

UNIVERSITY OF SOUTHERN MINDANAO GRADUATE SCHOOL



PhD in Applied Linguistics

PARAMETER C

- C.1. Evidence/s of congruence between educational practices/activities and the VMGO.
- C.2. Awards/citations received by the program under survey.
- C.3. List of linkages, consortia and networking.
- C.4. Data on employability of graduates.

AREAT


C. Congruence and Implementation

C.1. Evidence/s of congruence between educational practices/activities and the VMGO.



SEMINAR-WORKSHOP IN TEACHING PEACE EDUCATION

Theme: 2026 Peace Summit: Together as One in Teaching Peace Education

Speakers

Toh Swee-Hin | Virginia Cawagas | Jovar Pantao

| | TIME | ACTIVITY | SESSION/NOTES |
|---------|---------------|---|--|
| PROGRAM | 7.00 - 8.00 | Registration & Welcome Coffee | Arrival of participants |
| | 8.00 - 8.40 | Opening Ceremony | USM Auditorium |
| | 8.40 - 10.00 | Peace Education for the Healing of a Fractured World | Session 1: Toh Swee-Hin, PhD (UNESCO Prize for Peace Education (2009)) - Moderator: Dr. Erwin Malto |
| | 10.00 - 11.00 | Critical Pedagogical Principles of Peace Education | Session 2: Virginia Cawagas, Ed.D (University of Alberta) - Moderator: Prof. Ypril James Cabesag |
| | 11.00 - 12.00 | Workshop 1: Envisioning a Peaceful Philippines | Session 3: Pedagogical Activity - Facilitators: Virginia Cawagas & Toh Swee-Hin - Moderator: Frans Bert D. Gomez |
| | 12.00 - 1.00 | Lunch Break | |
| | 1.00 - 5.00 | Workshop 2: Integrating themes in building a Culture of Peace | Session 4: Pedagogical activities - Facilitators: Toh Swee-Hin & Virginia Cawagas - Moderator: Frans Bert D. Gomez |
| | 5.00 - 6.00 | Networking & preparation for evening socialization | |
| | 6.00 onwards | Evening-Socialization event | Light dinner, Cultural presentations, Networking |
| | DAY 1 | | |

| | TIME | ACTIVITY | SESSION/NOTES |
|---------|---------------|---|--|
| PROGRAM | 7.00 - 8.00 | Morning Coffee | Arrival |
| | 8.00 - 11.00 | Workshop 3: Integrating themes in building a Culture of Peace | Session 5: Pedagogical activities - Facilitators: Virginia Cawagas & Toh Swee-Hin - Moderator: Dr. Erwin Malto |
| | 11.00 - 12.00 | Challenges & Hopes in promoting Peace Education | Session 6: Analysis & Forum - Facilitators: Toh Swee-Hin & Virginia Cawagas - Moderator: Dr. Erwin Malto |
| | 12.00 - 1.00 | Lunch Break | |
| | 1.00 - 2.30 | Pedagogy on Assessment & Evaluation | Session 7: Jovar G. Pantao, PhD, MPSA |
| | 2.30 - 3.30 | Workshop 4: Construction of Assessment and evaluation tools | |
| | 3.30 - 3.45 | Merienda | |
| | 3.45 - 4.30 | Synthesis and Evaluation | |
| | 4.30 - 5.00 | Closing Remarks & Certificates Distribution | Facilitators |
| | DAY 2 | | |



 UNIVERSITY OF SOUTHERN MINDANAO
GRADUATE SCHOOL
Kabacan, Cotabato

FREE WORKSHOP ON PROPOSAL WRITING

📅 August 9, 2025 (Saturday)
🕒 9:00 AM – 12:00 NN
📍 GS Hall, D.D. Clemente Building

Speaker:
Dr. Debbie Marie B. Versoza
Vice President for Research, Development, and Extension

gradschool@usm.edu.ph  www.usm.edu.ph 





ZINES AS ALTERNATIVE PATHWAYS TO NUMERACY AND LITERACY: A REPRESENTATION-BASED APPROACH TO INDEPENDENT LEARNING

Venue: Graduate School, University of Southern Mindanao,
Kabacan, Cotabato

Topics:

- Integrating Zines as Creative Tools for Developing Literacy and Numeracy in the Classroom
- Designing Multimodal Zines for Numeracy and Literacy
- Zine Lesson Plan Co-creation

REGISTER NOW



C.2. Awards/citations received by the program under survey.



