



AN EVALUATION OF THE ORGANIZATIONAL STRUCTURAL CHANGE OF THE GRADUATE SCHOOL OF BENGUET STATE UNIVERSITY

Rachele D. Bambico
Beverly C. Sa-ao
Maridel P. Langbis

Philippine Copyright 2025 by Benguet State University

All rights reserved. No part of this publication may be reproduced, distributed, or transmitted in any form or any means, including photocopying, recording, or other electronic or mechanical methods, without prior written permission of the publisher, except in the case of brief quotations embodied in critical reviews and certain other noncommercial uses permitted by copyright law.

ISBN No. 978-971-006-478-6

Authors: Rachele D. Bambico, Beverly C. Sa-ao, and Maridel P. Langbis
Email: r.bambico@bsu.edu.ph, b.sa-ao@bsu.edu.ph, and m.langbis@bsu.edu.ph

Published by:

Benguet State University
2601 La Trinidad, Benguet Philippines
Email: www.bsu.edu.ph
Fax number: 422-2281
Telephone Number: 422-2127/2402

Printed in the Republic of the Philippines

ABOUT THE AUTHORS

RACHELE D. BAMBICO is an Associate Professor IV at the Benguet State University, La Trinidad, Benguet. She earned her PhD in Development Studies degree with cognates in Rural Development and Entrepreneurship at the University of the Philippines, Los Banos, Laguna; her MA in Social Studies degree at Benguet State University, La Trinidad, Benguet and her Bachelor of Science in Commerce major in Economics degree at St. Louis University, Baguio City. Currently, she is the Department Chairperson of the Department of Social Studies. She also had previous academic designations such as College Secretary of the College of Social Sciences, Department Chairperson of the Department of Social Sciences and Graduate School Coordinator of the College of Arts and Sciences. Her engagement in research started in 2012 when she contributed as a co-author to a BSU published book, entitled, “Pansig’dan, Understanding Suicide in the Context of Cash Crop Farming.” She is also a co-author of another published research in 2022 entitled, “The Ga-it Network in Vegetable Trading in Benguet.”

BEVERLY C. SA-AO is an Associate Professor IV at Benguet State University (BSU), specializing in Economics, Sociology, and Management. She graduated from the University of the Philippines with an BA Social Sciences degree, major in Economics and Sociology; finished her MA in Social Studies at Benguet State University and earned her doctorate degree in Management at St. Louis University. In addition to teaching at the Department of Social Studies, she is also designated as Chief of the Economic, Policy, and Advocacy Division of the Institute of Social Research and Development (ISRD)-BSU and a member of the University’s Internal Quality Audit Team. She has also served the University previously as Director of the Office for Quality Assurance and Accreditation (OQAA) and Division head for ISO and International Accreditation-OQAA. She has co-authored a few studies focusing on Economics, Agriculture and Social Issues.

MARIDEL P. LANGBIS serves as the Executive Assistant IV in the Office of the University President, Benguet State University, La Trinidad, Benguet. She earned her Bachelor of Arts in Social Sciences (majoring in Economics with a minor in Political Science) from the University of the Philippines Baguio, and a Juris Doctor (non-thesis) degree from Cordillera Career Development College. She previously worked as an Administrative Aide IV at the Graduate School and as an Instructor at the College of Social Sciences, Benguet State University.

Copyright 2025 @ Benguet State University

Published By Benguet State University- Research and Extension Publication Office (BSU-REPO), 2601, La Trinidad, Benguet; Tel: (074) 422-2127-2402; Website: bsu.edu.ph

The views expressed in this publication are those of the author(s) and do not necessarily represent those of Benguet State University and its sponsors. No part of this publication may be reproduced in any form without prior permission from the publisher.

An Evaluation of the Organizational Structural Change of the Graduate School of Benguet State University

BY: Rachele D. Bambico, Beverly C. Sa-ao, and Maridel P. Langbis

BOOK DESIGN AND LAYOUT: Jana K. Pasking
Printed in the Philippines

An Evaluation of the Organizational Structural Change of the Graduate School of Benguet State University

**Rachele D. Bambico
Beverly C. Sa-ao
Maridel P. Langbis**

ACKNOWLEDGEMENT

We would like to express our sincerest gratitude to the wonderful people who helped us in the accomplishment of the study.

We thank the graduate school students of Benguet State University for sharing their insights and experiences and giving substance to the results of our study. Our gratitude to all Advance Studies coordinators in the different colleges, as well as our key informants from the centralized Graduate School.

We give our deepest appreciation to Benguet State University, the Higher Education Regional Research Center, the College of Social Sciences and the Department of Social Studies for the support and opportunities they provide for research and professional growth.

Above all, we thank God for the wisdom and the heart to patiently pursue this study that took four years in the making. To you alone, our God, deserve all glory!

**Rachele D. Bambico
Beverly C. Sa-ao
Maridel P. Langbis**

Authors

TABLE OF CONTENTS

Title Page	i
Acknowledgement	ii
Table of Contents	iii
Abstract	iv
Methodology	1
Research Design	4
Population and Locale	4
Data Collection Procedure	4
Data Analysis	5
Results and Discussions	5
Baseline Evaluation of the Centralized Graduate School	6
The Decentralized Graduate School	6
A Change Evaluation of the Decentralized Graduate School Context	17
Conclusion	28
Recommendation	36
Literature Cited	37
List of Tables	42
List of Figures	42

List of Tables

Table 1. Graduate School Student-Personnel Ratio	8
Table 2. Centralized GS Annual Budget and Actual Spending	9
Table 3. The Effectiveness of the Implementation of the Different Processes in a Centralized Graduate School	15
Table 4. GS Coordinator ETL at the Onset of a Decentralized Graduate School	18
Table 5. Advance Studies. Student-Personnel Ratio	20
Table 6. Decentralized GS Annual Budget and Actual Spending	21
Table 7. The Effectiveness of the Implementation of the Processes of the Decentralized Graduate School	24
Table 8. The Effectiveness of the Implementation of the Processes of the Centralized Graduate School by Students Who Experienced both Centralized and decentralized GS	25
Table 9. The Effectiveness of the Implementation of the Processes of the Decentralized Graduate School by Students Who Experienced both Centralized and Decentralized GS	27
Table 10. Duration of Admission Process	29
Table 11. Duration of Registration Process	30
Table 12. Application for Proposal Defense/Final Defense (Masters/PhD)	31
Table 13. Application for Comprehensive Examination	33
Table 14. Comparison of the Effectiveness of the Processes of the Centralized and Decentralized Graduate School Between GS Students	34
Table 15. The Effectiveness of the Implementation of the Processes of the Centralized and Decentralized Graduated School by Students Who Experienced both Centralized and Decentralized GS	35

List of Figures

Figure 1. Organizational Structure of the Centralized Graduate School. Source: GS Student Manual, 2020	6
Figure 2. Organizational Structure of Advanced Studies. Source: Manual of Operations for Advanced Studies, 2022.	19
Figure 3. Graduates from SY 2016-2017 to SY 2022-2023	32

ABSTRACT

This study investigates the organizational structural transitions within the Advanced Studies (AdS) sector of Benguet State University (BSU), formerly known as the Graduate School (GS). Established in 1971 through R.A. No. 5923, the AdS has evolved from a single program to 37 master's and doctoral offerings. Despite this growth, the office has undergone a series of cyclical shifts between centralized and decentralized governance structures in 2013, 2016, and 2021. This research evaluates the impact of these structural oscillations on administrative efficiency and academic delivery. To ensure data saturation and internal validity, this study employed a triangulation approach. Primary data were synthesized from a comparative cohort of students who transitioned between both administrative structures and students who experienced the centralized GS and decentralized AdS separately. This was supplemented by semi-structured interviews and a comprehensive documentary analysis of institutional records. While the centralized GS ensures consistency through strict, uniform processes, it suffers from slow transactions and a lack of personalization. Conversely, the decentralized AdS offers students speed and flexibility, yet burdens coordinators with heavy workloads and inconsistent policies. Both structures share the same disadvantage, specifically a lack of human resources. This indicates that moving to an AdS structure merely relocated the resource strain rather than solving it. While the GS maintains a functional operational baseline, quantitative data shows the AdS model significantly outperforms it in enrollment efficiency. The overall effectiveness of the Graduate School is contingent upon a strategic hybrid governance framework that integrates decentralized flexibility in student services with centralized oversight of academic standards. Furthermore, the sustainability of this model requires the institution to systematically address underlying resource gaps and administrative workload constraints.

Keywords: *organizational structure, centralization, decentralization, graduate school, advanced studies, efficiency, effectiveness*

INTRODUCTION

Organizational change is a partial or total adaptation of a new idea, concept, or behavior (Burnes, 2004). From a broader perspective, it refers to a system of continuous transformation in one or more organizational domains such as organizational technology, structure, and human resources (Sofat, Kiran, & Kaushik, 2015). It pertains to altering structures, procedures, or cultures of organizations (Flovik, et al, 2019).

According to Godwyn and Gittel (2012), organizational change is fundamentally driven by environmental shifts. This is encapsulated in the Rationalist Model, which posits that institutional success depends on the alignment between internal structures and environmental requirements (Scott, et al., 2015). Extending this view, population ecologists argue that organizational survival follows an evolutionary survival of the fittest trajectory (Aldrich, 2008). In this framework, institutions that proactively adapt their structural characteristics to meet external pressures ensure their longevity, while less adaptive organizations risk systemic failure. Change is necessary to adapt to increasingly complex and uncertain technological, economic, political, and cultural trends (Cummings and Worley, 2009). It is also inevitable as no development can happen without it (Odor, 2018).

Applying these rationalist and ecological perspectives to the local academic landscape, the governance of the graduate

school (GS) at Benguet State University (BSU) underwent a radical structural transition to maintain institutional fitness amidst shifting regulatory requirements. Since its inception in 1916, BSU has undergone a profound institutional transformation, evolving through seven name changes from a foundational farm school into a premier Level IV State University, the highest classification awarded by the Commission on Higher Education (CHED). A critical component of this growth is the Advanced Studies (AdS) sector, formerly the Graduate School. Institutionalized in 1971 under R.A. No. 5923, the GS has expanded from a singular program in Agricultural Education to a robust suite of 30 masters and 7 doctoral programs. However, this academic expansion has been accompanied by structural instability; the office has oscillated between centralized and decentralized governance structures, with major transitions occurring in 2013, 2016, and most recently in January 2021. Seeing the need to evaluate the impact of these frequent structural transitions, this study focused on the organizational structural change from a centralized GS to a decentralized AdS at BSU. Specifically, it sought to understand the operational consequences of this shift, identify systemic gaps and provide a data-driven framework for optimizing administrative efficiency and academic delivery.

Structure is one component of an organization where people's interactions, the process of management, activities, and efforts of its members are coordinated, directed, and controlled toward the pursuit of objectives (Bamidele, 2013). Ahmady et al. (2016) defined structure as the framework of the relations between jobs, systems, operating processes, people, and groups making efforts to achieve the goals.

Pitts and Clawson (2008) likened it to a skeleton that defines the spatial relationships and influences the power relationships among its various parts.

Organizational structures have three dimensions: the hierarchical dimension showing the relative ranks of organizational units; the functional dimension showing different works performed in the organization and the inclusion dimension showing the close or far distance of each person in the organization to the central core (Ahmady et al., 2016). The proper combination of the mentioned dimensions shows formal structure as manifested in an organizational chart (Ahmady, et al., 2016 and Pitts & Clawson, 2008).

Pitts and Clawson (2008) add that there are types of organizational structures and these are determined according to how the organization is divided. This division is based on function, product, customer, geography, and division/ sector. There is also a matrix structure wherein there are two or more lines of authority such as a functional array with managers or supervisors for different functions. There is also a hybrid structure that mixes two or more forms.

Organizational structures are often categorized as either centralized or decentralized. According to Eriksson and Gustavsson (2013), a centralized organization concentrates decision-making power within top management, characterized by high hierarchical authority and minimal participation from lower-level staff regarding policy and resource allocation. This bureaucratic model typically relies on a few key individuals to drive the decision-making process (Andrews et al., 2009). While this structure helps align performance with standard procedures, constrains labor costs, and allows for

rigorous monitoring of work activities (Cuillier, 2022), it is not without drawbacks. The multiple management layers often found in centralized systems can lead to slow decision-making and delayed implementation (Vitez, 2019). This specific model was utilized by the graduate school from its inception until its integration into the various colleges in 2013.

The structural shift is an integration of the office to the different colleges. Management defines integration as the direction or synchronization between procedures whereby tasks are properly coordinated (Shafiq, et al, 2023). This is an inter-functional coordination, communication and knowledge sharing across the organization between departments and work units (Solanky et al., 2019). Although the established definition contains relevant elements, the approach to integration used in this study is different. It is rather an incorporation of the graduate school to the colleges. It is a form of a structural change that involves modifying the structure to address challenges, enhance efficiency or organizational performance (Umar, et al., 2023) and the alteration of the formal organization of task and authority relationships (Gibson, et al., 2006). Dorsley et al. (2015), in their study on the assessment of a restructured graduate school in a private university in the United States used the word decentralization to describe the integration of the graduate school to the colleges. Hence, decentralization is also used in this study to refer to the new advanced studies structure.

Decentralization is characterized by low hierarchical authority and highly participative decision-making (Andrews et al., 2009). Alamsa & Rashid (2019) explain that with decentralization, top managers delegate authority and responsibility to

lower managers in decision-making. Decentralization is advantageous when the functions being performed require close cooperation with other units, or when the tasks being done require greater work discretion and less central guidance (Cuillier, 2022). However, decentralized organizations can struggle with multiple individuals having different opinions on a particular business decision. As such, these businesses can face difficulties trying to get everyone on the same page when making decisions (Vitez, 2019).

