graduates as stipulated in table 2.

Table 2. Frequency Distribution of Graduates of NVSU-Bambang Graduate School from 2011-2013

Graduate Courses	2011	2012	2013	TOTAL
<b>Doctor of Education</b> (Educational Management)	3	7	2	12
<b>Doctor of Philosophy</b> (Organization Development and Planning)	2		1	3
<b>Master of Arts in Education</b> (Educational Administration, MAPEH)		1		1
<b>Master of Arts in Teaching</b> (English, Mathematics, Instructional Technology, Filipino, Technology and Home Economics)	2	6	7	15
<b>Master in Public Administration</b> (Government Management and Local Government Administration)	2	4	1	7
<b>TOTAL</b>	<b>9</b>	<b>18</b>	<b>11</b>	<b>38</b>

Among the graduate programs, Master of Arts in Teaching takes the most number of graduates for the past three years with 15 graduates; followed by Doctor of Education, 12; Master in Public Administration, 7; Doctor of Philosophy, 3; and Master of Arts in Education, 1, which sum up to 38 finishers in the graduate school from 2011-2013.

*Sectors of society, economy or academia, or particular career competencies considered focus of the graduate education programs of NVSU-Bambang*

#### a. Doctor of Education, Doctor of Philosophy, Master of Arts in Education, Master of Arts in Teaching

The above listed programs are focused on the development of career competencies which are requisites in educational institutions in terms of careers relevant to instruction and supervision.

These are programs which specifically train graduate students in leading in educational efforts to attain quality instruction for the advancement of

management and ethical leadership and professionalism among graduate students; enhancing competencies for the conduct of productive and relevant sector-based/institution-based researches that will contribute to quality instruction, dynamic and effective extension services and community development and upgrading of governance and management, curriculum development and educational planning; providing educational leaders with relevant knowledge and skills needed in strengthening their managerial skills and capabilities; and contributing significantly to the enhancement of the quality of life of the people within the province, in particular, and of the region, in general, consistent with national, regional and local development goals.

Advanced education programs like Doctor of Education (Educational Administration) and Doctor of Philosophy (Organization Development and Planning), alongside develop career competencies in supervisory tasks.

#### b. Master in Public Administration and Doctor of Philosophy

The above stated programs are focused on the development of career competencies which are necessary in public administration as deemed useful in management of local government, human resource management in any organization, and management of private or public entities.

These programs help enhance the delivery of training and related technical assistance to local government units in support of their human resource development; preparing bureaucrats for higher positions and for more effective, efficient and client-oriented administration. Likewise, they refresh local government people in research applicable to policy formulation and analysis; and develop skills in facilitating smooth interpersonal relationships among government leaders and workers.

#### *Kind of students usually enroll in the graduate education programs of the university in terms of baccalaureate preparations and career objectives*

##### a. Baccalaureate Preparations

Considering the 75 conveniently sampled individuals who are enrolled in the best programs and representing sufficiently the 237 total enrollees, table 3 reveals the baccalaureate preparations of the graduate school students under the MAT, MAED and MPA programs.

Table 3 shows that the highest frequencies belong to education courses like Secondary Education (27 or 36%), Elementary Education (26 or 34.67%) and Industrial Education (8 or 10.67%) which are normally

the baccalaureate preparations needed for MAED and MAT graduate programs.

Table 3. Frequency Distribution of Selected Graduate School Students in Terms of Baccalaureate Preparations

Baccalaureate Preparations	F	%	Rank
Secondary Education	27	36.00	1
Elementary Education	26	34.67	2
Industrial Education	8	10.67	3
Bachelor of Arts	4	5.33	4
Agricultural Technology and Agricultural Education	3	4.00	5.5
Nursing	3	4.00	5.5
BS Mathematics	2	2.67	7
Mechanical Engineering	1	1.33	8.5
Accounting	1	1.33	8.5
<b>Total</b>	<b>75</b>	<b>100</b>	

The frequency distribution of the samples taken as to the graduate program they have enrolled suggests whether their baccalaureate preparations are vertical with their graduate studies. Table 4 shows such distribution.

Table 4. Frequency Distribution of Selected Graduate School Students in Terms of Baccalaureate Preparations and Graduate Course Enrolled

Baccalaureate Preparations	f	MAED	MAT	MPA
Secondary Education	27	6	21	
Elementary Education	26	12	14	
Industrial Education	8	1	7	
Bachelor of Arts	4	2	2	
Agricultural Technology and Agricultural Education	3	2	1	
Nursing	3	2		1
BS Mathematics	2		2	
Mechanical Engineering	1	1		
Accounting	1			1
<b>Total</b>	<b>75</b>	<b>26</b>	<b>47</b>	<b>2</b>

Combining the population of education courses table 4 displays, e.g. Secondary Education, Elementary Education, Industrial Education and Agricultural Education, 64 or 85.33 percent out of 75 students are expected to enroll MAED or MAT which are the vertical graduate courses for them. However, there are 73 or 97.33 percent of the taken graduate students who are enrolled in MAED or MAT programs. This implies that 12 percent of the total enrollees have insufficient baccalaureate preparations for the competencies required by the graduate programs they have enrolled. This implies that there are enrollees of who were not

given a program that can bridge them to MAED and MAT courses, making it difficult for them to cope with the competencies needed in the stated graduate programs.