Republic of the Philippines
OFFICE OF THE PRESIDENT
COMMISSION ON HIGHER EDUCATION
HEDC Bldg., C. P. Garcia Ave., UP Diliman, Q.C.

CERTIFICATE OF PROGRAM COMPLIANCE (COPC)

No.: 173
Series of 2024

In accordance with the pertinent provisions of Republic Act (RA) No. 7722, otherwise known as the "*Higher Education Act of 1994*," and by virtue of Resolution Nos. **729-2024** of the Commission en banc, this Certificate of Program Compliance (COPC) certifies that **UNIVERSITY OF SOUTHERN MINDANAO**, Kabacan City, North Cotabato, complies with the prescribed minimum requirements of CHED to offer the **DOCTOR OF PHILOSOPHY IN EDUCATION major in APPLIED LINGUISTICS** program effective Academic Year 2024-2025.

This Certificate of Program Compliance (COPC), however, is subject to revocation if the herein institution fails to maintain the prescribed standards for the program. Furthermore, this COPC does not extend to any branch or satellite campus of the institution.

Quezon City, Philippines, January 24, 2025

FOR THE COMMISSION:

A handwritten signature in black ink, appearing to read "JPM", is written over a horizontal line.



J. PROSPERO E. DE VERA III, DPA
Chairman

(NOT VALID WITHOUT SEAL)



James Frollan Villanueva

June 14, 2025 · 🌐

I dedicate this victory to the teachers, school head and students of Aliudin-Pontongan Integrated School.

We won 3rd place during the Graduate School Research In-house Review for Doctorate Research Category!

Thankful also to my advisers and the examining committee during the outline and final defense.

To God be the glory!

#A-PIS



C.4. List of linkages, consortia and networking.

 **USM Extension Services**
September 1, 2025 · 🌐

Strengthening Volunteerism: PNVSCA Engages with USM
Reinforcing ties and exploring new opportuni... [See more](#)



USM.EDU.PH
Strengthening Volunteerism: PNVSCA Engages with USM

Philippine Rural Reconstruction Movement

 **USM Extension Services**
November 18, 2024 · 🌐

USM and PRRM Forge Partnership to Advance Rural Development
The University of Southern Mindanao (USM) and the Philippine Rural Reconstruction Movement (PRRM) recently formalized their collaboration through a Memorandum of Agreement (MOA) signing ceremony held at the Extension Services Office on November 14, 2024.
For more information, please click the image below.



USM and PRRM Forge Partnership to Advance Rural Development

USM.EDU.PH
USM and PRRM Forge Partnership to Advance Rural Development

Intercultural Organization's Network for Solidarity and Peace

ESO & ICON-SP Align Expectations Ahead of Unik Launching

To ensure a clear understanding of the direct... [See more](#)



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ESO & ICON-SP Align Expectations Ahead of Unik Launching

C.4. Data on employability of graduates. of graduates



GRADUATE TRACER STUDY REPORT

PhD in Education Major in Applied Linguistics
University of Southern Mindanao

LAWRENCE ANTHONY U. DOLLENTE

GLYN G. MAGBANUA

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A. INTRODUCTION

Graduate tracer studies are essential tools for evaluating the effectiveness, relevance, and impact of academic programs. This report presents the findings of the Graduate Tracer Survey conducted among alumni of the PhD in Education major in Applied Linguistics program at the **University of Southern Mindanao (USM)**.

The primary aim of this report is to assess the employability, career progression, and professional contributions of graduates, as well as to gather insights for continuous curriculum improvement.