Few studies were conducted on structural organizational change from a centralized to a decentralized set-up. Rashid (2017) found that a decentralized organization is better because there are more chances to take part in decisions to achieve goals compared to a centralized organization that inhibits the employees' performance and willingness in the workplace. He recommended that the decentralized organization would be the way to create a favorable workplace. Alamsa & Rasyid (2019) also found that decentralization has a significant effect on managerial performance. Concerning graduate school, a shift to a decentralized organization can create a flexible academic environment and resources for the graduate education team responsible for academic programs, research support, and academic affairs (Dorsley et al., 2015). Ayarkwa et al., (2021) add that decentralization produces benefits such as enhanced governance, improved internally generated funds, improved service delivery, improved distribution of resources, improved flow of information, improved decision-making autonomy, and faster response to client's needs.

In the Philippines, research on

structural change in academic institutions focuses predominantly on basic education, leaving a significant gap in the literature regarding State Universities and Colleges (SUCs). While Sulasula (2023) acknowledges the necessity of structural reform in SUCs, the existing discourse prioritizes technological adoption over administrative shifts. This lack of research persists despite the Second Congressional Commission on Education (2025) and RA 9155 identifying decentralization as essential for addressing systemic inefficiencies.

Evidence from basic education in the Philippines suggests that decentralization improves enrollment, student achievement, and resource allocation by reducing information asymmetries and allowing local leaders to address specific needs more effectively (King, 2024). However, such transitions are notoriously complex. Success is often context-specific and contingent upon implementation quality (Jerab & Mabrouk, 2023; Kalyan et al., 2020). As Foquet (2004) notes, it remains difficult to determine whether institutional failures result from flawed policy or poor execution.

Andrews, et al. (2009) found that there is no difference in the work performance of centralized and decentralized organizations. They add that organizations with a high degree of hierarchical authority and low staff involvement in decision-making, in particular, perform better, but prospecting organizations with high decision participation are also likely to do well. On another note, the Contingency Theory of Management states that the effectiveness of performance depends on situational circumstances (Blenora, et al., 2021). There is a contingent relationship between environment, structure/strategy, and performance. It is also essential to fit the

structures well with its environment and internal systems so that the organization will function at high levels of effectiveness and efficiency (Pitts and Clawson, 2008).

At Benguet State University (BSU), there remains a significant research gap regarding the efficacy of the repeated structural transitions within the AdS sector. An empirical evaluation is critical because organizational change fundamentally alters formal task and authority relationships (Gibson et al., 2006). Such shifts are not merely administrative; they incur substantial financial and operational costs (Thang, 2014) and necessitate complex restructuring (Kivimäki et al., 2001). Furthermore, structural changes trigger behavioral shifts among faculty and staff that can yield both positive and negative outcomes (Notanubun et al., 2019). Given that restructuring can heighten uncertainty and lead to employee resistance, it inevitably impacts individual performance and leadership effectiveness (Gibson et al., 2006; Notanubun et al., 2019). On a larger scale, these changes often result in broader institutional consequences, including downsizing or outsourcing (Kivimäki et al., 2001), making a localized assessment of the BSU experience imperative.

This is an evaluation of the organizational structural change of the Graduate School/ Advanced Studies of Benguet State University. This sought to show the effectiveness and consequences of a centralized graduate school, decentralized advanced studies and the change from a centralized to a decentralized structure. It attempted to provide a basis for monitoring, adjustment, improvement, and planning for the graduate school/ advanced studies.

METHODOLOGY

Research Design

This study employed methodological triangulation, integrating both quantitative and qualitative approaches to provide a comprehensive evaluation of BSU's structural transitions. As emphasized by the Food and Agriculture Organization (FAO, 2013), quantitative methods are essential for measuring change and establishing an objective baseline for evaluation. However, to capture the nuanced human element of organizational shifts, qualitative data were equally vital to document the experiences, opinions, and perceptions of quality among the stakeholders (Enterprise Development, 2012). Complementing these primary data sources, document analysis was systematically applied to review institutional records pertaining to the GS/ AdS. This procedure allowed for a rigorous evaluation of the formal policies and mandates that shaped the university's structural evolution (Bowen, 2009).

This evaluation was grounded in the CIPP Model Context, Input, Process, and Product (Stufflebeam & Shinkfield, 2007) integrated with the OECD (2019) criteria of relevance, effectiveness, and efficiency. Context evaluation assessed the structural transition of the GS/AdS and its relevance to stakeholder needs amid shifting academic environments. Input evaluation examined the efficiency of resource allocation, identifying systemic barriers and procurement constraints. Process evaluation analyzed the effectiveness of operational delivery, specifically how the AdS facilitates

graduate services compared to the to the centralized GS. Product evaluation focused on the outcomes of the structural shift, measuring stakeholder satisfaction and immediate results. Given that the decentralized AdS was implemented in 2021, this study prioritizes outcome indicators identifying short-term shifts in institutional behavior and competence over long-term impact (Friedrich et al., 2015). These outcomes were captured through methodological triangulation, cross-referencing quantitative surveys from the transition cohort with qualitative key informant narratives and longitudinal document audits.

Locale & Population

The study was conducted at Benguet State University (BSU), situated at Km. 5, La Trinidad, Benguet. It focused on the BSU Graduate School, the central administrative unit responsible for overseeing the university's diverse master's and doctoral programs. The BSU Graduate School was established as a centralized body, serving as the primary nexus for integrating advanced curricula across the university's specialized colleges. This organizational framework has since undergone significant structural shifts: transitioning to a decentralized model in 2013, reverting to a centralized system in 2016, and most recently, returning to a decentralized structure in 2021.

During the period, 2016-2020, the graduate school averages 1622 enrollees per semester, not including the enrollees during the summer/midyear since only a few students enroll during the said term. With a 95% confidence level, 5% margin of error, and a population of 1622, the computed sample size is 311 respondents. A total of 220 valid responses were retrieved. While

this is below the initial target of 311, it represents a substantial portion of the population sufficient for statistical analysis. 49 participants consented to and completed the semi-structured interviews. Data collection was concluded once the researchers determined that thematic saturation had been reached where no new insights or themes emerged from additional interviews, and further recruitment efforts yielded no further participation. 6 AdS coordinators and 1 staff member served as key informants. The staff member experienced both the centralized GS and the decentralized AdS; while the AdS coordinators served at least 1 year in this designation.

The respondents were categorized under three (3) groups, the first group is a group of students who experienced the centralized GS only, the second is the group who experienced the decentralized AdS only, and the third is the group who experienced both centralized GS and decentralized AdS. Participants under the centralized system were composed of graduates and former students who had withdrawn from their programs. Conversely, those in the decentralized and both centralized and decentralized groups were actively enrolled at the time of data collection. As shown in Table 1, a significant portion of the respondents has experienced both the centralized and decentralized systems, providing a comparative basis for the study.

Table 1. Distribution of Respondents Categorized by Academic Degree and Experience in Centralized and Decentralized Organizational Structures

College	Degree	Number of Respondents			
		Centralized	Decentralized	Both	Total
CA	MS Agronomy	1	2	1	4
CA	MS Animal Science	2	1	2	5
CA	MS Entomology	1	1	2	4
CA	MS Horticulture	1		2	3
CA	MS Plant Pathology	1	1	2	4
CA	MS Rural Deveelopment	1	2	2	5
CA	MS. Soil Science	1	1	2	4
CA	PhD In Agronomy		1		1
CA	PhD in Horticulture		1		1
CA	PhD in Rural Development		2		2
CAS	MA Applied Statistics	4	2	4	10
CAS	MA Chemistry	2	1	1	4
CAS	MA in English as Secondary Language	6	4	10	20
CAS	MA in Filipino	2	2	3	7
CAS	MA General Science	2	1	3	6
CAS	MA in Mathematics	2	3	3	8
CAS	MA in Social Studies	6	4	9	19
CAS	MA in Environmental Science	1	0	1	2
CAS	PhD in Language (major in English)	2	6	8	16

Instrument Development and Validation

To ensure evaluative rigor, the researchers used a self-developed survey instrument validated by a panel of university administrators and organizational specialists. The tool, structured around the CIPP model, underwent pilot testing with a representative student sample to refine its clarity and flow. Internal consistency for the Likert-scale items was confirmed via Cronbach's Alpha. The transition to a decentralized structure (2021–2023) coincided with the global COVID-19 pandemic. The researchers acknowledge this as a potential threat to internal validity. To address this, qualitative interviews specifically asked participants to distinguish between improvements caused by structural changes and those resulting from innovative strategies or technological shifts during the pandemic.

Data Collection Procedure

The study established a baseline from the centralized period (2016–2020) to compare against the decentralized structure (2021–2023). Although the evaluation periods differ in length, the three-year decentralized window covers its full implementation to date. To ensure an equitable comparison, the analysis utilized annualized performance indicators and rate-based metrics rather than cumulative totals.

Documents were a heavy data source for context, input, and process evaluation. Qualitative insights were gathered through semi-structured interviews and open-ended survey responses to provide a nuanced understanding of the transition. Participants were asked to validate procedural adherence to the Citizen's Charter and to describe

misalignments or "operational realities" not captured by quantitative records. Interviews were conducted until thematic saturation was achieved, occurring when no new insights or challenges emerged from subsequent participant groups. Students providing outlier or distinct data in the quantitative phase were targeted for follow-up interviews to clarify specific administrative bottlenecks or successes.

Data Collection Procedure

Quantitative data were analyzed using weighted means for satisfaction and likelihood, while qualitative data underwent thematic analysis. Using the centralized GS as a benchmark, independent and paired t-tests compared cohorts across both organizational structures. Data were screened for normality (Shapiro-Wilk) and homogeneity of variance (Levene's Test) prior to analysis. Given the sample size and the treatment of Likert-scale data as interval, parametric t-tests were deemed the most appropriate measures for assessing structural impact.

Data Analysis

Quantitative data were analyzed using weighted means for satisfaction and likelihood, while qualitative data underwent thematic analysis. Using the centralized GS as a benchmark, independent and paired t-tests compared cohorts across both organizational structures. Data were screened for normality (Shapiro-Wilk) and homogeneity of variance (Levene's Test) prior to analysis. Given the sample size and the treatment of Likert-scale data as interval, parametric t-tests were deemed the most appropriate measures for assessing structural impact.

RESULTS AND DISCUSSION

Baseline Evaluation of the Centralized Graduate School

The Context of a Centralized Graduate School.

Organizational Structure. The centralized graduate school was a separate unit, headed by the GS Dean (Figure 1). Before it changed to a decentralized structure in 2021, a total of 29 MS/ MA programs and 7 PhD programs were offered by 5 colleges and 2 institutes namely: College of Arts and Sciences, College of Home Economics and Technology, College of Agriculture, College of Teacher Education, College of Forestry, Institute of Human Kinetics and Institute of Public Administration. The deans of the colleges, the directors of the institutes, together with

the GS Dean and GS Associate Dean and GS Associate Dean formed the GS Executive Council as shown in the organizational chart in Figure 1.

The organizational chart followed a typical centralized structure headed by the University President, followed by the Vice President for Academic Affairs (VPAA) who was the immediate supervisor of the GS Dean. The GS Dean headed all administrative transactions across various colleges such as admissions, enrollment, grade distribution, defense/examination arrangements, and permit issuances (GS Manual, 2020). The GS office also monitored classes and conducted faculty evaluations using student feedback. This ensured that the GS upheld high standards of teaching and learning in the graduate programs. The Associate Dean and GS staff provided essential support to the GS Dean in executing these responsibilities.

In contrast, the mother college or institutes, led by the dean/director, the department chairpersons, and faculty

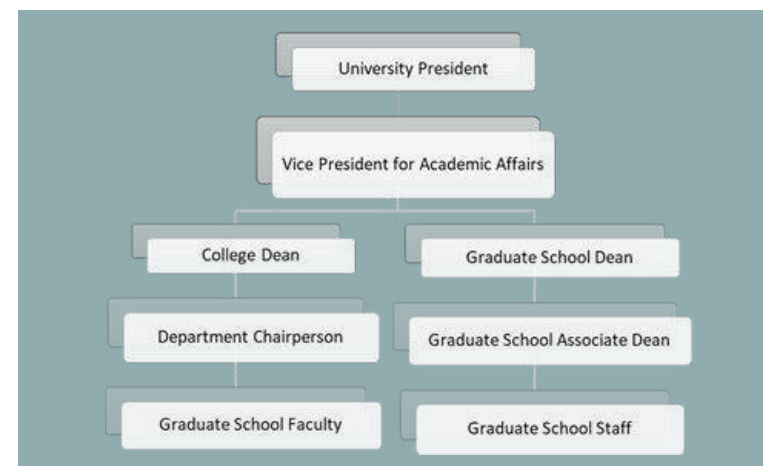


Figure 1. Organizational Structure of the Centralized Graduate School.
Source: GS Student Manual, 2020

members, focused on faculty workload, mentoring, syllabus preparation, curriculum, and instructional materials development. Their expertise and dedication helped enrich the graduate education experience, providing students with a depth of knowledge and expertise.

The effective implementation of graduate degree programs in a centralized GS depended on the collaboration of the GS Dean and the deans/directors of the mother colleges/institutes. These units worked together to provide quality education and create an environment for graduate students to succeed academically and professionally. Because organizational procedures and operations are in line with the performance of a centralized structure (Cuillier, 2022); there was a smooth and efficient transactions between the GS and its clientele and simplified administrative processes.