#### b. Career Objectives

Some 54 out of 75 samples or 72 percent of the selected graduate enrollees of the MAED and MAT courses are employed as contractual teachers or Teacher 1. Career objectives of students enrolled in the graduate school could be construed to be bent on acquiring an item in the public elementary and secondary schools especially for the contractual teachers and on promotions for those who were already given plantilla positions.

Graduate students enrolled in the post-baccalaureate studies especially in the doctorate programs aspire for promotions as well as for the attainment of supervisory positions like Head Teacher and Principal among others. Same career objectives are set by graduate students of the MPA program- promotions and permanence in the present occupation.

#### Career activities or professional and personal undertakings of the graduates after completion of the best programs

Table 5. Frequency Distribution of NVSU-GS Bambang Graduates in Terms of Employment Status

Employment Status	F	%	Rank
Public Elem/Secondary Teachers (1-3)	13	34.21	1
State College/University Professors	11	28.95	2
Administrative Aide/Officer	5	13.16	3
DEPED Administrator	3	7.89	4.5
Master Teacher	3	7.89	4.5
Vice President (Educational Institution)	2	5.26	6
Police Officer (Administrator)	1	2.63	7
<b>Total</b>	<b>38</b>	<b>100.00</b>	

Table 5 shows the frequency distribution of the graduates of NVSU graduate school in terms of employment status. It could be gleaned in the table that 26 or 71.05 percent have acquired respectable teaching positions in elementary, secondary and tertiary public schools. Furthermore, some of the graduates have become administrators taking 9 or 23.68 percent of the graduates. Two of the graduates have been promoted to the position of Vice President in their respective educational institutions.

#### Quality, relevance and competitive value of the graduate programs of the university

##### a. Quality of NVSU Graduate School Education

The quality of NVSU Graduate School Education could be gauged comparatively through its merits in enrolment, accreditation and number of graduates over the years. There are some other considerations so as to upgrade the quality of graduate education in an institution. Taking all efforts collectively to effect quality in any organization is looked upon by its mechanism for Quality Assurance (QA) which refers to administrative and procedural activities implemented in a quality system so that requirements and goals for a product, service or activity will be fulfilled. It is the systematic measurement, comparison with a standard, monitoring of processes and an associated feedback loop that confers error prevention.

##### b. Relevance of the NVSU-GS Education Programs

The Graduate School offering of NVSU is streamlined to meet the standards of global graduate education that requires knowledge and competencies at par with the pioneers in the field of education and public administration. The curriculum of the NVSU graduate programs is structured to provide for the needs of the prospective teachers and supervisors in the educational institutions and the potential public servants and managers/leaders.

Noting the results of this survey, the career competencies being imparted to the MAED, MAT and MPA students of NVSU graduate school will hand in a substantial edge to the graduates of the above cited programs and become professionals in the field of education, information technology, banking and finance and other key employment generators identified by DOLE (<http://www.philstar.com/metro/2013/11/24/1260104/dole-bares-phls-most-demand-jobs>). These graduate courses as well hone skills and competencies for local and overseas jobs and formulate strategies and programs that government, industry, schools and training institutions could implement to generate the right workers required by each sector.

##### c. Competitive Value of the NVSU-GS Programs

For some baccalaureate degree holders, teaching jobs seem very elusive. Everyone in teaching has felt the icy blast of recession blow through their schools, jobs and career prospects in recent years. This holds almost true to beginning educational professionals, and to job seekers who never thought of equipping themselves with remarkable educational qualifications.

NVSU offers quality education which responds to the demands of prospective employers. This suggests that graduates of NVSU are fortified with skills that make them excel over other aspirants of a teaching or supervisory position.

If one has another string to his bow, then highlighting it on his application will immediately enhance his appeal. This means that having pursued a post-baccalaureate course in a reputable institution like NVSU will make one rise over others.

***Government policies and programs favor the improvement of the graduate programs of the graduate school of NVSU-Bambang***

**a. Continuing Professional Development (CPD).**

Based on Resolution No. 2013-774, s. 2013, which is the “Modernization Act of 2000”, CPD promotes the inculcation of advanced knowledge, skills and ethical values in a post-licensure specialized or in an inter- or multi-disciplinary field of study for assimilation into professional practice, self-directed research and/or lifelong learning.

