

# UA TRACER STUDY 2009-2013: Graduates' Profile, Perceptions on Employability and Relevance of Curriculum

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## ABSTRACT

*The study assessed the status of the graduates of 16 academic programs of the University of the Assumption from 2009 to 2013. Specifically, it (a) determined the demographic characteristics and profile of the respondents, (b) identified employment status across programs and the competencies acquired by the graduates relevant to their employment; (c) assessed the curriculum relevance of the academic programs; (d) determined the relationship among curriculum factors; and, (e) evaluated the extent of UA's contribution to the graduates' total development.*

*The respondents consisted of 658 graduates covering five batches: 2009, 2010, 2011, 2012, and 2013. The research design is a descriptive method utilizing stratified proportional random sampling. The survey instrument is a modified questionnaire based on the tracer instrument developed by the Commission on Higher Education (CHED). Data gathering was conducted through an online system using social networking sites supported by a complete mobile system of communication.*

*Results of the study revealed that a greater majority of the graduate respondents (almost nine in every ten) are gainfully employed on permanent or regular status in the country whose annual salary is above the minimum wage. Similarly, many of those employed are hired within a year of job search. This finding is likely due to the employability attributes and values of the respondents, which are notable and reflected in the university's VMG. Most of the graduates affirmed the alignment of the job with their field of studies and its usefulness in the*

*workplace. There are statistically significant relationships between graduate respondents' perception of the extent of appearance in the board exam, the level of emphasis of the courses in the undergraduate curriculum, and the level of application in the professional practice. All academic programs are found to be relevant in varying degrees based on these factors. A greater majority of graduate respondents gave favorable perceptions in terms of the extent of contribution of their alma mater to their total development.*

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**Key words:** employment, graduate respondents, tracer study

## **INTRODUCTION**

Graduates' tracer study is one of the most relevant institutional researches in higher education institutions (HEIs). It is imperative in the assessment of institutional programs and educational training (Rodriguez, 2005). Basically, a tracer study provides useful and meaningful information about the entry of graduates into the labor market. It presents retrospective evaluations of academic programs relative to the status of graduates in the workplace (Heidemann, 2011). The assessment of graduates' employability remains to be the litmus paper of authentic education in any academic institution.

In order to be productive and responsible citizens of the 21<sup>st</sup> century and be professionally agile in the fast-changing global technological business landscape, graduates may be well-rounded equipped with the necessary and relevant knowledge, skills, attitudes, and values needed for work. Knowledge and competency acquisition in the undergraduate will promote productivity, efficiency, and proficiency in the graduate's current job (Lalican, 2014).

In the current context, educational institutions have been facing a number of challenges such as the growing competition among higher education institutions (HEIs), the increasing international competition, the new study structure (Bologna Process /K to 12), graduates' employability, evaluation and accreditation, outcomes-based assessment, the rising service demand from students and the new management philosophy of quality

management (Schomburg, 2010). Gines (2004) clarified that graduate tracer study is a very vital source of information that can be used to define/redefine HEIs mission and niche as well as in discovering how academic programs and course offerings can be adjusted in alignment with institutional goals.

The ASEAN Economic Community (AEC) has declared 2015 as the beginning of an economic transformation for the ten countries of Southeast Asia coined as ASEAN Integration. It is viewed as an economic milestone that will enhance the growth of investments, trade, and tourism among member states. To offer an unparalleled edge for future global professionals, higher education institutions (HEIs) in the Philippines must be able to see to it that their graduates would be at par with other graduates of international schools. The challenge now for future professionals is not just to be qualified but to be the best qualified on the job.

The 21<sup>st</sup>-century skills and competencies have to be mapped out in the curriculum in order to assure a brighter and more competitive future for the graduates of Philippine HEIs. For an HEI to re-engineer its curricula, reliable baseline data is needed as a reference for curriculum revision and alignment. The alumni community is a rich informant in the assessment of data needed for comprehensive strategic planning and curriculum re-engineering. The data on graduates' employment-related variables and other curriculum matters are crucial in developing conclusions and generalizations needed for academic and curricular interventions. Rodriquez (2005 p.38) pointed out that the findings of tracer studies provide essential feedback not only concerning the relevance of the subjects in the different course offerings but also the adequacy skill-wise and knowledge-wise of the graduates they produce.

The Commission on Higher Education (CHED), being the key leader of the Philippine higher education system, is mandated to promote relevant, efficient, and quality education.