B. Methodology

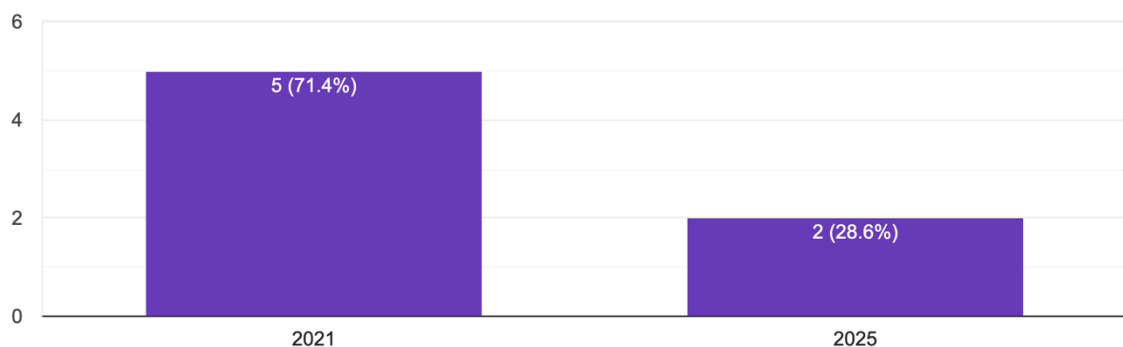
The tracer survey employed a descriptive research design using an online questionnaire distributed to program graduates. A total of **7 respondents** participated in the survey. The instrument included items on:

- Current employment status and job position
- Perceived impact of the PhD degree on career development
- Recommendations for program enhancement

C. RESULTS

1. YEAR OF GRADUATION

Year of Graduation:
7 responses



The distribution of respondents by year of graduation shows that the majority of graduates (71.4%) completed the program in 2021, while a smaller proportion (28.6%) graduated in 2025. This indicates that the tracer study primarily captures outcomes from earlier cohorts, allowing sufficient time for career progression and professional integration.

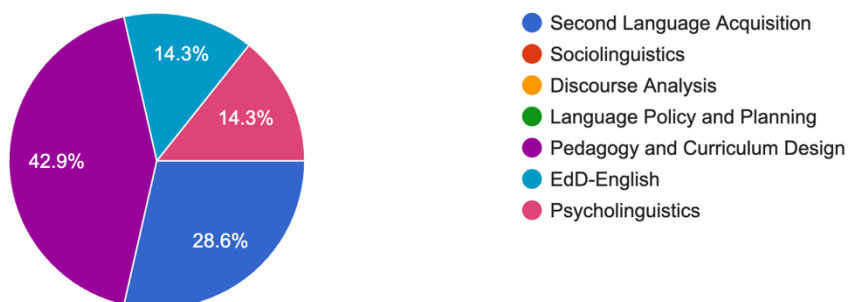
The dominance of the 2021 cohort suggests that most respondents have had at least several years of postdoctoral professional experience. This strengthens the reliability of the findings, particularly in assessing career advancement, leadership roles, and long-term program impact. Meanwhile, the inclusion of recent graduates (2025) provides preliminary insights into the immediate employability and early career trajectories of newer alumni.

Overall, the data reflect a balanced perspective between **established and emerging professionals**, enabling a more holistic evaluation of the program’s effectiveness across time.

2. AREA OF SPECIALIZATION

Area of Specialization:

7 responses



The results indicate that graduates specialized in various fields within applied linguistics, with **Pedagogy and Curriculum Design (42.9%)** comprising the largest group, followed by **Second Language Acquisition (28.6%)**, and smaller proportions in **Psycholinguistics (14.3%)** and **EdD-English (14.3%)**.

This distribution highlights a strong orientation of the program toward **instructional design, teaching methodologies, and curriculum development**, which aligns with the professional demands of the education sector, particularly in basic and higher education institutions. The presence of specializations such as Second Language Acquisition and Psycholinguistics further demonstrates the program’s capacity to develop **theoretical and research-oriented competencies**, while still maintaining practical relevance.

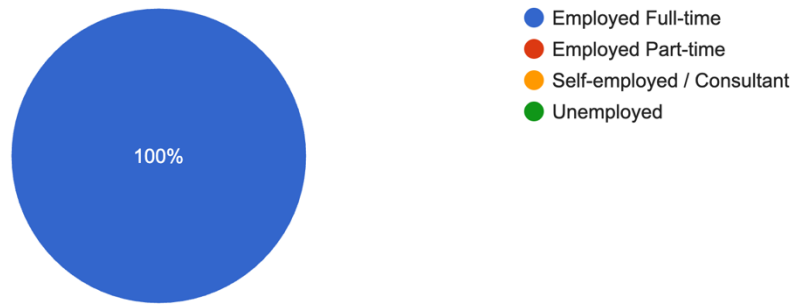
However, the limited representation in other areas such as **Sociolinguistics, Discourse Analysis, and Language Policy and Planning** may suggest the need to: Strengthen promotion or offering of these tracks or Reassess student interest and institutional demand.

