QUARTERLY PHYSICAL REPORT OF OPERATION
As of December 31, 2025

Department : State Universities and Colleges (SUCs)
Agency/Entity : Pangasinan State University
Operating Unit : < not applicable >
Organization Code (UACS) : 08 013 0000000

Particulars	UACS CODE	Physical Target (Budget Year)					Physical Accomplishment (Budget Year)					Variance as of December 31, 2025	Remarks
		1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Total	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Total		
1	2	3	4	5	6	7	8	9	10	11	12	13	14
HIGHER EDUCATION PROGRAM	310100000000000												
OO : Relevant and quality tertiary education ensured to achieve inclusive growth and access of poor but													
Outcome Indicator(s)													
1. Percentage of first-time licensure exam													
takers that pass the licensure exams		60% (1,516/2,527)	60.18% (65/108)	60.78% (31/51)	60.11% (226/376)	60.00% (1,838/3,062)	72.20% (161/223)	90.95% (1517/1668)	90.36% (75/83)	80.59% (768/953)	86.13 % (2521/2927)	20.48%	Best Practices: Considering the performance of graduates in the licensure examination for the fourth quarter of 2025, the overall obtained percentage is 80.59%, based on the report submitted by the Office of the Head for the Review Center. Out of the 953 first-time takers, a total of 768 examinees passed the respective examination in their program. In essence, the percentage of first-time licensure exam takers that pass the licensure exam, which is 80.59% exceeds the total average percentage of all the licensure exams taken by the PSU examinees from the various fields of specializations (education, fisheries, agriculture, nursing, engineering, architecture, social work, nutrition-dietetics), which is 74.08%. The increase in the overall passing percentage can be attributed to the various intervention measures implemented by the departments concerned. These include the following: 1. Granting Incentives to Board Topnotchers. This inspires would-be exam takers to exert their best in their respective licensure examination. 2. Granting of Board Examination Review Assistance, for some programs like social work and criminology. This program helps graduates ease their financial burden when attending review centers. 3. In-house review and mock board Examinations. The CBE, as part of the teacher education program, is a component of the curriculum that serves as a review for students and requires them to take midterm and final examinations, similar to the Board Exams. 4. Inviting alumni as guest lecturers or reviewers. Passers serving as guest reviewers not only bring ideas from the real field of work to the reviewees but also serve to inspire and motivate the reviewers to do their best. 5. Final coaching and post support meeting.
2. Percentage of graduates (2 years prior)													
that are employed					56.05% (3,460/6,173)	56.05% (3,460/6,173)				58.40% (3635/6224)	58.40% (3635/6224)	2.35%	The PSU Tracer Survey was developed and implemented as the official instrument for collecting alum data. All
													campuses were directed to actively participate in disseminating the survey and to encourage their graduates to respond, particularly targeting the 2023 graduating cohort, which serves as the reference group for this KPI. To maximize response rates, formal advisories were issued to campuses, emphasizing the importance of participating in the tracer study. In parallel, the University utilized its official social media platforms to promote the tracer survey and widen its reach among target respondents. These digital efforts were supplemented by individual tracing initiatives, including direct calls and private messages through alumni's social media accounts, to capture employment data from graduates who were unable to complete the online survey. Moreover, previous class mayors and active student leaders from the target batch were tapped as key informants to help reconnect with non-responding alumni and provide additional employment status information, further strengthening data completeness. Through these systematic, inclusive, and sustained efforts in alumni engagement and data validation, the University was able to meet and slightly exceed the KPI target, reflecting effective alumni tracking mechanisms and improved post-graduation employment monitoring.
Output Indicator(s)													
1. Percentage of undergraduate students													
enrolled in CHED-identified and RDC-													