This is basically in partnership with higher education stakeholders, particularly in building the country's human capital and innovation capacity. Thus, CHED requires all HEIs to conduct

tracer studies to provide indicators of the quality of higher education. Consequently, this is equally reflected as a required document for accreditation and institutional assessment such as the CHED's Institutional Sustainability Assessment (ISA) and any higher education accrediting body like the Federation of Accrediting Agencies of the Philippines. The issuance of Executive Order No. 83, s. 2012 which institutionalizes the Philippine Qualifications Framework (QPF), has been the focus of CHED in improving the education in the country. This mandate establishes national standards and levels for outcomes of education and training, specializations, skills, and competencies, which is being followed for curriculum development and re-engineering across higher education institutions (HEIs) in the Philippines.

According to Millington (2001), results from tracer studies provide quantitative structural data on employment and career, the character of work and related competencies, information on the professional orientation, and experiences of the graduates. Similarly, Schomburg (2010) stipulated that results from these studies are important for the analysis of the relationship between higher education and work.

The tracer study of Arcelo (2001) disclosed the perennial problems of the inadequacy of employment opportunities and the mismatch problem. According to him, there are two major reasons for unemployment in the Philippines, namely: the slow pace of economic development and the government's inadequate employment generation program (Arcelo, 2001).

According to McQuaid (2006), the mismatch happens because job seekers are not perceived by employers as having the necessary competencies for the job. The concern of graduate unemployment has become an even more serious reality, especially when young people start to feel the end products of the labor market turndown as it poses harmful social and economic costs. Many studies show that the bad experiences of new graduates in the labor force have a lasting impact on their future behavioral, economic, and social opportunities (Green et al., 2005). Those who have encountered negative experiences have a higher

chance of coming across with further job-related setbacks later in life, as well as social exclusion, poverty, and ill health (Baum & Mitchell, 2008).

Ramota (2005) explains that the Philippines has an oversupply of business graduates who end up being unemployed. In addition, the call center and BPO industries are filled with graduates who ironically have been trained to be nurses, engineers, and teachers and now occupy a job that is not aligned with their programs. Thus, there is a need to review the mismatch perceptions between the graduates' assessment on employability vis-à-vis the employer's assessment (Valenzuela & Mendoza, 2010).

Pellegrino (2006) points out that there would be extremely powerful information technologies in the educational setting within the next decade as these become aspects of people's lives. These would provoke fundamental changes in learning environments at all levels of the education system. Many of the implications of technology are beyond people's speculative capacity, but it appears clearly that such advances in technology will continue to impact the world of education and employment opportunities. Thus, every HEI is challenged to invent multiple possibilities for curriculum, instruction, and assessment based on synergies among information technologies and contemporary knowledge (Pellegrino, 2006).

In the current study, the graduates' demographic characteristics such as civil status, sex, date of birth, year graduated, annual gross income, professional licensure, socio-civic affiliations, activities, and personal achievements are crucial factors in providing vital information about a population under study. Hammer (2011) stressed the importance of collecting and describing the demographics of the population under study.

McQuaid and Lindsay (2005) posited a model which describes three main interrelated components or factors that influence the level of employability. These are (1) individual factors which include skills attributes and demographic characteristics, adaptability and mobility; (2) personal circumstances, which cover the contextual socio-economic factors related to the individuals' social and household circumstances; and (3) external factors,

which include labor demand conditions (e.g., recruitment factors, vacancy characteristics) and enabling support factors (e.g., job-matching technologies accessibility of public services).

Tracing graduates' employability and competency alignment would provide vital information on how the educational institution becomes a key to improving the quality of life and becomes the primary means for social and economic elevation. Furthermore, it would provide evidence of how the institution has performed in terms of its goals and objectives. Any assessment on employability needs clearly to indicate areas for internal improvement rather than simply ranking institutions (Harvey, 2001). An audit of employability-development data such as employment status, location, type of employment, waiting time before landing on the first job, reasons for staying in the job, reasons for leaving, alignment of the program with the current job, competencies, and personal values useful in the workplace, is necessary to clearly provide a comprehensive picture of graduates' status. Measuring competency is critical for assessing any gap that may exist between the current workforce and the current future needs (Henderson & Cockburn 2006). Furthermore, competency assessments provide critical information for school managers to put in place the necessary training and development programs for students to cultivate sustainable talent pools for the future. Tying competency gap assessments to development programs of the institution is a win-win proposition; because it would not only provide HEIs with means of upgrading its curricula but also retain and invest in valuable resources, particularly human resources. With the fast-changing technology used in the workplace, there is a need to rethink and redesign curriculum, instruction, and assessment based on contemporary research and theory (Pellegrino, 2006). Intelligent forecast shows that most jobs in the future are not yet invented. Thus, HEIs may become proactive not just in the re-engineering of their programs but also in the creation of new and relevant programs for the future.

