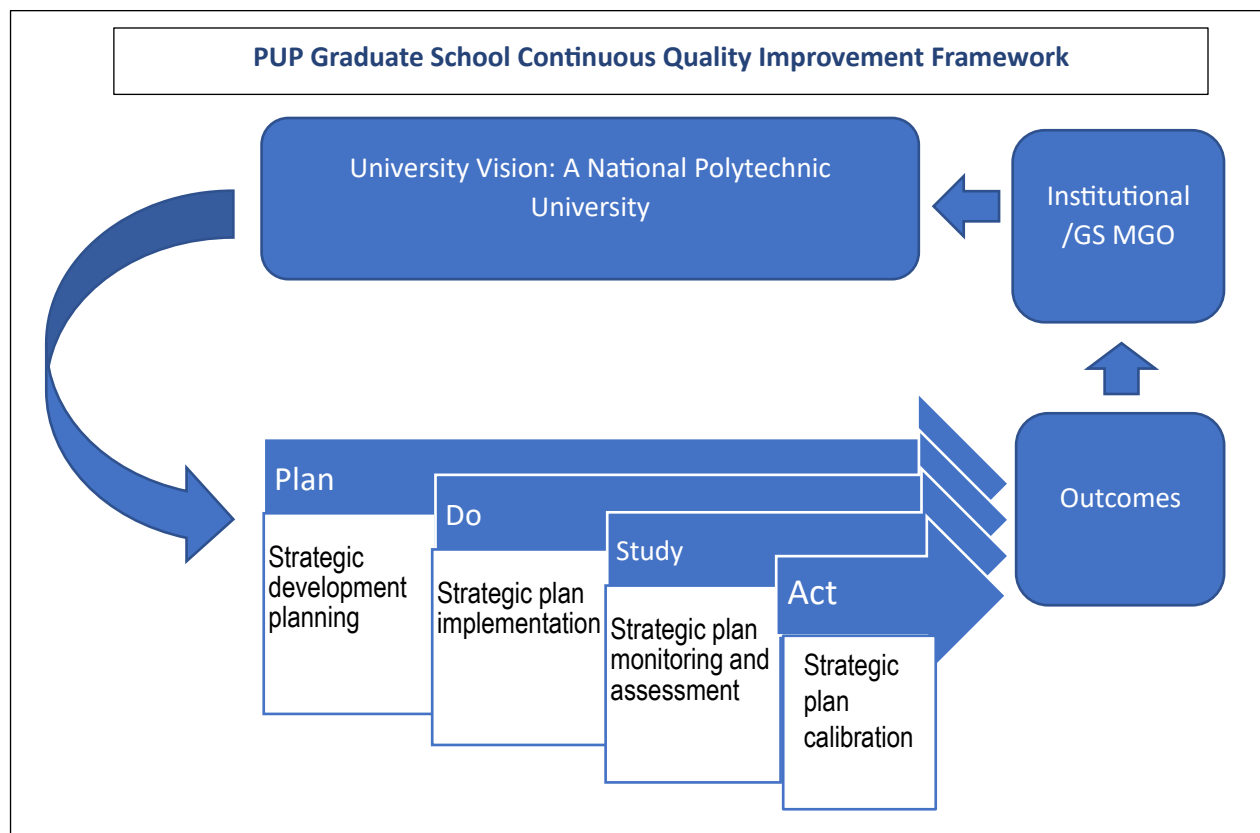


PUP Graduate School Continuous Quality Improvement (CQI) Framework

The PUP Graduate School has a Continuous Quality Improvement (CQI) Plan to ensure that available systems, processes, and resources are optimized to achieve program outcomes. PUPGS continually strives towards higher fulfillment of program educational objectives and intended student learning outcomes in its academic programs. We also ensure that curricular and co-curricular activities are aligned with and contribute to the attainment of the GS Unit Development Plan and the University Institutional Development Plan (IDP).

The CQI process is based on the Deming cycle for continuous quality improvement and consisting of a 4-step iterative process – Plan, Do, Study, Act (PDSA). The process includes four key components that comprise improvement feedback loop:

1. Strategic plan development
2. Strategic plan implementation
3. Strategic plan monitoring and assessment
4. Strategic plan calibration



The Graduate School conducts an annual planning workshop which usually takes place during the month of November or December. The planning activity is held either on-campus or off-campus with corresponding budget provided by the University. The Graduate School

Development Plan 2020-2024 is utilized as an ongoing and annual work plan which is anchored on the Ten Pillars identified in the IDP 2020-2024. The elements of the Plan include the following: the identified Pillar, its objective/s, key results areas, and key performance indicators; the strategic action description which comprises the must-do program, the specific program/project(s), the activities/actionable strategies, and the desired output(s)/outcome(s); the timeframe – setting the short term (1 year or less), the long-term (2-4 years), and projected completion date; the responsible individuals and/or offices/units; and the budget required to implement the plan.

The plan is consistently monitored and reviewed as it is implemented. The Graduate School also conducts a mid-year assessment held either on-campus or off-campus. On-going assessment usually takes place during faculty and/or administrative meetings conducted by the Dean or the faculty meetings facilitated by the Chairpersons of respective programs. Other typical sources of data/evidence that provide information about the effectiveness and impact are also used as part of the continuing monitoring and assessment. These include the following:

1. Online PUP Client Satisfaction Survey
2. Instruction and Teaching Effectiveness Evaluation System (ITEES)
3. Accreditation Status/Reports
4. ISO Certification Reports
5. Quarterly Accomplishment Reports
6. Annual Accomplishment Reports
7. Office Performance Commitment and Review (OPCR)
8. Individual Performance Commitment and Review (IPCR)
9. Internal Quality Audits
10. Curriculum Review with AIG (Academe-Industry-Government) Advisory Committee
11. Licensure Examination Results (for Psychology programs)
12. Practicum/OJT Evaluation Reports
13. Risk Management Assessment
14. Tracer Study Results
15. Exit Survey Results
16. Memorandums/Issuances from Government Oversight Agencies (e.g. CHED, DOST,
17. Benchmarking/Learning Visits
18. Industry feedback
19. Walk-in visitors' feedback
20. Others

Soliciting feedbacks from all stakeholders enables PUPGS to recognize successes while also identifying opportunities for growth. The data collected are monitored, evaluated, and interpreted. These are used as evidence/basis for calibrating/improving the Plan and achieve the desired educational output(s)/outcome(s). This process results in quality improvements, contributing to the realization of the goals of the University and the vision of becoming a “National Polytechnic University”.