Overall, the specialization trends confirm that the program effectively supports **both pedagogical expertise and linguistic research competencies**, with a strong emphasis on teaching and curriculum innovation.

3. Current Employment Status

1. Current Employment Status:

7 responses



All respondents (100%) reported being **employed full-time**, indicating a **perfect employment rate** among graduates of the program.

This is a highly significant finding, as it demonstrates the strong **employability and market relevance** of the PhD in Education major in Applied Linguistics. It also reflects the alignment of the program with labor market demands, particularly in the education sector.

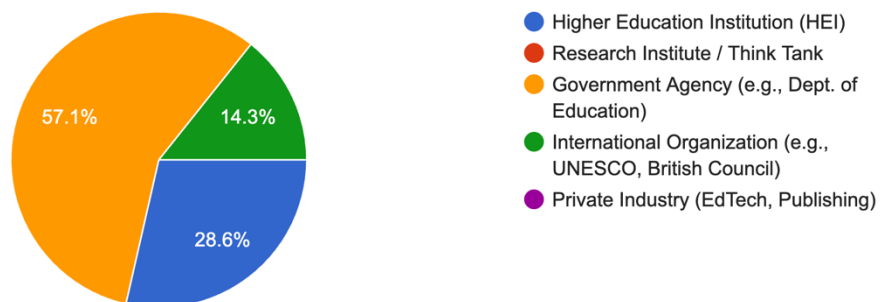
The absence of unemployment or underemployment among respondents suggests that: The competencies developed in the program are **highly valued by employers**; Graduates possess **specialized skills** that are immediately applicable in professional settings and the degree serves as a **credential for career stability and advancement**.

This result strongly supports the program’s contribution to **human capital development** and aligns with quality assurance indicators under AACUP and ISO frameworks, particularly in terms of **graduate outcomes and employability**.

4. TYPE OF ORGANIZATION

2. Type of Organization:

7 responses



5. CURRENT JOB TITLE/POSITION:

School Head
Master Teacher II (DepEd Context)
Master Teacher
Teacher 3
College Instructor
Assistant Professor I
Title 1 teacher

These positions indicate that graduates are employed across both **basic education (DepEd)** and **higher education institutions**, occupying roles that span from entry-level teaching to **mid-level and leadership positions**.

Notably, the presence of positions such as **School Head and Master Teacher** reflects the program's effectiveness in preparing graduates for **instructional leadership and administrative responsibilities**. Similarly, roles such as **College Instructor and Assistant Professor** demonstrate the program's contribution to the **higher education workforce and academic scholarship**.

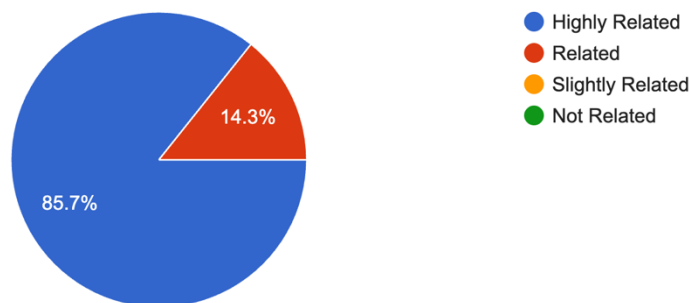
The diversity of roles suggests that the program equips graduates with: **Pedagogical expertise; Leadership and management skills** and **Research and academic competencies**.

Furthermore, the progression from Teacher I to higher ranks such as Master Teacher and School Head indicates **career mobility and professional growth**, which can be attributed to the advanced qualifications and competencies gained from the PhD program.

6. Significant Impact of the PhD on Career

4. Is your current position related to your PhD degree?

7 responses



The responses reveal several key themes regarding the impact of the PhD degree:

a. Professional Development and Career Opportunities

Graduates emphasized that the PhD opened **numerous opportunities for professional growth**, including promotions, leadership roles, and expanded responsibilities.

b. Enhanced Teaching Competence

Many respondents reported improvements in their **teaching practices**, enabling them to better address the needs of learners and mentor colleagues.

c. Increased Confidence and Leadership

The degree contributed to greater **self-confidence**, particularly in handling academic and leadership tasks such as curriculum development and program management.

d. Strengthened Research and Critical Thinking Skills

Graduates highlighted significant gains in:

- Research capability
- Analytical thinking
- Academic decision-making

These skills are essential for **evidence-based teaching and scholarly productivity**.

e. Career Advancement and Recognition

One notable response emphasized being entrusted with a **Program Head position**, demonstrating that the PhD enhances **credibility, trust, and institutional recognition**.

f. Development of Specialized Expertise

Graduates acknowledged gaining deep expertise in **language teaching and applied linguistics**, positioning them as specialists in their field.