The need to ascertain curriculum relevance is a major thrust of any higher education institution (Zainab & Edzan, 2004). The curriculum relevance from the lens of graduates in terms of the level

of emphasis of subject areas, the extent of appearance in the licensure board examination, level of application in professional practice, and level of need for seminar training is underscored in the current study. The disclosure of the degree of the overall institutional impact on the graduates' holistic development is also a crucial dimension. Every higher education institution has a duty to nurture the holistic development of university students (Shek, 2010). The extent of institutional contribution to graduates' holistic development based on their perspective is evaluated in the current study.

The University of the Assumption, the first Archdiocesan University in Asia, a non-profit Catholic educational institution, envisions its graduates to become Catholic leaders who are '*biasa*' (academically competent), '*maganaca*' (morally upright), and '*mayap*' (socially responsible) through academic excellence (SCIENTIA), Christian formation (VIRTUS) and community service (COMMUNITAS).

In its thrust to form Catholic leaders, the University of the Assumption has put a high premium on getting vital information about its graduates and alumni. Through its Research and Planning Office, the University conducts a tracer study relevant to curriculum updating and institutional planning.

This study aims to provide relevant information regarding the graduates covering a five-year period (AY 2008-2009, AY 2009-2010, AY 2010-2011, AY 2011-2012, and AY 2012-2013). Specifically, it is intended to:

1. Determine the profile of the UA Alumni 2009 to 2013 in terms of:
  - a. Demographics (sex, civil status, age, religion);
  - b. Annual gross income and its relationship with other demographic factors;
  - c. Professional licensure;
  - d. Socio-civic affiliations; and,
  - e. Personal achievements

2. Assess the graduates' employability in terms of:
  - a. Present employment
  - b. Location of work
  - c. Employed graduates
  - d. Type of employment
  - e. Reasons for accepting the first job
  - f. Reasons for staying on the job
  - g. Length of time staying in the first job
  - h. Means of finding the first job
  - i. Waiting time of finding the first job
  - j. Reasons for changing jobs
  - k. Job relation to a college degree
  - l. The major line of a company's business per program
  - m. Reasons for accepting a misaligned job
  - n. Specific competencies learned in college are most useful in the job
  - o. Application to and usefulness of the overall training in UA in the present job
  - p. Personal values useful in achieving employment success
  
3. Determine the relevance of the curriculum in terms of:
  - a. Level of emphasis of subject areas;
  - b. Extent of appearance in the licensure board examination;
  - c. Level of application in the professional practice; and
  - d. Level of need for seminar training
  
4. Identify if there is a significant relationship of the graduate respondents' perception ratings in terms of the following:
  - a. Level of emphasis of subject areas in the undergraduate curriculum and the extent of application in the professional practice;
  - b. Level of emphasis of subject areas in the undergraduate curriculum and the extent of appearance in the licensure/board examination;



- c. Extent of appearance in the licensure /board examination and the level of application in the professional practice; and
5. Evaluate the extent of UA's contribution to the graduates' total development

Below are the limitations of the study:

- a. A cohort of five-academic years across 16 programs in the tertiary level was covered in the study
- b. Resistance to survey participation of some randomly selected respondents was observed
- c. Inability to complete all required data in the questionnaire was somewhat evident among a few respondents
- d. Technical difficulties such as incompatibility of software used by the respondents in sending and retrieving instruments were also observed

## **METHOD**

The study adopts a descriptive method using stratified proportional random sampling. This involves dividing the target graduates population into strata based on their shared characteristics, particularly according to batch and course offerings. A random sample from each stratum is taken in a number proportional to the stratum's size, which is then pooled to form the random sample. Six steps were undertaken: (1) defining the population; (2) identifying the relevant stratification; (3) listing the population according to the stratification; (4) choosing the sample size; (5) computing the proportionate stratification; and (6) conducting simple random or systematic sampling through fishbowl technique. According to O'Leary (2004) and De Vries (1986), this sampling technique is superior because it improves the potential for the units to be more evenly spread over the population (not to be over-represented) and therefore provide better precision; thus may even involve smaller sample size, which saves time and money.