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1	2	3	4	5	6	7	8	9	10	11	12	13	14
identified priority programs		49.09% (12,914/26,308)				49.09% (12,914/26,308)			58.62% (15036/25650)		58.62% (15036/25650)	9.53%	The significant rise in the enrollment rate for CHED and RDC priority programs—from the target of 49% to an accomplishment of 58.82.%—can be attributed to several strategic and institutional developments within the University: 1. Expansion of Faculty Complement and Course Offerings The hiring of additional faculty members following the availability of new plantilla positions allowed the University to open more sections in CHED–RDC priority programs. This measure ensured that the newly hired faculty met their required teaching loads while simultaneously accommodating the growing number of students interested in these programs. 2. Improvement in Physical and Learning Infrastructure The construction of additional classrooms and other learning facilities under the University's infrastructure development initiatives significantly increased the institution's capacity to admit and serve more students. This expansion created a more conducive learning environment and reduced the limitations previously caused by classroom shortages. 3. Sustained Student Demand and Program
													Attractiveness There has been a continued high demand for CHED–RDC priority programs due to their strong linkage to industry needs, high employability of graduates, and the availability of scholarship opportunities. These factors have made the programs more attractive to incoming students seeking both financial assistance and promising career prospects. The impact of previously admitted students under the CHED-RDC priority programs: The increase in enrollment for CHED–RDC priority programs can also be attributed to the deliberate action taken in 2023 to boost the number of enrollees in these programs in order to meet the previously set target. This strategic measure continues to have a lingering impact on the current enrollment figures, as a substantial number of students remain under the CHED–RDC priority programs. At present, it is not feasible to significantly reduce admissions for these programs to balance them with non-priority offerings since a number of faculty members were hired to handle these courses and must meet the required teaching load.
2. Percentage of undergraduate programs													
with accreditation				80.00% (56/70)		80.00% (56/70)				91.43% (64/70)	91.43% (64/70)	11.43%	The Program Accreditation targets were exceeded through the strategic conduct of a series of local accreditations and the early scheduling of AACCUP survey visits. These proactive measures strengthened institutional readiness, facilitated early gap identification and corrective actions, and resulted in favorable accreditation outcomes. This approach reflects a strong commitment to quality assurance and continuous improvement.
ADVANCED EDUCATION PROGRAM	320100000000000												
OO : Higher education research improved to promote economic productivity and innovation													
Outcome Indicator(s)													
1. Percentage of graduate school faculty													
engaged in research work applied in any of													
the following:				7% (8/115)		7% (8/115)			7.8% (9/115)		7.8% (9/115)	0.8%	Strategies implemented: 1. Proper inclusion of faculty who graduated late in 2025, which, based on the guidance of the Department of Budget and Management, were considered as pursuing advanced studies within the reporting period. 2. Improved monitoring and validation of faculty academic status to accurately track those pursuing research degree. 3. Continuous encouragement for faculty to pursue advanced research degree to sustain compliance with qualification standards set by the Commission on Higher Education under CHED Memorandum
													Order No. 15, s. 2019. 4. A Faculty Development Plan (FDP) 2024-2028, anchored on PSU Strategic Development Plan 2024-2028 was developed to support the professional development of faculty members. Included in the FDP is the number of faculty members due for doctorate degrees, vertically aligned to their programs. 5. Provision of assistance to faculty members such as time release (every Thursday and/or Friday) for the completion of their dissertation.
a. pursuing advanced research degree													
programs (Ph.D.) or													
b. actively pursuing within the last three (3)													
years (investigative research, basic and													
applied scientific research, policy research,													
social science research) or													