The PhD program has a **transformational impact**, contributing not only to career advancement but also to the development of **holistic professional competencies**—including leadership, research, and specialization. This aligns with the expected outcomes of doctoral education, particularly in producing **scholar-practitioners and academic leaders**.

7. Scholarly Publications (Post-Graduation): Number of Peer-Reviewed Journal Articles

5.a) Scholarly Publications (Post-Graduation): Number of Peer-Reviewed Journal Articles:

7 responses

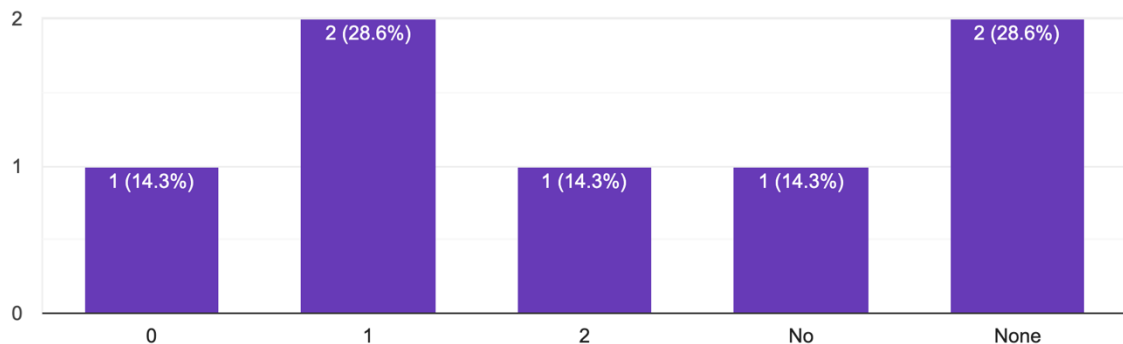


Figure 7 presents the distribution of graduates according to the number of peer-reviewed journal articles published after completing their PhD. The results show a varied level of research productivity among respondents. Specifically, 28.6% reported having **one (1) publication**, while another 28.6% indicated **no publications (“None”)**. Meanwhile, 14.3% reported **zero (0) publications**, 14.3% reported **two (2) publications**, and another 14.3% selected **“No”**, which may also indicate absence of publications.

The findings suggest that while a portion of the graduates has begun engaging in scholarly publication, overall research output remains **moderate and unevenly distributed**. The presence of respondents with one to two publications reflects that the program has been effective in developing

foundational research competencies necessary for academic writing and dissemination. These graduates may already be participating in research culture within their respective institutions, contributing to knowledge production in the field of applied linguistics.