A proportional sample size of 658 (20%) among the alumni was surveyed from a population of 3,284 graduates in 16 academic programs covering a five-year academic period (2009 – 2013).

The survey questionnaire is the instrument of the study, which was initially developed by the Academic Research Office in 2011 based on the tracer instrument developed by the Commission on Higher Education (CHED). In 2012, further revision of the instrument was made in close collaboration with the college deans and the academic chairs of each curricular program. The two-page instrument contains generic items on demographics, employment, and curriculum, as well as items strictly peculiar to the program. The instrument was generated and further content validated by experts in the discipline through the direct assistance of the Research and Planning Office in 2012.

The list of graduates from 2009 to 2013 was made available by the Office of the University Registrar. Contacts and e-mail addresses were obtained from the Guidance and Admissions Office (GAO).

Data gathering was conducted through an online system using social networking sites supported by a complete mobile system of communication. Three mobile phones were used in contacting and making follow-ups with respondents. Direct filling-out of questionnaires at the office was also done, especially with randomly selected alumni visiting the university. Proportional random sampling was done through the 'fishbowl' sampling method. A proportional sample of twenty percent from each academic program was targeted. To ensure efficiency in data gathering, three attempts were made through phone calls to communicate with the non-responsive respondents before being replaced by another.

Informed consent was sought from the respondents emphasizing the observance of confidentiality and privacy rule on information. Respondents were also informed that they could withdraw from the survey at any time.

The data collected were coded in a spreadsheet and analyzed using licensed SPSS v. 17. In interpreting the data, the following statistical tools were employed: (1) frequency scores and percentage on demographics; (2) weighted mean to determine the level of perception of identified variables; and (3) rank to determine the order of importance of selected variables (4) Pearson r and Chi-square to determine relationships of selected variables. A four-point and five-point Likert scale were used to determine the mean ratings and degree of measurement.

## RESULTS AND DISCUSSION

The results of the study are presented in the following order: profile of the UA alumni 2009-2013, graduates' employment status, level of curriculum relevance, relationships of graduate respondents' perception ratings on the three variables for measuring curriculum relevance and the extent of UA's contribution to the graduates' total development.

### Profile of the UA Alumni 2009 to 2013

This section covers the profile of graduates from batch 2009 to 2013. Interpretation and analysis of tables and figures are provided accordingly.

**Table 1**

***Distribution of respondents according to academic programs***

<b>Program</b>	<b>Frequency</b>	<b>Percent</b>
BS Accountancy	52	7.9
BS Accounting Technology	22	3.3
BS Business Administration	83	12.6
BS Hotel and Restaurant Management	111	16.9
BS Tourism Management	13	2.0
BS Nursing	175	26.6
BS Psychology	35	5.3
AB Communication	29	4.4
BS Computer Science	33	5.0
BS Information Technology	15	2.3
BS Architecture	13	2.0

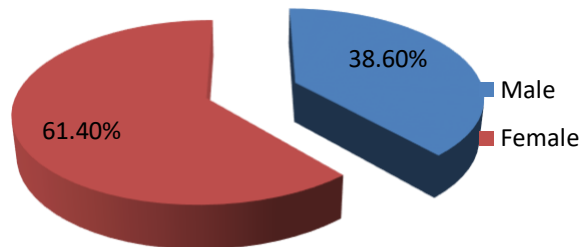
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BS Computer Engineering	14	2.1
BS Civil Engineering	13	2.0
BS Industrial Engineering	8	1.2
BS Secondary Education	26	4.0
B Elementary Education	16	2.4
<b>Total</b>	<b>658</b>	<b>100.0</b>

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There are 658 respondents comprising 20% of the total graduates coming from five batches (2009 to 2013). In the proportional random sample, the graduates of BS in Nursing registered the highest frequency, and the second is BS in Hotel and Restaurant Management. On the other hand, BS in Industrial Engineering registered the lowest sample of respondents.