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c. producing technologies for													
commercialization or livelihood													
improvement or													
d. whose research work resulted in an													
extension program													
Output Indicator(s)													
1. Percentage of graduate students enrolled													
in research degree programs			10% (50/500)	34% (310/907)	8% (40/500)	21% (400/1,907)		100% (667/667)	100% (1322/1322)	100% (1641/1641)	100% (3630/3630)	92%	The University reported a 100% accomplishment rate for students enrolled in research degree programs, as research is an embedded and mandatory component across graduate curricula, culminating in a required scholarly output. CHED describes graduate education as involving the production of original research or creative work, and explicitly states that master's level programs contain a substantial research component. Hence, all graduate programs require the conduct and completion of research outputs, such as theses (for master's programs) and dissertations (for doctoral programs), as well as other program-specific research outputs (e.g., feasibility studies or applied/capstone projects, depending on the approved track). This requirement is operationalized through formal research processes (advising and panel systems) that recognize thesis/dissertation work as a core graduate requirement and require qualified research supervision.
2. Percentage of accredited graduate													
programs					83.33% (5/6)	83.33% (5/6)				100% (6/6)	100% (6/6)	16.67%	The Program Accreditation targets were exceeded through the strategic conduct of a series of local accreditations and the early scheduling of AACCUP survey visits. These proactive measures strengthened institutional readiness, facilitated early
													gap identification and corrective actions, and resulted in favorable accreditation outcomes. This approach reflects a strong commitment to quality assurance and continuous improvement.
RESEARCH PROGRAM	320200000000000												
OO : Higher education research improved to promote economic productivity and innovation													
Outcome Indicator(s)													
1. Number of research outputs in the last													
three years utilized by the industry or by													
other beneficiaries		1	2	3	5	11	1	1	2	7	11	2	During the 4th quarter, research targets were achieved through effective planning, monitoring, and stakeholder engagement. The utilization of seven (7) research outputs by industry and other beneficiaries was facilitated by strong partnerships with LGUs, industries, and agencies, early identification of end-users, and regular dissemination and technology transfer activities. Collaboration among Research, Extension, and Innovation units ensured the timely adoption of research findings.
Output Indicator(s)													
1. Number of research outputs completed													
within the year		10	20	40	65	135	13	23	20	79	135	14	The completion of 79 research outputs within the year was supported by strict monitoring of timelines, timely release of funds, technical mentoring, and the use of standardized reporting tools.
2. Percentage of research outputs published													
in internationally-refereed or CHED													
recognized journal within the year		3% (8/300)	9% (26/300)	12% (36/300)	19% (56/300)	42% (126/300)	2.66% (8/300)	14% (42/300)	4% (12/300)	21.67% (65/300)	42% (127/300)	3%	Meanwhile the 21.67% publication rate in internationally refereed journals was achieved through early manuscript preparation, writing workshops, and publication assistance for published research. Overall, an integrated research management approach enabled the attainment of 4th quarter targets.

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TECHNICAL ADVISORY EXTENSION PROGRAM	330100000000000												
OO : Community engagement increased													
Outcome Indicator(s)													
1. Number of active partnerships with													
LGUs, industries, NGOs, NGAs, SMEs, and													
other stakeholders as a result of extension													
activities		10	14	15	10	49	1	16	10	24	51	14	The attainment of active partnerships resulted from intensified year-end implementation, efficient use of remaining resources, strengthened stakeholder engagement, and proactive
													monitoring, which collectively enabled the formation and formalization of additional partnerships beyond the annual target. This is the result of a proactive and needs-based partnership building anchored on ongoing extension implementation.
Output Indicator(s)													
1. Number of trainees weighted by the													
length of training		750	1,490	1,520	750	4,510	344	663	598	4340	5945	3590	The exceeded attainment in the number of trainees weighted by the length of training was achieved through the modular and cumulative delivery of extension trainings, wherein training programs were designed and implemented as multi-session or progressive activities rather than one-off engagements. Short-duration sessions conducted earlier in the year were consolidated, extended, or scaled up into longer and more comprehensive training programs, particularly during the Fourth Quarter. This approach was reinforced by the culmination and catch-up implementation strategy, which allowed deferred or partially implemented trainings to be completed and extended toward year-end. As a result, trainees who participated in multiple sessions accumulated longer training hours, thereby increasing the weighted training count.
2. Number of extension programs organized													
and supported consistent with the SUC's													
mandated and priority programs		18	20	21	18	77	19	30	15	50	114	32	Extension programs were deliberately clustered and designed to respond to identified priority areas, ensuring that activities implemented throughout the year and especially during the Fourth Quarter were compliant, relevant, and mandate-driven. This resulted in a higher number of organized and supported programs that remained consistent with SUC mandates.
3. Percentage of beneficiaries who rate the													
training course/s as satisfactory													
or higher in terms of quality and relevance		100.00% (675/675)	100.00% (1,341/1,341)	100.00% (1,368/1,368)	100.00% (675/675)	100.00% (4,059/4,059)	100% (429/429)	100% (714/714)	100% (500/500)	100% (3981/3981)	100% (5624/5624)	0%	Training courses and advisory services were designed based on identified community needs, regularly refined through monitoring, on-site consultations, and immediate feedback, and delivered by qualified and experienced resource persons. This ensured that content remained relevant, practical, and responsive to beneficiary expectations.

Prepared By:

GREGORIO F. DELOS ANGELES, JR.
Planning Officer
Date: March 17, 2026 11:59 AM

In coordination with:

JESILLE A. VIERNES
Budget Officer
Date: March 17, 2026 11:59 AM

Approved By:

ELBERT M. GALAS
Agency Head
Date: March 17, 2026 12:34 PM

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