Vision, Mission, Goals, and Objectives (VMGO). The VMGO of the Graduate School (GS) was based on the University's VMGO, and tailored specifically to cater to the needs of graduate education. The GS envisioned itself as a center for developing dynamic, committed, and empowered professionals. Its mission revolved around providing relevant graduate education in various fields, such as Arts, Sciences, Education, Management, Forestry, Agriculture, and allied sciences, aimed to advance the frontiers of knowledge and develop well-rounded individuals. The GS's overarching goal was to strive for academic excellence through scientific inquiry and scholarly research.

The Graduate School had set clear objectives to achieve its mission and vision. Firstly, it sought to promote the scientific approach in identifying and solving issues

related to social, economic, political education, environment, and technical domains. Secondly, the GS aimed to instill in its graduate students the ability to engage in independent work, critical thinking, and intellectual and moral discussions. Thirdly, the Graduate School aimed to foster professional leadership in various specialized fields. Finally, the GS endeavored to enhance its students' ability to integrate and apply the knowledge they have acquired.

Consequently, the GS VMGO was utilized as an input by the different colleges/academic institutions in the University when they formulated the Program Objectives of their Graduate School Programs, which also guided all faculty members in formulating/developing/enhancing the syllabus for GS courses.

Relevance to the needs of the stakeholders. Students were asked to rate the relevance of the graduate school to achieving a graduate degree. Out of 162 respondents, they perceived the centralized graduate school as highly relevant, scoring an average of 4.27. This indicates that the respondents recognized the significance of the GS office in guiding them throughout their master's or doctorate journey.

The respondents appreciated the centralized nature of the graduate school, which consolidated all requirements, instructions, and essential information and services needed by students, making access and transactions easier. In the words of one respondent, "All the requirements, instructions, and other information and services needed each semester are centralized; thus, allowing easier access and transaction." Furthermore, respondents praised the GS personnel for being accommodating and helpful during their

in graduate school.

Inputs of the Centralized Graduate School

Human Resources. As mentioned, the graduate school office was centralized from mid-2016 until December 2020. Table 1 shows the

number of personnel and the student-personnel ratio. According to Nurabadi et al. (2020), there is no fixed ideal staff-client ratio as it may vary depending on factors like the graduate school's size, the complexity of programs offered, the types of services provided, and the specific needs of students. However, a lower staff-to-student ratio is generally beneficial, offering more

Table 1. Graduate School Student-Personnel Ratio

Year	Number of Enrollees	Number of Personnel	Student-Personnel Ratio
2016			
2nd Semester	1660	GS dean, GS Associate dean, 2 GS staff (job order)	415:1
Midyear	385	GS dean, GS Associate dean, 2 GS staff (job order)	97:1
2017			
1st Semester	1851	GS dean, GS Associate dean, 2 GS staff (job order)	463:1
2nd Semester	1735	GS dean, GS Associate dean, 2 GS staff (job order)	434:1
Midyear	459	GS dean, GS Associate dean, 2 GS staff (job order)	114:1
2018			
1st Semester	1704	GS dean, GS Associate dean, 2 GS staff: 1 permanent; 1 casual; 2 job orders	284:1
2nd Semester	1611	GS dean, GS Associate dean, GS staff: 1 permanent; 1 casual; 2 job orders	269:1
Midyear	409	GS dean, GS Associate dean, GS staff: 1 permanent; 1 casual; 2 job orders	
2019			
1st Semester	1708	GS dean, GS Associate dean, GS staff: 1 permanent; 2 casual; 1 job order	285:1
2nd Semester	1540	GS dean, GS Associate dean, GS staff: 1 permanent; 2 casual; 1 job order	257:1
Midyear	142	GS dean, GS Associate dean, GS staff: 1 permanen; 2 casual; 1 job order	
2020			
1st Semester	1166	GS dean, GS Associate dean, GS staff: 1 permanent; 2 casual; 1 job order	194:1

personalized attention, enhanced support, and improved services. Further, a lower student-personnel ratio allows students to maximize the available services. When there are more personnel attending to students' needs, they can be addressed more effectively.

An evaluation conducted by the GS personnel to examine the time taken to assist students during enrollment revealed that the average assistance duration per client is four (4) minutes, aligning with the GS citizen's charter target of providing support within five (5) minutes. However, this calculation excludes waiting and queueing time, which remains time-consuming.

There was a move to streamline enrollment process by hiring additional staff or manpower. In 2018, the GS recalled plantilla position stationed in the Research and Extension office and hired one more Job Order (JO) personnel. In addition, the university converted two personnel from job orders to casual employees, entitling them to benefits conducive to longer tenures. These adjustments are crucial in stabilizing the GS office and contributing to a more seamless and efficient operation. The staffing of the GS was stabilized in 2019. Table 1 reveals that the number of personnel increased between 2016 and 2020.

Financial Resources. The centralized graduate school was provided with an annual budget, as illustrated in Table 2. However, the allocated budget for the GS has not been fully maximized in recent years (2017-2020). Table 2 shows that the actual spending is just half or even less than half of the allotted budget.

A closer examination of the GS budget shows that the actual spending of the centralized graduate school has been primarily directed toward office supplies and salaries for job orders. These expenditures are largely associated with the administrative functioning of the office.

In contrast, budget allocations intended for travel expenses and seminars/training for human development were hardly utilized. The GS staff noted that the underutilization of the seminar/training budget is attributed to the complex procurement process, resulting in fewer requests from Recognized Student Organization (RSOs). This validates a disadvantage of the centralized structure where multiple management layers require more time to approve and accomplish tasks (Vitez, 2019).

As a proposed solution, there was an enhanced collaboration between the GS office/ personnel and the RSOs, particularly in the early stages of the request. It is with the hope that by doing so,

Table 2. Centralized GS Annual Budget and Actual Spending

Year	Annual Budget	Actual Spending
2017	Php 1,674,043.23	Php 480, 273.34
2018	Php 1,877, 273.42	Php 917, 920.31
2019	Php 1,014, 200.00	Php 592, 796.50
2020	Php 628, 400.00	Php 263, 503.58 (until 3 rd quarter only)

the GS office and RSOs can maximize the budget while encouraging human development and continuous learning within the institution. Nevertheless, the RSOs and advisers still find this process tedious. In the words of a former RSO adviser, "It required a lot that made us not rather process it."

Process of a Centralized Graduate School

The process of the centralized graduate school includes admission, registration, examination, and graduation.

Admission. Admission involves the applicant applying to the graduate school, submitting required documents, and undergoing evaluation. The GS staff provides the admission form and checks the submitted requirements. The application is forwarded to the mother college/institute for evaluation and then returned to the GS for approval by the GS dean. Finally, the application is sent to the Office of the University Registrar, which releases the notice of acceptance or notice of result to the applicants. Notice of acceptance is given to applicants who qualified for a degree program; while a notice of result is given to applicants who failed to meet the requirements for a specific program.

Registration. Registration is the inclusion of the student's name in the enrollment roll. The GS staff provides pre-registration forms to students before enrollment. During registration, the GS staff evaluates the enrollment forms and submits them to the colleges/institutes for encoding and releasing of the Certificate of Registration/ Enrollment and Assessment Form (COR/EAF). Once the COR/EAF is received, the student must pay the required fees at the University Cashier.

Examination or Defenses. The Graduate School administers significant examinations/defenses, including the Qualifying Examination (for College of Agriculture doctorate programs only), Comprehensive Examination, Thesis/Dissertation Proposal, and Final Defense.

Notably, the College of Agriculture exclusively administers a qualifying examination for its doctorate programs. This assessment occurs after the first term in the Graduate School, to gauge the student's suitability in the degree program. The comprehensive examination evaluates a student's program knowledge and competency. It is only open to students who have successfully completed all designated coursework with a minimum GWA of 2.0.

A thesis/dissertation involves student-led research supervised by an Adviser and an Advisory Committee (consisting of two members for master's and three members for doctorate). It entails systematic research where students establish research objectives, gather quantitative/qualitative data, analyze, findings, and draw conclusions contributing to a general body of knowledge. The goal is to demonstrate the student's mastery of a specialized field within their discipline and their ability to critically engage with the topic through a scientifically and ethically sound research process. Enrollment in the Thesis/Dissertation Proposal Writing follows after completing 75% of the required coursework. Before the Thesis/Dissertation final defense, students must publicly present and defend their research, scheduled in consultation with the advisory committee, department chairperson, and the college dean/ institute director. Passing the comprehensive examination and public presentation are prerequisites for applying for the final defense.

When a student is qualified to take the comprehensive exam or defend their Thesis/Dissertation Proposal/Final Paper, a form is filled out in coordination with the adviser and panel members. The signed/approved form is then submitted and facilitated by the GS staff. The schedule of the comprehensive exam/defense must be coordinated with the GS staff since they have to abide by deadlines and program the use of limited facilities (i.e. defense rooms and multimedia facilities). For the defense, the GS staff makes sure that a copy of the thesis/dissertation is given to the adviser and panel members a week before the defense to give time for them to read the paper.

After the comprehensive exam/defense, the GS staff will collect the forms signed by the adviser and panel members for review and approval by the GS Associate Dean and GS Dean. The adviser encodes and prints the student's final grade.

One task of the centralized GS is to check on the form and style of students' theses/dissertations before these are presented for proposal and final defense. The GS would also look at other details such as corroboration and coherence. The papers are returned for compliance with suggestions and comments. Students can proceed with the defense only when an approved endorsement from the GS certifies that all suggestions and comments were integrated into the paper. After the defense, the GS will again check the manuscript for form and style. Considering the bulk of students in a centralized set-up, most GS staff work overtime, almost every day. At the same time, most students find this process strict. According to one respondent, "sobrang higpit kahit DS, TS, period, comma, etc., hindi ma-approve ang

thesis." (Thesis approval is too strict even with double space, triple space, period, comma, etc). Further, work piles up, causing slower approval for defense.

Graduation. To be acknowledged as a graduate of BSU Graduate School and to secure official academic records, a student must satisfy all the academic prerequisites outlined in their curriculum's program of study. These prerequisites typically encompass the completion of all coursework units, passing comprehensive examinations or their equivalents, successfully defending the thesis/dissertation, submitting final revised manuscript copies, and fulfilling the program's dissemination and publication requisites. Additionally, the student is required to settle all financial and other obligations to BSU GS and obtain clearance from pertinent offices within the University.

Throughout the graduation procedure, the centralized graduate school staff reminds students to apply for graduation and ensures the submission of any pending requirements to the Office of the University Registrar (OUR). The OUR forwards a list of graduating students the GS. The GS staff reviews the list. Afterward, a GS Academic Council is conducted to sort out some concerns. The list is further endorsed for approval by the Board of Regents (BOR). This thorough process guarantees that only fully qualified students are formally recognized as graduates of the BSU Graduate School.

Benefits Encountered by Stakeholders in the Different Processes.

The respondents have experienced various benefits across different GS processes, which include faster and easier transactions, centralized management, and

accurate and uniform information.

Faster and Easier Transaction. The centralized setup of the GS office greatly facilitated the overall transaction process for the respondents, providing them with ease and convenience when inquiring about information. Respondents likened the experience to "shopping in one store", highlighting the reduced hassle. With this unified process across all courses, students have a single point of interaction, the graduate school office, for all their academic needs and requirements.

The distance between the different colleges and the administrative building even highlights this benefit. Moreover, the centralized GS facilitated a direct and fast way of addressing students' needs and concerns. As one respondent said, "Students know precisely where to go to seek assistance or clarification." This centralized setup ensured the swift resolution of students' concerns, promoting improved communication and facilitating prompt responses to inquiries.

Centralized Management. In a centralized graduate school, the management is centralized, ensuring clarity in the processes and services (Eriksson & Gustavsson, 2013; Cuillier, 2022). All vital information originates from a single office; thereby ensuring consistency and avoiding confusion. This organizational structure has been affirmed by students' feedback, with responses like, "There is only one source of information." Another respondent also remarked, "A centralized GS provides specific processes and standards that fit all graduate students regardless of degree program".

Moreover, the GS dean held decision-making authority, ensuring equal treatment

for all students, regardless of their degree program or college/institute. One of the respondent's statements on having a centralized setup supports this: "It ensured a common standard for all colleges." This centralized management enhanced the coherence of processes and services and underscored the Graduate School's commitment to equitable treatment for every student.

Accurate and Uniform Information. The centralized setup ensured accuracy through uniform policies and guidelines for all colleges/institutes, facilitating a clear process for students and faculty members. Information was easily disseminated, and policies become easily followed due to their uniformity across all colleges/institutes. One respondent highlighted the benefit of shared centralized information, and educational decisions and policies are consistently applied throughout the graduate school programs.

Challenges Encountered by Stakeholders in the Different Processes.

The challenges encountered by the respondents in the centralized Graduate School process include insufficient manpower/ personnel, slower transactions, late information dissemination, and unresponsiveness to the needs and nuances of the different colleges.

Insufficient Manpower/ Personnel. A key challenge faced by a centralized graduate school was the high volume of transactions from students across different offices, particularly during enrollment and deadlines for defense draft submissions. Consequently, the office experienced an influx of students, and due to the limited number of personnel, only a few can be accommodated and assisted. As one

respondent stated, "Since it was centralized, it was expected that all graduate school students from different colleges would be the primary clients. However, it was observed that only a few clerks/staff attended to the needs of the students, indicating the need for additional manpower." The lack of resources and manpower is a weakness of centralization that was also noted in the study of Dorsley et al. (2015).