8. AWARDS AND RECOGNITION

7. Awards and Recognition:

5 responses

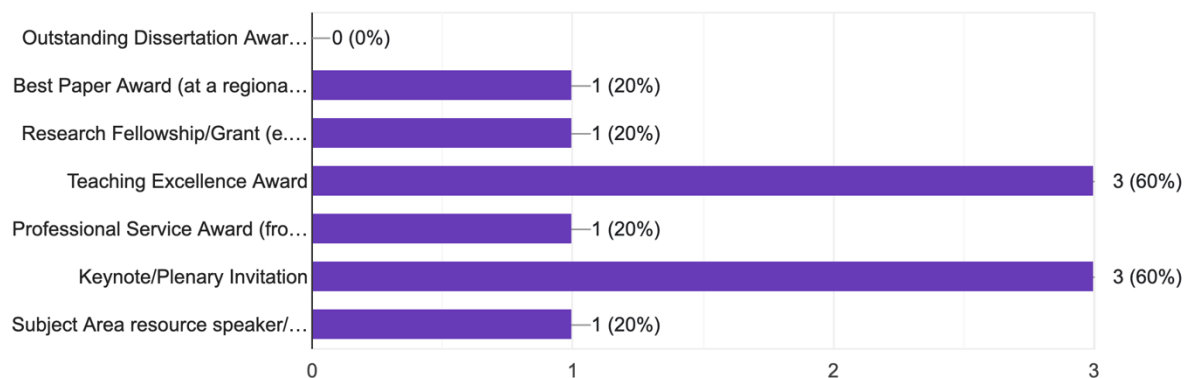


Figure 8 presents the awards and recognitions received by graduates of the PhD in Education major in Applied Linguistics program. The results indicate that graduates have achieved various forms of professional recognition, particularly in the areas of **teaching excellence and academic engagement**.

The most notable findings show that **60% of the respondents received Teaching Excellence Awards**, while another **60% were invited as keynote or plenary speakers**. These two categories represent the highest proportions among all listed recognitions, suggesting that graduates are highly regarded in their respective institutions and professional communities. The Teaching Excellence Awards reflect strong pedagogical competence and effectiveness in instruction, while keynote and plenary invitations indicate recognition of graduates as **experts and thought leaders** in their field.

In addition, **20% of the respondents received Best Paper Awards, Research Fellowships or Grants, and Professional Service Awards**, while another **20% served as subject area resource speakers**. These achievements demonstrate that graduates are not only active in teaching but are also contributing to **research dissemination, academic service, and professional development activities**. Such recognitions highlight the multidimensional roles of graduates as educators, researchers, and community contributors.

9. Leadership Roles

8. Leadership Roles:

4 responses

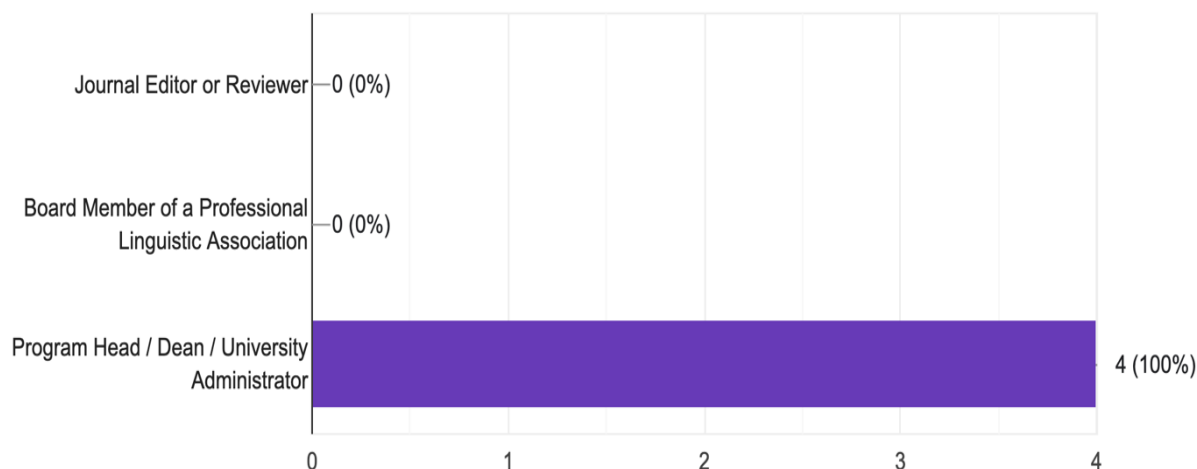


Figure 8 presents the leadership roles assumed by the graduates of the PhD in Education major in Applied Linguistics. The results reveal a highly significant finding: **100% of the respondents (4 out of 4) reported holding positions as Program Head, Dean, or University Administrator.**

This result strongly indicates that the program effectively prepares graduates for **high-level leadership and administrative roles** within educational institutions. Occupying positions such as Program Head or Dean requires not only advanced subject matter expertise but also competencies in **academic governance, curriculum planning, faculty supervision, and institutional decision-making**. The data suggest that the doctoral program has successfully developed these competencies among its graduates.

The uniformity of responses (100%) in this category highlights a **remarkable concentration of leadership outcomes**, demonstrating that graduates are not merely participants in the academic workforce but are actively shaping educational directions and policies in their respective institutions. This aligns with the fundamental goal of doctoral education to produce **leaders, innovators, and change agents** in the field.