**b. Outcome-Based Education (OBE).**

Bases of OBE include the response to the global call of transformative learning; the shift of Department of Education to K+12; and the CHED Memorandum Circular Number 46, September 2012. The shift of Department of Education to K+12 has an impact in terms of graduate education such as Master or its equivalent (Level 7), a Doctoral or its equivalent (Level 8). OBE is clearly focusing and organizing everything in the educational system around what is essential for all students to be able to do successfully at the end of their learning experiences.

**c. Quality Assurance in OBE and Typology.**

Based on CMO No. 46, s. 2012, the provisions on learning competency-based standards and typology-and outcomes-based quality assurance have profound implications for Philippine HEIs, accreditation and professional licensing bodies as well as for CHED’s monitoring and evaluation units. CMO No. 46 s. 2012, refers to the combination of knowledge, complex skills, behavior and attitude that enables an individual to perform a specific task or role. A functional differentiated typology of HEIs does not imply any hierarchy.

**d. Alternative Systems in Education Online Education / Open University / Distance Education.**

Based on CHED Memo. 27, s. 2005, distance education (DE) is a mode of educational delivery whereby teacher and learner are separated in time and space, and instruction is delivered through specially designed materials and methods using appropriate technologies, and supported by organizational and administrative structures and arrangements.

***Educational aspects which should be given attention to address the inhibitors of institutional capacities of the graduate school of NVSU-Bambang to offer and conduct graduate programs***

The graduate school of NVSU-Bambang in collaboration with CHED should monitor and evaluate the implementation of the proposed program/activities in the Graduate School as to:

**a. Online Graduate Education.**

Colleges and universities in the country nowadays have optimized their efforts to realize the growing needs of the learners. These needs are brought about by the enormous and inevitable changes considered as residues of Science and Technology, human migration and quest for socio-economic development. Because of these transformations, the responsiveness of man is diverted into the use of computers and other multimedia that are deemed indispensable in contemporary pedagogy. Nevertheless, the thirst of man for learning has not faltered. It is in this light that graduate schools should consider researches which will focus on the feasibility of offering graduate courses on-line. In this way, the school can respond to the learning needs of the learners alongside addressing their interest in the use of computers.

The requirement for Graduate Schools to be able to establish an open university system may be relaxed a bit.

**b. Bridging Program**

A diversity of baccalaureate courses among entrants of the graduate school is observed. These enrollees are not well-oriented with the appropriate post-baccalaureate they should take as they wish to enroll in graduate courses which sometimes are not vertical with their four-degree courses. The graduate school should develop a mechanism or system which may address the concerns of students who would like to shift specialization. A bridging program will prepare them for the competencies requisite to the pursuit of a certain graduate program.

**c. Accreditation Equivalency**

Enrollees in the graduate school who lack baccalaureate preparations needed in the degree sought

should present proofs such as certificate of attendance to seminars/trainings relevant to the subject or course or expert services rendered. Subject teacher, department chair concerned and the dean will compose the committee to evaluate the submitted documents and give credit units for such lacking subjects in the BS degree.

#### d. Curriculum Revision

The curriculum of the graduate school should be dynamic and comprehensive. To maximize the employability or fitness of a graduate school finisher into a particular position, he should be exposed to a broad pedagogical content that as well epitomizes the needs of the present workplace. The growing needs of the global community could be addressed by constant and relevant calibration of the graduate school courses that render modern career competencies. The NVSU graduate school has recently restructured its curriculum into a content-based framework that needs to be reviewed thoroughly before implementation.

#### e. Syllabi

The syllabi of the graduate school is made outcome or product-based to respond to the mandate of the Commission on Higher Education. This is in line with the stipulations of the Revised Blooms Taxonomy whose focal point is the formulation or creation of educational innovations or output. Besides, the product-based syllabi would develop the 21<sup>st</sup> century skills of the learners which provide for development of communication, creative and critical thinking skills. While this educational insight has perked the interest of many educators, the graduate school professors find complexity in the implementation of such syllabi, thus, hardly depart from the traditional method of teaching. Graduate school professors, despite the fact that they may have earned remarkable educational qualifications, still deserve to enhance their instructional acumen with current trends through post-graduate education and trainings.

### V. CONCLUSIONS

After careful investigation and analysis of the documents and information gathered through this study, the researcher arrived at the following conclusions:

1. The graduate degree programs which are deemed best graduate offerings of NVSU-Bambang are Master of Arts in Education, Master of Arts in Teaching and Master in Public Administration.