Slower Transaction. The respondents expressed frustration with the processing of papers and documents in the centralized graduate school, describing it as tedious and tiring. The centralized setup led to a large number of students flocking to the office, resulting in long queues. One respondent remarked, "Processing papers is tedious and tiring because the graduate school office deals with a lot of students, and the office is grounded with papers and people."

During the enrollment period, GS students also faced long queues, despite efforts to reduce them through a "pre-registration period." Students still had to go from one office to another to complete their enrollment, as the signatories of enrollment forms were in the mother college/institute, which was a little far from the GS office. Respondents emphasized the need for improvement in the enrollment processes, stating, "There is a need to improve the enrollment processes," and expressed their desire for better organization to make the process faster. However, they acknowledged that the GS did a commendable job in meeting the needs of students during the pandemic. The GS office was able to take advantage of technological developments especially in the admission and enrollment process considering that the pandemic restricted on-site transactions.

In terms of thesis/dissertation writing, some respondents lamented the time-consuming checking process for thesis or dissertation drafts. The GS office required students to revise their manuscripts multiple times before approval for proposal or final defense. One respondent said, "The checking of the proposal and final paper was too strict, which made us students revise our manuscript many times."

These statements highlight the challenge faced by students due to slower transaction processes, including long queues during enrollment and repetitive revisions for thesis or dissertation drafts. Likewise, this also shows the challenges encountered by GS staff, since they have to check all manuscripts, sometimes not only once or twice but even more. Manuscript checking also becomes a challenge since most of the graduating students bring their manuscripts to be checked at the same time and near the set deadline.

Late Information Dissemination. Respondents expressed concerns about the delayed dissemination of information within the centralized graduate school. Respondents attributed this delay to the hierarchical organizational chart, where information needs to follow a specific chain of command before reaching students.

Therefore, students often receive information late, leading to potential difficulties in planning and decision-making. The need for staff or members to seek approval from higher-level management before making decisions further contributed to the delay, consuming more time to obtain results.

Moreover, the centralized decision-making process, solely vested in higher-level management, has raised concerns among

respondents. They felt that this approach sometimes disregards valuable ideas and opinions from the lower levels of the organization, which can hinder effective communication and hinder the implementation of more innovative and efficient strategies.

Overall, respondents highlighted the need for more streamlined and efficient information dissemination processes within the centralized graduate school to address these challenges and ensure that students receive timely and relevant information for their academic journey.

Unresponsiveness to the Needs and Nuances of the Different Colleges. While a centralized GS office is responsible for overseeing graduate-level programs, admissions, policies, and support services, respondents pointed out that it may not adequately consider the unique needs and nuances of the different colleges or departments within the university.

Given that each college offers different graduate programs with varying specializations, respondents emphasized the importance of tailoring support and policies to align with these diverse programs. Failure to do so may lead to a disconnect between the centralized office's decisions and the actual needs of students and faculty in those programs, potentially resulting in programs that feel out of touch with their goals and objectives.

As some respondents mentioned, there are notable differences in specific needs and concerns among students, especially when comparing courses like Master of Arts in Social Studies to other courses especially those in the sciences or agriculture. This diversity in priorities makes it challenging for a centralized

system to easily address the specific concerns of certain departments.

Moreover, respondents pointed out that some information provided by the GS office lacks specificity regarding different graduate school programs, leading to difficulties in addressing all students' concerns, particularly in the checking of format and style for thesis and dissertations because the checker may not necessarily be adept on that specific field.

Overall, the responses from the respondents shed light on the need for a more tailored and program-specific approach within the centralized GS office to ensure that the unique needs of students and faculty in different colleges or departments are adequately addressed and supported.

The Effectiveness of the Implementation of the Different Processes in a Centralized Graduate School

There were 162 students who were surveyed on the effectiveness of the implementation of the processes of the centralized graduate school. Except for the enrollment process, the respondents perceive that the centralized graduate school is very effective in implementing its functions. Regarding enrollment, the respondents noted a long queue in this process. Table 3 summarizes their responses.

Admission. The admission process of the centralized GS received high ratings from GS students, both in terms of information dissemination (4.12) and facilitation (4.08). To ensure the efficient dissemination of admission-related information, the GS office employed a combination of print and digital platforms.

Table 3. The Effectiveness of the Implementation of the Different Processes in a Centralized Graduate School

	1	%	2	%	3	%	4	%	5	%	Weighted Mean	AR
1. Dissemination of Admission Process information to the graduate school students.	0.00	0.00	5.00	3.05	41.00	25.19	46.00	28.24	70.00	43.51	4.12	VE
2. Facilitation of GS students' admission needs	2.00	1.53	6.00	3.82	35.00	21.37	52.00	32.06	67.00	41.22	4.08	VE
3. Dissemination of Enrollment Process information to the graduate school students	1.00	1.00	5.00	3.05	31.00	19.08	56.00	34.35	69.00	42.75	4.15	VE
4. Facilitation of GS students' enrollment needs.	2.00	1.53	6.00	3.82	43.00	26.72	57.00	35.11	53.00	32.82	3.94	E
5. Dissemination of information to the graduate school students regarding comprehensive examination, proposal, and final defense processes.	1.00	1.00	6.00	3.82	41.00	25.19	47.00	29.01	67.00	41.22	4.06	VE
6. Facilitation of GS students' comprehensive examination, proposal, and final defense processes.	1.00	1.00	5.00	3.05	41.00	25.19	56.00	34.35	59.00	36.64	4.03	VE
7. Dissemination of Graduation Process information to the graduate school students.	0.00	0.00	5.00	3.05	38.00	23.66	56.00	34.35	63.00	38.93	4.09	VE
8. Facilitation of GS students' graduation needs.	0.00	0.00	6.00	3.82	40.00	24.43	51.00	31.30	66.00	40.46	4.08	VE

Legend: 0.00-1.00: Very Ineffective (VI); 1.01-2.00: Ineffective (I); 2.01-3.00: Neither Effective nor Ineffective (NE/NI); 3.01-4.00: Effective (E); 4.01-5.00: Very Effective (VE)

Printed announcements were conspicuously displayed outside the GS office and various colleges/institutes, while brochures and necessary forms for GS-offered courses were made readily available on the BSU Graduate School Page and the official university website.

The availability of information proved highly beneficial, granting students easy access to the essential details they needed. Respondents acknowledged that their needs during the admission process were efficiently addressed. Notably, the GS Facebook page played a significant role in providing helpful announcements and effectively guiding concerned students. Additionally, the GS office actively addressed students' needs and concerns via the GS Facebook page, reducing the necessity for physical visits to the office.

During the pandemic, the GS Facebook page was fully maximized as a crucial communication channel.

While the information dissemination was generally effective, a few respondents mentioned slight delays, attributing it to the organizational structure of the GS. However, once the admission requirements were submitted to the GS office, the process became prompt and well-organized. Students were promptly informed of any lacking documents, through text messages, ensuring a smooth application process. Overall, the admission process demonstrated efficiency and responsiveness, making it a highly effective system for graduate school students.

Enrollment. The enrollment process received high ratings for information

sharing (4.15) and an effective rating for facilitation (3.94) from respondents. This means that information about enrollment was effectively communicated through various platforms, online and offline, such as Facebook, BSU Graduate School Page, BSU Official Page, and Bulletin Boards in colleges/institutes. This strategy ensured that students received timely and accurate information regarding enrollment procedures, deadlines, and requirements.

The respondents appreciated the GS office's innovativeness in using social media and online platforms to their advantage. By adopting a centralized approach to sharing enrollment information, the GS office ensured consistency and reliability in the information conveyed, minimizing the risk of misinformation or confusion among students. Only authorized personnel were designated to handle information dissemination, further guaranteeing accuracy and credibility.

However, the face-to-face enrollment process encountered challenges, primarily due to long queues and waiting time. This aspect was a concern raised by the respondents, as the physical enrollment process could be time-consuming and less efficient during peak enrollment periods.

In response to the pandemic's unprecedented circumstances, the GS office demonstrated adaptability and innovation by transitioning to online enrollment using Google Forms. This shift made the enrollment process more convenient and accessible for students. With the online format, students no longer needed to physically visit the GS office, as they could fill out the necessary forms and wait for their Enrollment and Assessment Form or Certificate of Registration to be sent via mail. To further enhance facilitation during

enrollment periods, some students suggested the need for additional manpower to improve the enrollment experience for all GS students

Overall, the enrollment process demonstrated effective information periods, some improvement is needed to reduce long queues during the facilitation of enrollment.

Examination or Defenses. The dissemination and facilitation of comprehensive/qualifying examinations (for PhD RD and PhD Horticulture only), and proposal and final defenses both received a "very effective" rating with a mean of 4.06 and 4.03, respectively. This means that the GS office utilized effective dissemination methods to keep students well-informed about the calendar of activities for exams and defenses. The calendar was conspicuously displayed on bulletin boards in various colleges/institutes and adapted online platforms during the pandemic, such as Facebook pages and email. Also, the GS office conducted seminars on Form and Style to prepare students for thesis/dissertation submissions, to avoid common errors, and to improve their drafts by following the prescribed form.

Before the drafts could be approved for defense, students needed to follow the calendar of activities for checking the thesis/dissertation drafts. The drafts must be carefully reviewed by the Adviser, the Graduate Program Coordinator, and the Graduate School. Revisions may be required to ensure conformity with the BSU Form and Style. Upon approval of thesis/dissertation drafts by the GS Dean, the GS staff assisted students in scheduling their defense and provided timely reminders. The office had a dedicated bulletin board for defenses and examinations, making important information easily accessible.

The respondents appreciated the well-established process flow, benefiting GS students, and commended personalized communication through text messages, messenger, and email, reinforcing effective information dissemination. The GS staff's attentiveness and commitment to scheduling defenses and facilitating necessary documents were also commended.

Some students found the form and style checking strict of form and style and the time it took for drafts to be checked. Since thesis/dissertation drafts are highly technical, the GS office set a minimum of ten (10) days for the GS to check the drafts under normal work conditions. However, when the GS is fully loaded with drafts, the 10 days allotted time could be lengthened. Because of this, some respondents suggested the need for additional manpower to better accommodate all GS students during thesis/dissertation checking, examinations, and defenses. Despite this, the GS office demonstrated strong organizational skills, earning students' trust and confidence.

In conclusion, the GS office effectively facilitated examinations and defenses through information dissemination and personalized communication. A well-structured process flow supported graduate students throughout their academic journey. The GS staff's dedication and organization contributed to a reliable examination and defense system, ensuring students were well-prepared and supported.

Graduation. Graduation received highly favorable ratings from respondents, with a mean of 4.09 for information dissemination and 4.08 for facilitation. This means that the GS office and the office of the University Registrar (OUR) were able to collaborate to ensure a smooth graduation

process. The OUR posts the deadline for submission of graduation applications based on the academic calendar. Subsequently, the GS office informs students about the application period through various offline and online channels.

Upon submission of applications to the OUR, the GS office is responsible for processing them. In case of any deficiency, the GS office promptly communicates them to students personally, through text messages or emails. This is to ensure that students are aware of any necessary actions. Although some respondents suggested using text messages instead of Facebook Messenger or emails for communication, overall, the information provided by the GS office is considered correct and valuable by the students.

The GS staff actively reminds graduating students to file their applications for graduation, ensuring that deadlines are met. Students appreciated the GS office's dedication and commended their efforts, especially during the challenging times brought about by the pandemic. The timely and effective communication from the GS office has allowed students to submit the necessary documents just in time for graduation.

The Decentralized Graduate School

The Context of a Decentralized Graduate School.

After conscientious planning and consideration, the University academic sector implemented the transfer of the GS office functions to the different colleges/academic institutes. The decentralized graduate school was implemented in January 2021, under a new University President who was proclaimed in

Table 4. GS Coordinator ETL at the Onset of a Decentralized Graduate School

College	Number of Graduate Program	Number of Personnel (GS Coordinator and Staff)	ETL of GS Coordinator
College of Agriculture	12	1 GS Coordinator and 1 GS staff	9 units ETL
College of Arts and Sciences	9	1GS Coordinator and 1 GS Staff	9 units ETL
College of Teacher Education	5	1GS Coordinator and 1 GS Staff	9 untis ETL
College of Public Administration	3	1 GS Coordinator	6 units ETL
College of Home Economics and Technology	2	1 GS Coordinator	3 units ETL
College of Human Kinetics	2	1 GS Coordinator	3 units ETL
College of Engineering	1	1 GS Coordinator	3 units ETL
College of Forestry	1	1 GS Coordinator	3 units ETL

November 2020. A central point of this paradigm shift includes the reimagining of organizational dynamics and power structures within the realm of graduate education. No longer confined within a centralized GS office, the GS/AdS finds itself intricately connected to the university's diverse colleges/academic institutes. This decentralization reflects a strategic imperative to foster interdisciplinary collaboration, enhance academic autonomy, and cultivate a culture of innovation and excellence across disciplinary boundaries.

Organizational Structure. Instead of having a centralized GS Office, the decentralized structure of the GS started with the appointment of AdS coordinators per college. The coordinators, under the supervision of the College Dean, serve as key players in collaboration, communication, and coordination of AdS activities. Their degree of understanding of particular discipline/department and pedagogical imperatives enables them to tailor AdS programs and activities to the unique needs and aspirations of faculty and students

within their college.