10. RESEARCH IMPACT

6.a) Research Impact: Estimated Total Citations:

4 responses

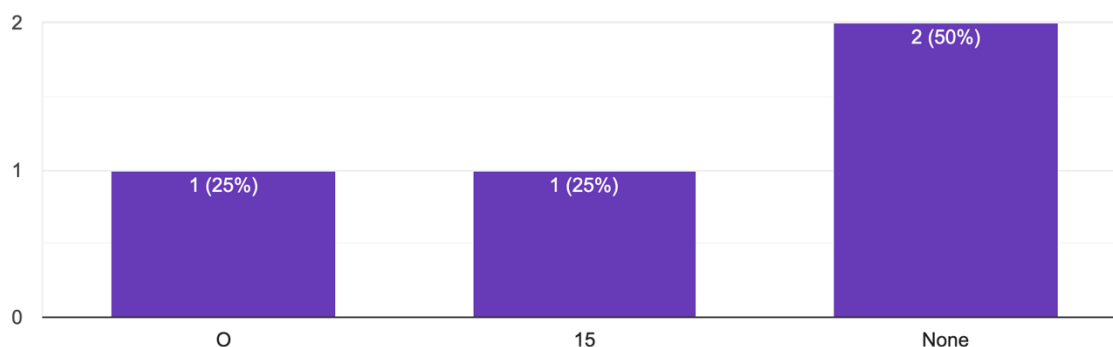


Figure 10 presents the estimated total number of citations received by the graduates' scholarly works after completing the PhD program. The results show that **50% of the respondents reported having no citations ("None")**, while **25% reported zero (0) citations**, and another **25% reported having approximately 15 citations**.

These findings indicate that the **research impact of graduates, as measured through citations, remains relatively limited and unevenly distributed**. While one respondent demonstrates moderate citation impact (15 citations), the majority have not yet achieved measurable visibility in terms of citation metrics.

The presence of at least one respondent with citations suggests that the program has the capacity to produce graduates whose research contributes to the scholarly community and is recognized by other researchers. This reflects positively on the program's ability to develop **research competence and publishable-quality outputs**.

11. DEVELOPMENT OF COMPETENCIES

9. Rate the extent to which the PhD program helped you develop the following competencies: (1 = Not at all, 5 = Extensively)

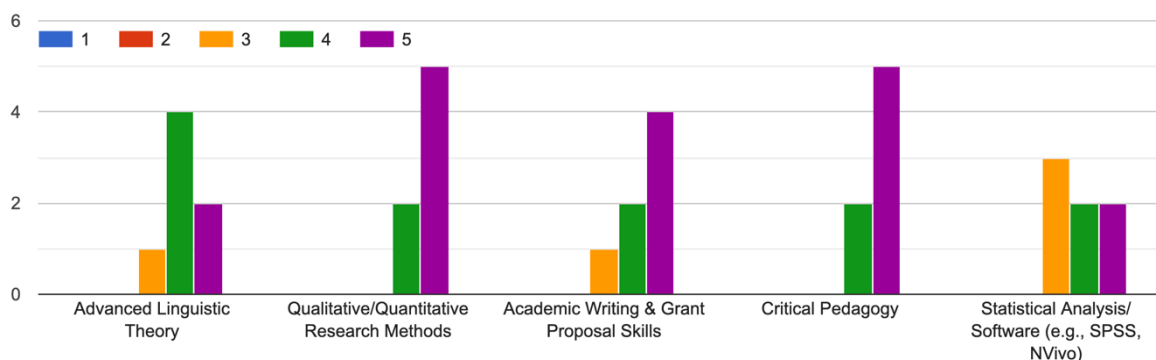


Figure presents the graduates' assessment of the extent to which the PhD in Education major in Applied Linguistics program contributed to the development of key competencies, using a scale of 1 (Not at all) to 5 (Extensively). The competencies evaluated include advanced linguistic theory, research methods, academic writing, critical pedagogy, and statistical analysis skills.

Overall, the results indicate that the program has been **highly effective in developing core academic and professional competencies**, particularly in areas related to research and pedagogy.

Advanced Linguistic Theory

The majority of respondents rated their development in advanced linguistic theory at **Level 4 (Very Great Extent)**, with some indicating **Level 5 (Extensively)** and a minimal response at Level 3. This suggests that the program provides a **strong theoretical foundation**, equipping graduates with in-depth knowledge of linguistic concepts essential for teaching and research.

