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Discussion 7. What types of information would you require in order to decide whether the knowledge content would continue to the next step of the cycle for the proposed project?

The types of information required to determine whether knowledge content should proceed to the next stage of the KM cycle in the GS-KMIS project include relevance, accuracy, completeness, consistency, usability, and timeliness. The knowledge must be directly aligned with graduate advising functions, policy compliance, academic progression monitoring, or institutional reporting requirements. Its accuracy and authority must be verified against officially approved Graduate School policies, curriculum documents, or formally recognized adviser practices. The content must be sufficiently complete and clearly defined to allow proper codification into system rules, repositories, or AI logic without misinterpretation. Consistency with existing regulations, academic standards, and system data structures must also be examined to prevent contradictions within the knowledge base. Usability must be evaluated to determine whether the knowledge can meaningfully support operational decisions such as automated degree audits, elective validation, or risk alerts. In addition, the currency of the information must be confirmed to ensure that outdated or superseded rules are not embedded into institutional memory. Only when these criteria are satisfied should the knowledge advance to codification, sharing, and application stages.

In my experience as an undergraduate at UPLB, particularly within the College of Arts and Sciences and the Institute of Computer Science, similar decision points occur in academic processes. When course policies, curriculum revisions, or enrollment guidelines are introduced, they are not immediately disseminated. They undergo departmental review, college endorsement, and sometimes university-level approval to verify alignment with official standards. For example, before a curriculum checklist is adopted by students for advising, it must match approved Board of Regents or college policies. If inconsistencies are found, revisions are made before distribution. Informal interpretations from peers or even faculty are clarified through official memoranda before becoming standard practice. This reflects the validation stage in the KM cycle, where knowledge is examined before integration into organizational systems. Through these experiences, it becomes clear that structured evaluation of relevance, authority, and applicability is essential to ensure that only reliable and institutionally aligned knowledge progresses through the KM cycle.