At the onset, 8 graduate school coordinators were designated for 8 Colleges offering graduate studies. Stated in their appointment are their functions, which are similar tasks of the centralized GS dean. They were given 3-9 units equivalent teaching load (ETL), depending on the number of graduate school programs handled by the college. GS coordinators with 5 or more graduate programs were given 9 units ETL; those with 3-4 graduate programs were given 6 units ETL; while those with 1-2 programs were given 3 units ETL. GS coordinators with 9 units ETL are in Vacation Sick Leave (VSL) status, which means that they are to report to work year-round, compared to a regular faculty member in Teacher's Leave (TL) status who is on leave during midyear and Christmas break. For colleges with GS coordinators who are in TL status, the department chairs attend to the graduate school needs when the GS Coordinator is on leave. Service credits can also be given to the GS Coordinators in TL status if they report during midyear or Christmas break. Since

Ads course are scheduled every Saturday for the first and second semesters of the school year, students would be visiting the Ads office on Saturdays. To better serve the students, Ads coordinators are given an option of having overtime or apply for flexible time during Saturdays during the work week.

Seemingly, the graduate school ETL allocation is not commensurate with the GS programs handled by the college. The College of Agriculture with 12 programs, the College of Arts and Sciences with 9 programs and the College of Teacher Education with 5 programs allocated the same 9 units ETL for the GS Coordinator. However, though there are more programs in the College of Agriculture, more students are enrolled in the College of Arts and Sciences and College of Teacher Education.

In 2021, three (3) GS programs were added to the College of Arts and Sciences; while one (1) program was added to the College of Teacher Education. At the same time, the Master of Arts in Library Science was approved for the College of Information Science, thereby designating 1 GS Coordinator for the College.

In 2022, the College of Arts and Sciences split into 4 Colleges: College of Arts and Humanities, College of Natural Sciences, College of Numeracy and Applied Sciences and College of Social Sciences. Four GS Coordinators were designated for each college and the GS staff item was given to the College of Natural Sciences.

Also in 2022, the GS was renamed Advanced Studies (AdS). A Manual of Operations was developed and was a

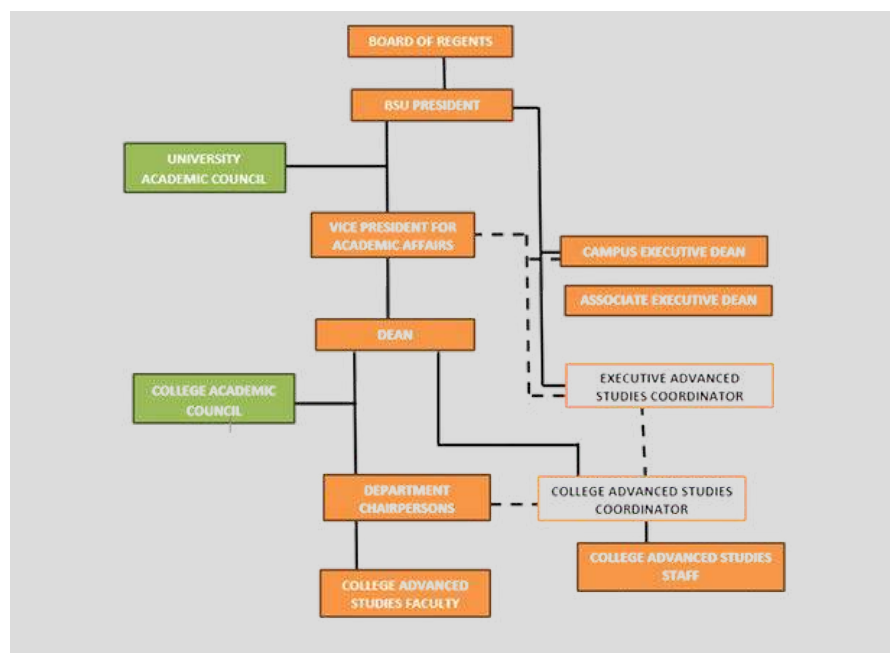


Figure 2. Organizational Structure of Advanced Studies. Source: Manual of Operations for Advanced Studies, 2022.

collective effort of all AdS coordinators. In here, the functions of the GS coordinator, now known as AdS Coordinator, the dean and the department chairs were identified. The AdS coordinator and the department chairperson coordinate with the college dean to facilitate AdS activities. The idea that the AdS coordinator, department chair and dean are working together is ideal; however, roles were not well-defined; leading to overlapping functions and confusion about who owns responsibilities.

Organizational Chart. An organizational chart (see Figure 2) established the hierarchy in Advanced Studies. The AdS Coordinator is under the dean of the college and an executive AdS coordinator, who are both under the Office of the Vice President

for Academic Affairs. The AdS executive coordinator takes charge of the financial matters and business programs including the School of Advance Studies, while the College of Dean acts as the chair of the College Academic Council.

In school year 2022-2023, an executive AdS coordinator was designated. During this time, some activities gathered all AdS coordinators and meetings that were regularly conducted for the improvement of the AdS. However, with overwhelming tasks in 2 designations, also being the dean of a college, she gave up her designation as executive AdS Coordinator. There was no new designee for this position in school year 2023-2024; hence, the Vice President for Academic Affairs became the direct head of

Table 5. Advance Studies. Student-Personnel Ratio

Year	Number of Enrollees	Number of Personnel	Student-Personnel Ratio (based on number of personnel)	Student-Personnel Ratio (based on ETL)
2020				
2nd Semester	1, 280	8 GS Coordinator, 3 GS staff,	117:1	256:1
Midyear	189	8 GS Coordinator, 3 GS staff,		
2021				
1st Semester	1,826	9 GS Coordinator, 3 GS staff	153:1	365:1
2nd Semester	1,567	9 GS Coordinator, 3 GS staff	131:1	313:1
Midyear	459	9 GS Coordinator, 3 GS staff	114:1	
2022				
1st Semester	1,810	12 GS Coordinator, 3 GS staff	121:1	302:1
2nd Semester	1,582	12 GS Coordinator, 3 GS staff	106:1	264:1
Midyear	529	12 GS Coordinator, 3 GS staff		
2023				
1st Semester	1,557	12 GS Coordinator, 3 GS staff	104:1	260:1
2nd Semester	1,603	12 GS Coordinator, 3 GS staff	107:1	267
Midyear	416	12 GS Coordinator, 3 GS staff		

the AdS Coordinators.

The chart shows more top managers - the dean the executive AdS Coordinator, and the Vice President for Academic Affairs. Decentralization does not indicate the absence of top managers but the handing down of decisions to the lower levels. There is greater flexibility in decentralization because decisions can be made based on different conditions and environments. (Alamsa and Rasyid, 2019).

The structure of the decentralized graduate school facilitates the decision-making of the AdS coordinators on daily routines and processes. This includes decisions in the use of an online or face-to-face platform for enrollment; schedule and room utilization of defense and comprehensive examination and readiness of manuscript in terms of form and style for defense. Decisions as to curricular changes, course offerings and course facilitators are coordinated with the College and the

department where the program belongs; while policy decisions still belong to top management.

VMGO. The Vision, Mission, Goals and Objectives of the decentralized graduate school is the same with the University VMGO and the College's goals and objectives. This allowed uniformity of goals and cooperation in meeting college goals. By embracing this vision, mission, and set of goals and objectives, the decentralized AdS programs aspire to cultivate a dynamic and inclusive learning community that empowers students and faculty to thrive as leaders, scholars, and global citizens.

Relevance to the needs of the stakeholders. 158 students perceive the decentralized advanced studies as relevant (3.86) in terms of achieving a graduate degree. This is lower than the rating of the relevance of a centralized graduate school. According to one respondent, "There was no consultation or reason that justified the

Table 6. Decentralized GS Annual Budget and Actual Spending

College with AdS	2021		2022		2023	
	Allocation	Expenditure	Allocation	Expenditure	Allocation	Expenditure
CA	2,284,000	2,284,000	1,224,220	1,224,220	200,900	200,900
CAS	1,502,000	1,502,000	-	-		
CAH	-	-	896,200	896,200	186,550	186,550
CF	487,000	487,000	447,880	447,880	14,350	14,350
CHET	898,000	898,000	985,820	985,820	143,500	143,500
CHK	361,000	361,000	382,320	382,320	86,100	86,100
CIS	306,000	306,000	382,320	382,320	43,050	43,050
CNAS	-	-	537,720	537,720	172,200	172,200
CNS	-	-	537,720	537,720	57,400	57,400
CPAG	302,000	302,000	382,320	382,320	157,850	157,850
CSS	-	-	573,480	573,480	86,100	86,100
CTE	2,090,000	2,090,000	1,051,380	1,051,380	287,000	287,000
Total	8,230,000	8,230,000	7,401,380	7,401,380	1,435,000	1,435,000

Note: CAS is composed of CAH, CNAS, CNS, and CSS

change of a centralized to a decentralized structure." The time of data gathering was also the transition stage where many changes were happening; and adjustments were needed; but at the same time, information dissemination was slow and sometimes confusing.

Inputs of the Decentralized Graduate School

Human Resources. As mentioned earlier, only three colleges were provided with a graduate school staff who are from the centralized GS. Their knowledge, skills and familiarity of the GS processes added to the facilitation of a new college-based graduate school. However, shortly after, they found other employment and were replaced by new employees. Table 6 shows the student-personnel ratio of the decentralized AdS. The addition in the number of GS coordinators were due to the approval of a GS program in the College of Information Sciences (CIS) in 2021 and the split up of the College of Arts and Sciences into 4 colleges in 2022. The transition towards a decentralized AdS necessitated a comprehensive re-evaluation of the input essentials for its successful implementation. At the forefront of this endeavor was the cultivation of communication channels and collaborative frameworks across the university's diverse colleges. Establishing clear lines of communication between AdS coordinator college deans, faculty member, and administrative entities became imperative to ensure alignment of objectives, facilitate resource allocation, and foster a culture of share governance.

Extended duties and worktime. Based on ETL, AdS coordinators with 3 units are to carry their functions for only 3 hours a week; those with 6 units, 6 hours a week;

while those with 9 units, 9 hours a week. Those with 3-6 units ETL are also not obliged to come to work during midyear and Christmas break. However, they extend their worktime to get their tasks done, especially during enrollment period which is scheduled in the midyear and Christmas break.

Also, from time and time again, they attend to queries, facilitate evaluation of admission, check manuscripts, schedule, and facilitate examinations, send out online communications and organize documents or records among others. According to an AdS coordinator who had been given several designations in the past, "The task is heavier compared to other designations. Checking manuscripts alone consumes much time and eats up the time we are to use for checking papers of our classes."

Another AdS Coordinator described the bulk of work and the help they get from other faculty in the college, "Agrurutap ti trabaho, (the work piles up) especially that enrollment was also transferred to the colleges, "sa case pa namin na konti ang permanent", (in our case, we have a few permanent faculty members), designations are on concurrent capacity. The good thing is willing ang mga COS na tumulong (faculty members under contract of service are willing to help) even beyond their contract period." The work of an AdS coordinator could be overwhelming that extra hands are needed to get the tasks done.

Financial Resources. The annual budget for the decentralized advanced studies is incorporated into the National Expenditure Program (NEP), with allocations based on the number of enrollees in specific colleges. Table 6 summarizes the annual budget for

each college with advanced studies. It is evident from the table that the budget allocated to these colleges has declined from 2021 and 2022 to 2023, subsequently affecting the funds available for Advanced Studies.

The allocation covers a range of expenses, including travel, office supplies, accountable forms, fuel, oils and lubricants, other supplies and materials, postage, telephone/mobile expenses, cable, satellite, telegraph and radio expenses, membership dues and contributions to organizations, printing and binding, repair and maintenance of buildings and other structures, and repair and maintenance of machinery and equipment.

Cuiller (2022) noted that a decentralized graduate school tends to be more costly due to the need to distribute more resources to individual units. However, the budget allocated for the decentralized Graduate School (GS) is significantly lower than that of the centralized GS. Despite this, it appears that the allocated budget in the college-based GS has been fully utilized. This is because, given the limited budget, the colleges can fully maximize their resources.

With advanced studies now integrated into various colleges, the procurement of supplies follows the college's Project Procurement Management Plan (PPMP). Consequently, the availability of supplies depends on the individual college's budget. This decentralized approach requires careful budget management to ensure all necessary resources are adequately provided across the different colleges.

Process of a Decentralized Graduate School

The processes of the decentralized GS are the same as that of the centralized GS, this includes admission and registration, examination, and graduation.

Admission. The same admission policy is implemented in the decentralized GS. The applicant is given the admission form, which they fill out and submit to the AdS coordinator in the college where the graduate program is offered. The AdS coordinators, operating under their respective deans, play a pivotal role in overseeing the admission process within their graduate program offering. The coordinator checks the application form including the other required documents, then evaluates the application in coordination with the department chairperson and the college dean. After the approval of the application, it is sent to the OUR for the preparation and release of NOA.

Registration. The AdS coordinators serve as point person, guiding students through program requirements, course selection, and registration. During the set schedule for enrollment, the students proceed to the AdS Coordinator to get and fill out the Pre-Registration form. Then, the student proceeds to the college dean's office for the Certificate of Registration/Enrollment and Assessment form (COR/EAF). Subsequently, the registration details are encoded in the Student, Information and Accounting System (SIAS). For old students, they proceed to the cashier's office for payment then to the dean's office for the validation of their school ID. On the other hand, new students proceed to the cashier's office then to the OUR for their school ID processing.