Qualitative/Quantitative Research Methods

This competency received one of the highest ratings, with most respondents selecting **Level 5 (Extensively)** and the rest indicating Level 4. This demonstrates that the program is particularly effective in building **robust research capabilities**, enabling graduates to design, conduct, and analyze both qualitative and quantitative studies.

Academic Writing and Grant Proposal Skills

Responses in this area are also positive, with most graduates rating their development at **Level 5**, followed by Level 4 and a minimal Level 3 response. This indicates that the program successfully enhances **scholarly writing and proposal development skills**, which are essential for publication, funding acquisition, and academic advancement.

Critical Pedagogy

Critical pedagogy emerged as another strength of the program, with the majority of respondents rating it at **Level 5**, and the rest at Level 4. This reflects the program's effectiveness in fostering **reflective, learner-centered, and transformative teaching practices**, which are crucial in contemporary education.

Statistical Analysis Software (e.g., SPSS, NVivo)

In contrast to other competencies, this area received relatively lower ratings, with responses distributed across **Levels 3, 4, and 5**. While some graduates reported extensive development, a notable proportion rated their competence at a moderate level (Level 3). This suggests that training in statistical and qualitative data analysis tools, while present, may not be as strong or consistent as other areas.

These competencies align well with the expectations of doctoral education and the preparation of **scholar-practitioners and academic leaders**. However, the relatively lower ratings in statistical analysis software highlight a **specific area for improvement**. This finding is consistent with earlier suggestions from graduates emphasizing the need for more intensive and hands-on training in tools such as SPSS and NVivo.

12. SIGNIFICANT IMPACT OF THE PHD ON CAREER

The responses reveal several key themes regarding the impact of the PhD degree:

a. Professional Development and Career Opportunities

Graduates emphasized that the PhD opened **numerous opportunities for professional growth**, including promotions, leadership roles, and expanded responsibilities.

b. Enhanced Teaching Competence

Many respondents reported improvements in their **teaching practices**, enabling them to better address the needs of learners and mentor colleagues.

c. Increased Confidence and Leadership

The degree contributed to greater **self-confidence**, particularly in handling academic and leadership tasks such as curriculum development and program management.

d. Strengthened Research and Critical Thinking Skills

Graduates highlighted significant gains in:

- Research capability
- Analytical thinking
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These skills are essential for **evidence-based teaching and scholarly productivity**.

e. Career Advancement and Recognition

One notable response emphasized being entrusted with a **Program Head position**, demonstrating that the PhD enhances **credibility, trust, and institutional recognition**.

f. Development of Specialized Expertise

Graduates acknowledged gaining deep expertise in **language teaching and applied linguistics**, positioning them as specialists in their field.

The PhD program has a **transformational impact**, contributing not only to career advancement but also to the development of **holistic professional competencies**—including leadership, research, and specialization. This aligns with the expected outcomes of doctoral education, particularly in producing **scholar-practitioners and academic leaders**.

13. SUGGESTIONS FOR CURRICULUM IMPROVEMENT

The suggestions provided by respondents highlight several important areas for enhancement:

a. Contextualization of Curriculum

Graduates recommend aligning the curriculum with:

- Local and community needs
- Real-world educational challenges

This reflects the need for a more **responsive and context-sensitive curriculum**.

b. Strengthening Research Training

A major recommendation is to enhance training in:

- Statistical tools (e.g., SPSS)
- Qualitative data analysis software

Respondents emphasized the importance of **hands-on application**, which is crucial for:

- Dissertation writing
- Research publication
- Evidence-based practice

c. Experiential Learning Opportunities

Suggestions include:

- Immersion programs
- Internships in language centers

- Increased exposure to practical environments

These indicate a need to bridge the gap between **theory and practice**, ensuring that graduates are not only knowledgeable but also **industry-ready**.

d. General Satisfaction

Some respondents indicated no suggestions, implying a level of **satisfaction with the current curriculum**.

Overall Analysis:

While the program is effective, these recommendations point toward enhancing:

- **Technical research competencies**
- **Practical application**
- **Community engagement**

These improvements are consistent with global trends in doctoral education, which emphasize **applied research, interdisciplinarity, and societal impact**.