2. MAED, MAT and MPA are deemed the best offerings of NVSU Graduate School-Bambang because:
  - a. of sustained and growing enrolment in these graduate programs since 2010;
  - b. the MAED and MAT programs of the Graduate School of NVSU are Level III accredited by the Accrediting Agency of Chartered Colleges and Universities of the Philippines (AACUP) and the Graduate School is gearing toward Level IV Accreditation of the above mentioned programs; level III Phase 2 accreditation of the MPA program is likewise on the way.
  - c. of sustained and growing enrolment in these graduate programs since 2010.
3. The sectors of society, economy or academia, or particular career competencies which are deemed focus of the graduate education programs of NVSU-Bambang:
  - a. Doctor of Education, Master of Arts in Education and Master of Arts in Teaching are focused on the development of career competencies which are requisites in educational institutions in terms of careers relevant to instruction and supervision;
  - b. Master in Public Administration and Doctor of Philosophy are focused on the development of career competencies which are necessary in public administration as deemed useful in management of local government, human resource management in any organization, and management of private or public entities.
4. Students who usually enroll in the graduate education programs of NVSU are graduates of education courses like Secondary Education, Elementary Education and Industrial Education which are normally the baccalaureate preparations needed for MAED and MAT graduate programs. In terms of career objectives, students enrolled in the graduate programs of NVSU could be construed to be bent on acquiring an item in the public elementary and secondary schools especially for the contractual teachers and on promotions for those who have plantilla positions.
5. The career activities or professional and personal undertakings of the graduate school students after completion of the best programs could be best described by the graduates having acquired respectable teaching positions in elementary, secondary and tertiary public schools. Some of the graduates have become administrators while two of the graduates of NVSU-GS have been promoted to

- the position of Vice President in their respective educational institutions.
6. The quality, relevance and competitive value of the education programs of NVSU-GS Bambang are being strengthened through:
    - a. Quality of NVSU Graduate School Education through its merits in enrolment, accreditation and number of graduates over the years;
    - b. Relevance of the NVSU-GS Education Programs through its curriculum which is structured to provide for the needs of the prospective teachers and supervisors in the educational institutions and the potential public servants and leaders.
    - c. Competitive Value of the NVSU-GS Programs by offering quality education which responds to the demands of prospective employers; and by fortifying the graduates with skills that make them excel over other aspirants of a teaching or supervisory position.
  7. Government policies and programs that favor the improvement of the graduate programs of NVSU-GS Bambang are:
    - a. Continuing Professional Development (CPD) as contained in Resolution No. 2013-774, s. 2013.
    - b. Outcome-Based Education (OBE) based on the response to the global call of transformative learning; the shift of Department of Education to K+12; and the CHED Memorandum Circular Number 46, September 2012
    - c. Quality Assurance in OBE and Typology based on CMO No. 46, s. 2012
    - d. Alternative Systems in Education or Online Education / Open University / Distance Education based on CHED Memo. 27, s. 2005
  8. Educational aspects that should be given attention to address the inhibitors of institutional capacities of the graduate school of NVSU-Bambang to offer and conduct graduate programs are online graduate education, bridging program, accreditation equivalency, curriculum revision and syllabi.
1. The graduate school of NVSU-Bambang should submit its doctorate programs for accreditation to guarantee quality assurance.
  2. The graduate school should develop a mechanism or system which will direct enrollees to the vertical graduate course they should take or which may address the concerns of students who would like to shift specialization. A bridging program will prepare them for the competencies requisite to the pursuit of a certain graduate program.
  3. The graduate school should form a committee composed of the subject teacher, department chair concerned and the dean who will evaluate equivalency of proofs such as certificate of attendance to seminars/trainings relevant to the subject or course or expert services rendered, leading to credit units for lacking subjects in the BS degree.
  4. The curriculum of the graduate school should sustain its dynamism and comprehensiveness by constant and relevant calibration of the graduate school courses that render career competencies and by exposing the graduate students to a broad pedagogical content that as well epitomizes the needs of the present workplace.
  5. The syllabi of the graduate school should be made outcome-based to respond to the mandate of the Commission on Higher Education and to develop the 21<sup>st</sup> century skills of the learners which provide for development of communication, creative and critical thinking skills.
  6. Graduate school professors, despite the fact that they may have earned remarkable educational qualifications, should enhance still their instructional acumen with current trends through post-graduate education and trainings.
  7. The graduate school should consider researches which will focus on the feasibility of offering graduate courses on-line. In this way, the school can respond to the learning needs of the learners while addressing their interest of upgrading their technical skills.
  8. Other researches should be carried out considering variables that frame the graduate education offered by NVSU Bambang and other institutions to be able to extract other strengths and weaknesses of the graduate school and come up with programs and educational schemes that can remarkably alleviate inhibitors of graduate education.

## VI. RECOMMENDATIONS

That the graduate school of NVSU-Bambang campus would continue serving substantially its stakeholders who aim at achieving excellent and appropriate education for their professional development, the researcher considers the following recommendations:

## REFERENCES



CHED Memorandum Circular Number 46, September 2012: Outcome-Based Education

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