Table 7. The Effectiveness of the Implementation of the Processes of the Decentralized Graduate School

	1	%	2	%	3	%	4	%	5	%	Weighted Mean	AR
1. Dissemination of Admission Process information to the graduate school students.	2	1.57	4	2.36	19	11.81	45	28.35	88	55.91	4.35	VE
2. Facilitation of GS students' admission needs	2	1.57	5	3.15	21	13.39	41	25.98	88	55.91	4.32	VE
3. Dissemination of Enrollment Process information to the graduate school students	1	0.79	5	3.15	21	13.39	47	29.92	83	52.76	4.31	VE
4. Facilitation of GS students' enrollment needs.	2	1.57	2	1.57	15	9.45	57	36.22	81	51.18	4.34	VE
5. Dissemination of information to the graduate school students regarding comprehensive examination, proposal, and final defense processes.	4	2.36	4	2.36	20	12.60	50	31.50	81	51.18	4.27	VE
6. Facilitation of GS students' comprehensive examination, proposal, and final defense processes.	2	1.57	4	2.36	29	18.11	46	29.13	77	48.82	4.21	VE
7. Dissemination of Graduation Process information to the graduate school students.	4	2.36	4	2.36	25	15.75	50	31.50	76	48.03	4.21	VE
8. Facilitation of GS students' graduation needs.	4	2.36	5	3.15	22	14.17	52	33.07	75	47.24	4.20	VE

Legend: 0.00-1.00: Very Ineffective (VI); 1.01-2.00: Ineffective (I); 2.01-3.00: Neither Effective nor Ineffective (NE/NI); 3.01-4.00: Effective (E); 4.01-5.00: Very Effective (VE)

Examination or Defenses. The decentralized AdS facilitates thesis/dissertation proposal development & defense, and comprehensive examination administration. AdS coordinators, in close collaboration with faculty members and advisory committees, oversee the formulation and refinement of research proposals, ensuring alignment with the thesis/dissertation BSU format. Comprehensive examinations, designed to assess students' mastery of program content and research methodologies, are administered within the individual colleges. The schedule and conduct of the comprehensive/qualifying exam and thesis/dissertation defense are facilitated by the AdS Coordinator, including the preparation of venue and the multimedia facilities needed.

Graduation. The Advanced Studies culminates in the decentralized graduation

process, methodically facilitated by the college AdS coordinator. A list of graduates is forwarded from the OUR to the colleges for evaluation. The college, through the Academic Council approves the list of graduates and endorses it to the University Academic Council for endorsement to the Board of Regents' approval.

The Effectiveness of the Implementation of the Different Processes in a Centralized Graduate School

There were 158 students who were surveyed on the effectiveness of the implementation of the processes of the decentralized graduate school. Table 7 shows their responses.

Admission. The admission process of the decentralized Graduate School (GS) received a "very effective" rating from students, with a score of 4.35 for

information dissemination and 4.32 for facilitation. To ensure efficient dissemination of admission-related information, the college-based GS office used a combination of print and digital platforms. Printed announcements were prominently displayed outside their offices and on their respective Facebook pages. An innovation made by the colleges is using private Facebook groups, where all announcements are posted for enrolled students to see. Additionally, the staff in charge provides all necessary information directly to students.

While information dissemination was generally effective, a few respondents mentioned confusion about the locations of the colleges, especially with the addition of many colleges without physical buildings. This often leads to confusion between GS and the Open University (OU).

Enrollment. The enrollment process received “very effective” ratings for both information sharing (4.31) and facilitation (4.34) from respondents. Enrollment information was likely communicated through print and digital platforms, such as Facebook, the BSU Official Page, and bulletin boards in colleges/institutes. The Facebook groups were particularly effective in disseminating and facilitating enrollment information, including updates on the release of the Certificate of Registration/Enrollment and Assessment Form. This strategy ensured that students received timely and accurate information regarding enrollment procedures, deadlines, and requirements.

Since the transition to a decentralized system occurred during the pandemic, some respondents could not determine whether there had been a change in the setup. They

Table 8. The Effectiveness of the Implementation of the Processes of the Centralized Graduate School by Students Who Experienced both Centralized and decentralized GS

	1	%	2	%	3	%	4	%	5	%	Weighted Mean	AR
1. Dissemination of Admission Process information to the graduate school students.	0	0.00	4	3.70	27	27.16	23	23.46	46	45.68	4.11	VE
2. Facilitation of GS students' admission needs	1	1.23	4	3.70	25	24.69	27	27.16	43	43.21	4.07	VE
3. Dissemination of Enrollment Process information to the graduate school students	0	0.00	4	3.70	22	22.22	30	29.63	44	44.44	4.15	VE
4. Facilitation of GS students' enrollment needs.	2	2.47	4	3.70	27	27.16	36	35.80	31	30.86	3.89	VE
5. Dissemination of information to the graduate school students regarding comprehensive examination, proposal, and final defense processes.	0	0.00	6	6.17	26	25.93	23	23.46	44	44.44	4.06	VE
6. Facilitation of GS students' comprehensive examination, proposal, and final defense processes.	1	1.23	5	4.94	25	24.69	31	30.86	38	38.27	4.00	VE
7. Dissemination of Graduation Process information to the graduate school students.	0	0.00	2	2.47	23	23.46	32	32.10	42	41.98	4.14	VE
8. Facilitation of GS students' graduation needs.	0	0.00	4	3.70	25	24.69	27	27.16	44	44.44	4.12	VE

Legend: 0.00-1.00: Very Ineffective (VI); 1.01-2.00: Ineffective (I); 2.01-3.00: Neither Effective nor Ineffective (NE/NI); 3.01-4.00: Effective (E); 4.01-5.00: Very Effective (VE)

mentioned that the process seemed the same. Even with the “very effective” rating, some respondents mentioned their concern about the lack of uniform policies across various colleges. Since the colleges had different ways/strategies of implementing policies/guidelines, students from different programs could not easily share information.

Examination or Defenses. The dissemination and facilitation of comprehensive/qualifying examinations (for PhD RD and PhD Horticulture only), and proposal and final defenses received “very effective” ratings, with means of 4.27 and 4.21, respectively. This indicates that the college-based GS office has used effective methods to keep students informed about the calendar of activities for exams and defenses. The calendar was prominently displayed on bulletin boards in various colleges/institutes and adapted for online platforms during the pandemic, such as Facebook pages, groups, and email.

Compared to the centralized setup, some students found the form and style checking in the decentralized setup less strict due to the lower number of students to accommodate. Additionally, students mentioned that advisers and panel members are more readily accessible in the decentralized setup. However, since most of the respondents were surveyed during the transition period, responses varied, with some colleges performing effectively in this area while others were still learning the process. One respondent suggested implementing a uniform policy for all colleges to follow.

Graduation. Graduation received very effective ratings from respondents, with a mean of 4.21 for information dissemination and 4.20 for facilitation. This suggests that the college-based GS office and the office of

the University Registrar (OUR) were able to collaborate effectively to ensure a smooth graduation process. However, most students have not yet reached the graduation stage, which might explain the ratings. In terms of dissemination, posts regarding the submission of graduation applications were made on various offline and online channels.

The Benefits Encountered by the Respondents in the Different Processes

A decentralized AdS offers several advantages, including faster and more efficient process, direct communication and access to information, and improved student services.

Faster and more efficient process. In a decentralized setup, there are lesser students to be accommodated which leads to faster and smoother transactions. The processes are free from scrutiny from various offices, making it more efficient and convenient for students.

Direct communication and access to information. Information is directly disseminated in their own college. Moreover, concerns or issues are referred directly to the concerned office. According to an AdS coordinator, “walang pasa-pasa” (You do not get referred from one office to another). Thus, concerns are immediately being resolved.

Improved Student Services. The delivery of student services is more efficient in a decentralized set up because faculty members and support staff are present in the college where the student is enrolled in. This makes it easier for students to ask for assistance and expertise. Moreover, decentralization allows a greater focus on the college programs and specialization without trying to blend with other

Table 9. The Effectiveness of the Implementation of the Processes of the Decentralized Graduate School by Students Who Experienced both Centralized and Decentralized GS

	1	%	2	%	3	%	4	%	5	%	Weighted Mean	AR
1. Dissemination of Admission Process information to the graduate school students.	2	2.47	4	3.70	11	11.11	27	27.16	56	55.56	4.30	VE
2. Facilitation of GS students' admission needs	2	2.47	4	3.70	15	14.81	25	24.69	54	54.32	4.25	VE
3. Dissemination of Enrollment Process information to the graduate school students	1	1.23	4	3.70	16	16.05	28	28.40	51	50.62	4.23	VE
4. Facilitation of GS students' enrollment needs.	2	2.47	1	1.23	10	9.88	35	34.57	52	51.85	4.32	VE
5. Dissemination of information to the graduate school students regarding comprehensive examination, proposal, and final defense processes.	2	2.47	4	3.70	15	14.81	26	25.93	53	53.09	4.23	VE
6. Facilitation of GS students' comprehensive examination, proposal, and final defense processes.	1	1.23	2	2.47	19	18.52	26	25.93	52	51.85	4.25	VE
7. Dissemination of Graduation Process information to the graduate school students.	2	2.47	4	3.70	21	20.99	26	25.93	47	46.91	4.11	VE
8. Facilitation of GS students' graduation needs.	2	2.47	4	4.94	16	16.05	28	28.40	48	48.15	4.15	VE

Legend: 0.00-1.00: Very Ineffective (VI); 1.01-2.00: Ineffective (I); 2.01-3.00: Neither Effective nor Ineffective (NE/NI); 3.01-4.00: Effective (E); 4.01-5.00: Very Effective (VE)

programs. This leads to a more personalized support and creates a sense of belongingness to the college. Sometimes, colleges can come up with guidelines applicable to the program.

Challenges of a Decentralized Graduate School

The following are the challenges encountered by the respondent in a decentralized set up.

Information Dissemination Gaps. Information is not properly disseminated, leading to confusion among students. There is a lack of clear and consistent communication, especially regarding enrollment options and course availability. Students have difficulty accessing necessary information, particularly when it involves coordination with other colleges.

Confusing Policy and Process. The transition phase has led to uncertainties about policies and procedures. Students and staff are still learning new processes, which can cause delays and misunderstandings. There is a lack of uniformity in policies, with different colleges having their systems, creating further confusion for students.

Administrative and Coordination Challenges. Given that there are 10 colleges with graduate studies programs, there also needs to be 10 staff. Currently, only the three (3) big colleges have support staff, other colleges do not have their staff. They rely solely on the Advance Studies Coordinator. Coordination between various units can be problematic, with no central authority to streamline processes. The absence of physical building for each college and a uniform online presence

complicates the dissemination of information. While some students report positive experiences with attentive and helpful college staff, others face significant challenges. The decentralized nature of the graduate school experience varies depending on the college/degree program. Confusion about where to inquire and find decentralized offices adds to the stress of the process.

A Change Evaluation of the Decentralized Graduate School Context Change Evaluation.

Change in structure. The structure of the decentralized advanced studies facilitated the same decision-making arrangement with the centralized graduate school, except for policy decisions where these are convened with AdS coordinators from the different colleges. Decisions as to daily processes and routines, as well as curricular changes and offerings are faster in a decentralized AdS but it takes a longer period of time to decide on major decisions such as policy. This is common to a decentralized structure where different opinions of multiple individuals make it difficult to arrive at a consensus (Vitaez, 2019).

Relevance of the change to the needs of the stakeholders. 158 students were asked to rate the relevance of the decentralized graduate school in terms of achieving a graduate degree. They perceive the decentralized graduate school as relevant (3.86). Compared to the centralized GS, the decentralized GS shows to be less relevant to the respondents. There were lapses during the transition period that contributed to this response; at the same time, there were so many changes that happened causing a longer transition time. Changes include the implementation of the

CHED Memorandum Order (CMO) 15, s.2016. The respondents experienced changing curricula and policies that have caused delays and confusion in the processes.

Input Change Evaluation.

A decentralized structure is said to be more labor-costly (Cuillier, 2022) because more employees are needed to run individual units or in the case of BSU, colleges. However, it is a different case in BSU.

Number of employees. Although there are more employees in the decentralized AdS as shown in Table 6, the AdS coordinators are not full-time. They are faculty members who were given equivalent teaching load (ETL) as coordinators. A faculty member is given a full teaching load of 21 units. ETL units, even to designees, are added as part of their workload.

Table 5 shows that there is a total of 45 ETL units given to coordinators which is equivalent to two faculty members at the onset of the decentralized GS. With the addition of a master's degree program in CIS, 3 units ETL was given to an AdS Coordinator; hence a total of 48 ETL units, but still equivalent to 2 faculty members in 2021. With the split up of the College of Arts and Sciences into four colleges, three AdS coordinators were given 6 units ETL each; while one coordinator was given 3 units. There is now a total of 60 ETL units or equivalent to 3 faculty members.

In the school year 2023-2024, there shows to be the same number of personnel in the centralized GS and the decentralized AdS, despite additional programs and an additional number of students enrolled in the latter. This affects the student-personnel

Table 10. Duration of Admission Process

Process	Service	Duration (Centralized GS)	Duration (Decentralized AdS)
Admission	Receiving of Documents	2 minutes	5 minutes
	Checking of completeness of forms and attachments and endorsement of the application to the department where the student intends to enroll	3 minutes	10 minutes
	Evaluation of application by the college/department	2-10 days	3-5 days
	Endorsement of the application forms to the deans approval	1-3 days	1-3 days
	Submission of documents to the OUR for appropriate action	within the day upon approval	1-3 days
Total days/hours		3-13 days and 5 minutes	5-11 days and 15 minutes

ratio. A small student-personnel ratio, achieved in decentralization is said to be beneficial because of increased attention, support, and improved services (Nurabadi et al., 2020). In the case of BSU, there still shows a higher student-personnel ratio in a decentralized set-up.

Additional workforce from other college designees. As shown in the organizational chart of the decentralized AdS, the coordinators work hand-in-hand with department chairs and college deans in the facilitation of its processes. Though department chairs and college deans coordinate with the GS Dean in the centralized graduate school, their roles in the decentralized AdS had become more elaborate. They were given additional functions which are not previously part of their duties and responsibilities.

Labor Cost and Time. Decentralization

allowed less labor cost but the labor time for the coordinators is heavy. There is also a perceived pressure on the shoulders of coordinators and as explained by one AdS coordinator, “There is an expectation that we are to fulfill all tasks that were done before by the centralized graduate school. Others also compare us with the GS coordinators of other universities who are working full-time. That is why, I feel that I must do my tasks, efficiently as they did.”

The organizational chart if a decentralized setup shows an AdS staff for every AdS unit but there are only 3 AdS units who were provided with an AdS staff. Tasks are overwhelming without a staff because of the many processes in an AdS unit that should be facilitated by the coordinator. It is also overwhelming for a college with more programs and students, even with the help of one AdS staff.

Table 11. Duration of Registration Process

Process	Service	Duration (Centralized GS)	Duration (Decentralized AdS)
Registration	Get the evaluation slip and pull-out students folder	10-15 minutes	5-10 minutes
	Go to college for signing of the department chair	10-20 minutes	5-10 minutes
	Put initial before the name of the dean	2 minutes	2 minutes
	Approval of the Pre-registration form	5 minutes	5 minutes
	Proceed to college for the encoding of subjects and printing of enrolment/assessment form	20 minutes	20 minutes
	For SCHOLARS - Proceed to OSS then to cashier	20 minutes	20 minutes
	For NON-SCHOLARS - proceed to cashier		
Total days/hours		3-13 days and 5 minutes	5-11 days and 15 minutes

Source: Centralized GS and Decentralized AdS Citizen's Charter

because of bulk of work that they have to attend to.

Financial Resources. Cuillier (2022) explained that a decentralized setup is more costly because there are more resources distributed to individual units. On the contrary, the budget allocated for the decentralized AdS is way lower than the budget of the centralized GS (Table 2 and 7). The funds are part of the College fund which is provided based on the number of enrollees in the college. In other words, the funds are shared with the college, unlike before when this was exclusive to the centralized GS.

Both centralized and decentralized ADs

allocated the budget mostly to supplies. The budget for a centralized GS has not been fully utilized; while the budget for the decentralized AdS seems to be maximized because it is lower. It cannot be determined whether the budget allocated for the decentralized AdS is enough because there is no clear-cut allocation between the college and the AdS. On the other hand, in the centralized GS, the funds are not maximized because of the rigid process of acquiring the service or item that the funds are intended for. One respondent explained, “The budget in the centralized structure is higher but we cannot use all of it because there are a lot of requirements which are difficult to process”.

Process Change Evaluation

Though the processes of the decentralized GS are the same as those of the centralized GS, the duration of the processes is slightly different.

Admission. There is no difference in the admission process of the centralized GS and the decentralized AdS. Those who experience both centralized and decentralized setups also rated this process as very effective (Table 8 and Table 9). However, the process duration is longer in a centralized GS, as the application evaluation by the college/ department is shortened to 3-5 days, compared to 2-10 days (Table 10).

Registration. The registration process of the decentralized AdS is the same with the centralized GS (Table 12). Those who experienced both centralized and decentralized setups rated this process in the centralized graduate school as effective (3.89) while this was rated very effective (4.32) in a decentralized AdS (Table 9 and Table 10). Similar to the admission process the duration of the registration in the decentralized AdS is shorter because of the proximity of signatories and the fewer students that are now attended in the colleges. This further led to fewer queues and more efficient implementation.

Examination. The process for proposal

Table 12. Application for Proposal defense/Final Defense (Masters/PhD)

Process	Service	Duration (Centralized GS)	Duration (Decentralized AdS)
Defense	1. Accept and check if it is duly signed/endorsed by the thesis adviser		
	<u>Signed?</u> - accept and mark as first draft	2 minutes	30 minutes
	<u>Not signed?</u> - return to students		
	2. Checking of forms and style of the draft	3-5 days (depends on the volume of drafts being accepted)	3-5 days
	3. WHEN APPROVED - notify the student that the draft is being approved and prepare for proposal defense	40 minutes	1 day
	WHEN NOT APPROVED -return to student for revision and incorporate the comments then repeat step 1-3	3-5 days and 42 minutes	3-6 days and 30 minutes
Total days/hours		3-5 days and 42 min	3-6 days and 30 min

and final defense application in a decentralized AdS is the same as the centralized GS. The process duration in a centralized GS seems shorter as it takes a day longer to notify the students of the approved/ disapproved draft in a decentralized AdS; however, the checking of form and style in the centralized GS could take longer depending on the volume of drafts accepted. This is often the cause of delay in the application for defense in the centralized GS. Nevertheless, those who experienced both the centralized GS and the decentralized AdS rated this process as very effective (Table 8 and Table 9).

Comprehensive Examination. The process in application for Comprehensive Examination in the decentralized Ads is the

same as with centralized GS. Those who experience both centralized and decentralized setups also rated this process as very effective (Table 8 and Table 9). The frontline service or the checking and signing of forms by adviser and panel members is shortened to 30 minutes, in comparison to 1-2 days in the centralized GS. Again, this is due to the proximity of advisers and panel members in the college who sign and approve the examination forms.

Graduation. The process in application for graduation in the decentralized AdS is the same as with centralized GS and is rated very effective (Table 9 and Table 10) by those who experienced both the

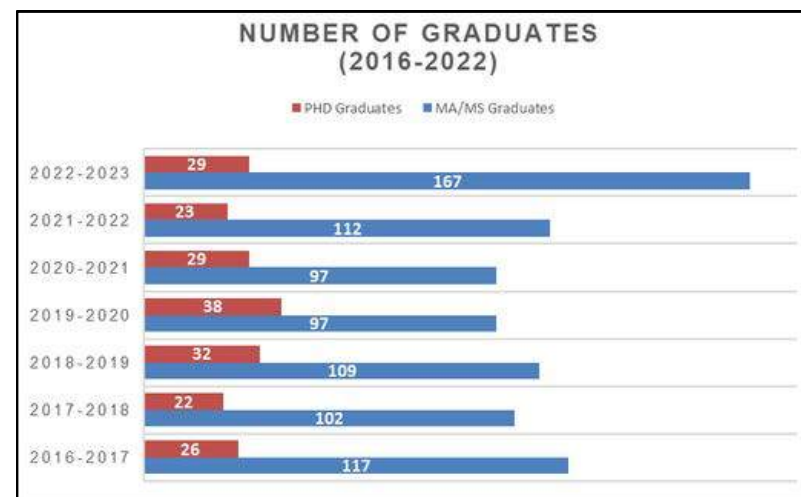


Figure 3. Graduates from SY 2016-2017 to SY 2022-2023

Time pressure motivated the students to finish their degrees; but at the same time, a less rigid procedure in final defense examination, checking of manuscripts and retention policies in the decentralized Ads facilitated these. As one key informant said "We were able to facilitate the approval

of thesis, unlike before "na sobrang higpit" (it is too strict). Another respondent adds, "The decision-making is more personalized and considerate."

A Comparison of the Effectiveness of the Centralized GS and Decentralized AdS

Table 14 is a comparison of the effectiveness of the centralized GS and the Decentralized AdS. The responses came from 162 students who graduated under the centralized GS and 158 students who enrolled in the decentralized ADs. It shows that there no significant differences in the information dissemination of enrollment, examination and graduation and the facilitation of needs in admission, examination and graduation in the centralized GS and the decentralized AdS. However, there is a significant difference in the information dissemination of admission and the facilitation of needs in admission and enrollment.

Table 15 shows a comparison of the effectiveness of the centralized GS and the both the centralized and decentralized

structure. There is however a significant increase in the number of graduates in the decentralized AdS.

The centralized graduate school (SY 2016-2017 to 2020-2021) has an average of 136 graduates per year, while the decentralized AdS (2021-2022, 2022-2023) has an average of 166 graduates (Figure 3).

This increase may be attributed to the implementation of the CMO 19 series of 2015 which requires a curricular change in advanced studies programs. As a result, all students in the old curriculum were given a time frame to finish their graduate program; otherwise, their curriculum would be converted to a new one. Decentralized AdS. The responses came from 100 students who experienced both the centralized GS and the decentralized AdS. It shows that among all the processes in the centralized GS and the decentralized AdS, only the facilitation

Table 13. Application for Comprehensive Examination

Process	Service	Duration (Centralized GS)	Duration (Decentralized AdS)
Comprehensive Examination	1. Check if its duly signed by the adviser and panel members	1-2 days	30 minutes-day
	<u>Complete?</u> Proceed to step 2 <u>Incomplete?</u> Return to the students		
	2. Put in the calendar the tentative schedule		
	- Notify the students about the fees to be collected	5 minutes	5-10 minutes
	NON-FRONTLINE SERVICE		
	3. Submit to OUR for evaluation (the student should complete all academic requirements)		
	<u>Complete?</u> return to GS with remarks that the student has completed academic requirements	7-10 days	7-10 days
	<u>Incomplete?</u> Return to GS with remarks of the incomplete requirements		
Total days and hours		8-12 days and 5 minutes	7-11 days and 5-40 minutes

of enrollment needs is significantly different. The decentralized AdS that handle a smaller number of students is perceived to be more effective in this process.

Overall, the difference in the efficiency of the processes of the centralized GS and the decentralized AdS is not significant; though, it is notable that information dissemination and the enrollment process are significantly different. The centralized GS is better in terms of dissemination of information and facilitation of GS needs; while the decentralized AdS is more efficient in enrollment. Information dissemination in a centralized GS is more systematic and efficient, which is consistent with Cuillier (2022) who explained that organizational procedures and operations are in line in a centralized structure. However, the weakness of the centralized

GS is the lack of manpower that resulted in long queues in enrollment. This weakness was addressed by the decentralized AdS.

Among the key respondents, 60% of them favor the decentralized AdS. The mentioned the fast and easier monitoring of students and implementation of processes in the decentralized AdS as reasons for favoring this. This structure also allows flexibility in the college and makes the checking of thesis or dissertation manuscripts less rigid. This is consistent to the responses of students who experienced both the centralized GS and the decentralized AdS. They described the implementation of its processes in the decentralized AdS as very effective.

However, some areas need to improve in the decentralized AdS. One is the overloaded tasks of the AdS coordinator.

Table 14. Comparison of the Effectiveness of the Processes of the Centralized and Decentralized Graduate School Between GS Students

	p-value	AR
1. Dissemination of Admission Process information to the graduate school students.	0.021	Significant
2. Facilitation of Enrollment Process needs.	0.020	Significant
3. Dissemination of Enrollment Process information to the graduate school students	0.098	Not Significant
4. Facilitation of GS students' enrollment needs	0.000	Significant
5. Dissemination of information to the graduate school students regarding comprehensive examination, proposal, and final defense needs	0.080	Not Significant
6. Facilitation of GS students' comprehensive examination, proposal, and final defense needs.	0.070	Not Significant
7. Dissemination of Graduation Process information to the graduate school students.	0.342	Not Significant
8. Facilitation of GS students' graduation needs	0.266	Not Significant

**using t-test with a 0.05 Significance Level*

According to one coordinator, “*kulang sa manpower and sobra akong nadagdagan ng work*” (We lack manpower and I was given so much work). Another informant adds, “It is better to bring the GS back to a centralized unit to lessen designations and the need for clerks.” As mentioned earlier, only 3 AdS office have clerks. The ETL system applied to the coordinators lessened the budget allocation to the AdS but work is overwhelming for the coordinator.

The centralized graduate school is likewise effective however, the increasing number of graduate school students, the lack of manpower and the need to meet students’ specific needs, pose a challenge. Though there are difficulties and pains experienced in the new decentralized structure, it shows to have addressed the many challenging issues encountered in the

centralized GS. Further, there is now a need to comply with the new demands from higher agencies. According to the Rationalist Model for organizational change, organizations succeed to the extent that their structures match the requirements of the environment (Godwyn and Gittel, 2012). This is consistent with the Contingency Theory of Management states that the effectiveness of performance depends on situational circumstances (Blenora et al., 2021) and the relationship between environment, structure/strategy, and internal system (Pitts and Clawson, 2008). The flexibility of the decentralized AdS to tailor-fit its processes according to the changing times and the control given to individual units or colleges make it a more appropriate structure that meets the needs of BSU.

Table 15. The effectiveness of the Implementation of the Processes of the Centralized and Decentralized Graduate School by Students who Experienced both Centralized and Decentralized GS

	p-value	AR
1. Dissemination of Admission Process information to the graduate school students.	0.139	Not Significant
2. Facilitation of Enrollment Process needs.	0.194	Not Significant
3. Dissemination of Enrollment Process information to the graduate school students	0.441	Not Significant
4. Facilitation of GS students’ enrollment needs	0.001	Significant
5. Dissemination of information to the graduate school students regarding comprehensive examination, proposal, and final defense needs	0.222	Not Significant
6. Facilitation of GS students’ comprehensive examination, proposal, and final defense needs.	0.051	Not Significant
7. Dissemination of Graduation Process information to the graduate school students.	0.762	Not Significant
8. Facilitation of GS students’ graduation needs	0.769	Not Significant

**using t-test with a 0.05 Significance Level*

CONCLUSION

The centralized Graduate School Office operates under a unified administrative structure, characterized by centralized decision-making and resource allocation, aiming for uniformity and consistency across all colleges/academic institutes. While resource management under the centralized model is streamlined, it often suffers from insufficiency of human resources given the number of programs and students, leading to inefficiencies in some areas. Centralized processes include standardized procedures for admission, enrollment, comprehensive examination/thesis/dissertation defense, and graduation, which ensure consistency but can be rigid and lengthy specifically for thesis/dissertation checking. Stakeholders benefit from the consistency and uniformity of centralized processes including faster and easier transactions, but face challenges such as slower transactions and a lack of customization, that leads to unresponsiveness to the needs and nuances of the different colleges. Solutions include improving internal communication and increasing the responsiveness of administrative support. The centralized model effectively ensures that policies are uniformly implemented across the University, but this comes at the cost of reduced flexibility and slower adaptation to changing needs.

The decentralized Advance Studies operates with a program-centric administrative structure, granting individual colleges more autonomy and control over their processes. Decentralization improves

resource efficiency by allowing colleges to allocate resources based on their specific needs, however, AdS coordinators lack time to accomplish all their functions since their ETL is limited. Decentralized processes, particularly in admission and enrollment, are more flexible and responsive, leading to enhanced stakeholder experiences and satisfaction. Stakeholders benefit from greater flexibility and quicker response times in decentralized processes, but face challenges such as potential inconsistencies and the need for robust communication between departments. Decentralized implementation is highly effective for admission and enrollment processes, as it allows for tailored approaches. However, for examination/defense and graduation, the decentralized model shows no significant advantage over the centralized model, indicating that standardized procedures are equally effective.

The shift to a decentralized model has brought about significant changes in the operational context, but no significant changes are seen in the processes itself. This has improved the overall efficiency and responsiveness of the graduate school. Stakeholders, including students and faculty, have experienced improved processes in admission and enrollment due to increased flexibility and responsiveness. However, outcomes for examination/defense and graduation remain consistent across both centralized and decentralized models, indicating that these critical academic processes are effectively managed in either structure. Many key respondents who compose the AdS coordinators still find the decentralized AdS effective. Its flexibility allows the easier management of changes imposed by higher agencies. However, some challengers, such as lack of manpower and resources poor communication and policy inconsistencies need to be addressed.

RECOMMENDATIONS

It is recommended to continue the implementation of the decentralized Advanced Studies with the following suggestions:

a. Increase the ETL or add more staff for the Ads to ensure that all services are accessible and responsive to all stakeholders. To reduce administrative burdens, invest in advanced, integrated software systems to streamline the decentralized admission and enrollment processes. Streamline and digitize thesis/dissertation checking processes to enhance efficiency and reduce delays.

b. Implement a flexible resource allocation model that allows departments/colleges to address their specific needs efficiently. Regularly assess resource distribution to ensure optimal support for decentralized processes. Provide departments with the autonomy and resources to manage their own admission and enrollment processes effectively, including decision-making authority and adequate staffing.

c. Develop and enhance communication channels between colleges and administration to ensure clarity and consistency in policy application and procedural execution. Implement a robust monitoring and evaluation system to track the effectiveness of the processes.

LITERATURE CITED

Ahmady, Ali; Maryam Merphour and Aghdas Nikooravesh. 2016. Organizational Structure. Accessed from https://www.researchgate.net/publication/308736877_Organizational_Structure

Alamsa, Amiruddin and Syarifuddin Rasyid. 2019. The Effect of Decentralization, Characteristics of Management Accounting Information on Managerial Performance with Locus of Control as the Moderating Variable. Accessed from https://hrmars.com/papers_submitted/6287/The_Effect_of_Decentralization_Characteristics_of_Management_Accounting_Information_on_Managerial_Performance_with_Locus_of_Control_as_the_Moderating_Variable.pdf

Andrews, Andrews, R; Boyne, GA; Law, J; Walker, RM. 2009. Centralization, Organizational Strategy, and Public Service Performance. *Journal Of Public Administration Research And Theory*, 2009, v. 19. Accessed from <https://core.ac.uk/download/pdf/37896169.pdf>

Ayarkwa, Joshua, Sickson Osei-Asibey, Theophilus Adjei-Kumi and Ernest Kissi. 2021. Reexamining the Benefits of Decentralization for Infrastructure Delivery at the Metropolitan Municipal and District Assemblies (MMDA)'s in Ghana. Accessed from https://www.researchgate.net/publication/359948656_Re-examining_the_Benefits_of_Decentralization_for_Infrastructure_Delivery_at_the_Metropolitan_Municipal_and_District_Assemblies_MMDAs_in_Ghana

Aziz, Shamsa, Munazza Mahmood and Zahra Rehman. 2018. Implementation of CIPP Model CIPP Model for Quality Evaluation at School Level: A Case Study. Accessed from <https://files.eric.ed.gov/fulltext/EJ1180614.pdf>

Bamidele, Resak. 2013. Bureaucracy and Formal Organization. Accessed from https://www.researchgate.net/publication/306240342_Bureaucracy_and_Formal_Organization

Blerona, Shala; Abetare Prebrez and Berim Ramosa. 2021. The Contingency Theory of Management as a Factor of Acknowledging the Leaders-Managers of Our Time Study Case: The Practice of the Contingency Theory in the Company Avrios. Accessed from https://www.scirp.org/pdf/oalibj_2021090316220646.pdf

Borton, John, Dr Cyril Weir and John Roberts. 2004. The Role and Design of Baseline Studies in the Evaluation of English Language Training in the Case of Nepal. Accessed from https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/68002/ev_485.

Bowen, Glenn. 2009. Documents Analysis as a Qualitative Research. *Qualitative Research Journal*. Accessed from https://www.researchgate.net/publication/240807798_Document_Analysis_as_a_Qualitative_Research_Method

Burgoyne, John and John Robert Mackness. 2009. Baseline Study of Leadership Development in Higher Education.

Burnes, Bernard. 2004 *Managing Change: A strategic approach to organizational dynamics* (4th ed) Harlow: Prentice Hall.

Cuillier, Garrett William. 2022. Advantages and Disadvantages of Centralized Versus Decentralized Information Systems and Services from a Project Management Perspective. Accessed from <https://scholarworks.lib.csusb.edu/cgi/viewcontent.cgi?article=2611&context=etd>

Cummings, Thomas and Christopher Worley. 2009. *Organizational Development and Change*. South-Western Cengage Learning.

Dorsey, Lisa; Elizabeth Gockel-Blessing and Rhys H. James. 2014. Growth and Development of Graduate School Functions in a College of Health Sciences. Accessed from <https://files.eric.ed.gov/fulltext/EJ1139335.pdf>

Enterprise Development. Org. 2012. How to Plan a Baseline Study. Accessed on https://www.enterprise-development.org/wpcontent/uploads/TMEA_HowtoPlanaBaseline.pdf

Eriksson, Sofia and Karin Gustavsson. 2013. Centralization in Decentralization: A case study of centralized goal-settings effect on employee motivation in a multiunit organization. Accessed from: <https://www.diva-portal.org/smash/get/diva2:637088/fulltext01.pdf>

Etor, Comfort, 2016. Formal and Informal Organizations. Accessed from https://www.researchgate.net/publication/327111799_Formal_and_Informal_Organizations

- Food and Agriculture Organization. 2013. Baseline Study in Participatory Rural Communication. Appraisal (PRCA)
- Hamid, Hussain; Low Suet Fin; Law Teik Hua; Tan Kean Sheng; Tan Kean Sheng; Nur Afifah Aisyah Mohmood Nor; Amelia Hazreena Abdul Ghani; Norainy Othman and Wong Shaw Voon. Malaysian Institute of Road Safety Research. 2020. Establishing Baseline for the 2017 Revised Road Safety Education Module Primary School through Context, Input, Process and Product (CIPP) Model.
- Fridrich, Annemarie, Gregor Jenny and Geog Bauer. 2015. The Context, Process and Outcome Evaluation Model for Organizational Health Interventions. Accessed on <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4628757/>
- Godwyn, Mary and Jody Hoffer Gittel. 2012. Sociology of Organizations. SAGE Publishing.
- Innovation and Environment Regions of Europe Sharing Solutions (INTERREG IVC). 2010. Baseline Assessment Report: The Regional Climate Confidence Index. Accessed on http://www.rscproject.org/docs/RSC_Baseline_Assessment_Report.pdf.
- International Federation of Red Cross and Red Crescent Society (IFRC). 2013. Baseline Basics. Accessed on <https://www.ifrc.org/PageFiles/79595/Baseline%20Basics%2010May2013.pdf>.
- International Labor Organization (ILO). 2020. Impact Evaluation. Accessed on https://www.ilo.org/wcmsp5/group/public/-ed_mas/-eval/documents/publication/wcms_165974.pdf
- Gibson, James; John Ivancevich; James Donnelly and Robert Kanopaske. 2006. Organizations: Behavior, Structure, Processes. Fourteenth Edition. McGraw-Hill Irwin Inc.
- McDonald, Goldie. 2013. Criteria for Selection of High-Performing Indicators: A Checklist to Inform Monitoring and Evaluation
- Mumba, Elizabeth. 2000. Baseline Survey and Needs Assessment for a Model Community School in the Kabwata Community. Accessed on https://www.unicef.org/french/evaldatabase/files/2000_Zambia_Baseline_rec_347805.pdf
- Musifuddin, Musiguddin, Dukha Yunitasari and Hary Murcahyanto. 2024. CIPP Model Approach to School-Based Management Program Evaluation. Nidhomul Haq: Jurnal Manajemen Pendidikan Islam E-ISSN: 2503-1481
- Notanubun, Zainuddin; Ribka Lemi Ririhena and John Rafafy Batlolona. 2019. The Effect of Organization Restructuring on Organization Performance viewed from Employee Performance and Leadership Effectiveness at Maluku Provincial Education Office. Journal of Education and Learning (EduLearn). Vol. 13, No. 1 ISSN: 2089-9823 DOI: 10.11591/edulearn.v13i1.11222
- ODOR, Hillary. 2018. Organizational Change and Development. European Journal of Business and Management. ISSN 2222-1905 (Paper) ISSN 2222-2839 (Online). Vol.10, No.7, 2018

- OECD. 2019. Better Criteria for Better Evaluation Revised Evaluation Criteria Definitions and Principles for Use. Accessed on <http://www.oecd.org/dac/evaluation/revised-evaluation-criteria-dec2019.pdf>
- Peersman, Greet. UNICEF. 2014. Evaluative Criteria. Accessed on https://www.unicef-irc.org/publications/pdf/brief_3_evaluativecriteria_eng.pdf
- Pitts, Tammy and James Clawson. 2006. Organizational Structure. Accessed from https://www.researchgate.net/publication/228144159_Organizational_Structure
- Rashed, Md. 2017. Centralization in organizational structure" is it good for corporate culture? A study based on Bangladeshi private sector. Accessed from https://www.researchgate.net/publication/337533704_Centralization_in_organizational_structure_is_it_good_for_corporate_culture_A_study_based_on_Bangladeshi_private_sector
- Sofat, Kanika, Ravi Kiran, & Sanjay Kaushik. 2015. Organizational change and organizational commitment: An empirical study of it organizations in India. Global Journal of Management and Business (A), 15(6), 39-49.
- Sandhu-Rojon, Ruby, UNDP. 2018). Selecting Indicators for impact evaluation
- Sholz, Vera and Nigel Simister. 2017.
- Stufflebeam, Daniel & Shinkfield, A. J. (2007). Evaluation theory, models, and applications. Wiley.
- Thang, Ngoc, 2014. Problems and Issues in Corporate Restructuring I the State Owned Construction Center in Vietnam: The Case of VINACONEX. Asian Social Science 10 (22) DOI: 10.5539/ass.v10n22p291
- Twersky, Fay and Karen Lindblom. 2012. Evaluation Principles and Practices. Accessed on <https://hewlett.org/wp-content/uploads/2016/08/EvaluationPrinciples-FINAL.pdf>
- Trochim, William. 2020. Research Methods Knowledge Based. Accessed on <https://conjointly.com/kb/evaluation/>
- UNAIDS. 2010. An Introduction to Indicators. Accessed on https://www.unsaid.org/sites/default/files/sub_landing/files/8_2-Intro-toIndicatorsFMEF.pdf
- United Nations. 2011. Conducting Baseline Assessments. Accessed on <https://www.endvawnow.org/en/articles/1059-conducting-baselineassessments.html>
- USAID. 2017. Baseline Evaluation Report for Building the Potential of Youth Activity. Accessed on https://pdf.usaid.gov/pdf_docs/PA00N6MG.pdf.
- Vartianien, Pirkko. 2002. On the Principles of Comparative Evaluation
- Vitez, Osmond. 2019. Centralized Vs. Decentralized Organizational Structure. Accessed from <https://smallbusiness.chron.com/centralized-vs-decentralized-organizational-structure-2785.html>

Wanzer, Dana Linnell. 2019. What is evaluation? Perspectives of how evaluation differs (or not) from research.

World Health Organization. 2013 Evaluation Practice Handbook. Accessed on <https://apps.who.int/iris/bitstream/handle//10665/96311/9789241548687eng.pdf;jsessionid=0E91499A103B839F83DCFC7FF967ECAB?sequence=1>

Wildschut, Zelda, Trevor Moodley and Shelly Aronstam. 2016. The baseline assessment of Grade 1 learners' literacy skills in a socio-economically disadvantaged school setting. ISSN: (Online) 2223-7682, (Print) 22237674. South African Journal of Childhood Education