**Demographics.** It includes sex, civil status, age, and religion.



**Figure 1: Distribution of respondents according to sex**

Figure 1 shows that the majority of respondents are females (61.4%), and a few are males (38.6%). Of the female population, BS in Accounting Technology (86.36%), Bachelor of Elementary Education (81.25%), and BS in Tourism Management (76.92%) garnered the three highest percentages. Of the male population, BS in Civil Engineering (84.62%), BS in Architecture (69.23%), and BS in Computer Science (66.67%) registered as the top three.

**Table 2**  
**Civil status**

Civil Status	Frequency	Percent
Single	590	90.1
Married	59	9.0
Live-in	3	0.5
Separated	2	0.3
Single/Solo	1	0.2
<b>Total</b>	<b>658</b>	<b>100.0</b>

Most of the graduates are single (90.1%), and few are married (9%). More than half (55%) are single females, and more than one-third (35%) are single males. Those married males comprised three percent and six percent married females. Those who are single solo parent (0.2%), separated (0.3%) and living-in (0.5%) comprised the smallest percentage. The majority of these young respondents are likely more focused on their careers and were single at the time of the survey. There is a very remote minority of graduate respondents who favor live-in relationships that do not conform to Catholic moral standards.

**Table 3**  
**Age bracket**

Age Bracket	Frequency	Percent
25 years old and below	390	60.2
26 years old and above	258	39.8
<b>Total</b>	<b>658</b>	<b>100.0</b>

The average age of respondents is around 25 years old, the most common age is 24, and the age in between among respondents is also 25 years old. The younger group of respondents age 25 and below comprised 60.2 percent, and the older group who are 25 and above registered at 39.8 percent.

**Table 4**  
**Distribution according to religion**

Religion	Frequency	Percent
Catholic	564	90.4

Non-Catholic	60	9.6
<b>Total</b>	<b>658</b>	<b>100.0</b>

In terms of religion, a greater majority of respondents are Catholics (90.4%), and only a few (9.6%) are non-Catholics. This reiterates that the Catholic religion is dominant in a Catholic university.

**Table 5**  
**Annual gross income**

<b>Annual Income</b>	<b>Frequency</b>	<b>Percent</b>
1 million or higher	15	2.6
Php 500,000-999,999	26	4.5
Php 400,000-499,999	15	2.6
Php 300,000-399,999	46	8.0
Php 200,000-299,999	71	12.4
Php 150,000-199,999	69	12.0
Php 100,000-149,999	101	17.6
Php 50,000-99,999	65	11.3
Less than Php 50,000	166	28.9
<b>Total</b>	<b>574</b>	<b>100.0</b>

**Annual gross income.** Of the total respondents, 572 (87.2%) disclosed their incomes in the survey. Fifteen (2.6%) were earning at least one million pesos annually. Eight were graduates of BS Nursing, two from B.S. HRM, one Accountancy, and one each from BS Psychology, AB Communication, and B.S. Computer Science (See Table 8). A little more than a quarter of the respondents registered their annual incomes to be less than Php 50,000.00 (29%). However, about six in every ten graduates earn above the minimum wage (59.7%) based on the index provided by the National Wages and Productivity Commission, dated May 2015, wherein a daily salary minimum wage of Php 298.00 - 349.00 for Region III was reported. There is 32.4 percent of respondents (three out of ten) who earn between 150,000 and Php 399,999. Almost one in every ten graduates (9.7%) earns between 400,000 and 1 million or higher. With regard to academic programs having the highest annual gross earnings (Php 300,000 and above), the top

five were revealed: BS in Nursing, BS in HRM, BS Accounting, BS in Business Administration, and AB Communication. See Table 8.

In terms of association, there is a significant relationship between annual gross income with five demographic factors.

**Annual gross income and sex.** There is a significant relationship between annual income and sex ( $\chi^2 = 19.345$ ,  $df=8$ ,  $p<.05$ ). The annual gross income is dependent on sex. Females tend to have higher annual gross income compared to males. There is a growing trend that welcomes females in top management positions that pay well. The breaking of the glass ceiling has been a phenomenon to many brightest women executives (Ragins et al., 1998). The latest statistics show that there are ten top countries that have the most women in management positions. According to International Labor Organization (ILO, 2012 as cited in McCarthy, 2015), the Philippines is ranked four among the countries where women are most likely to be the boss and therefore are well paid. Furthermore, women workers in the Philippines outnumbered men workers in recent years, comprising more than half (54.9%) of the workforce (NSO, 2012).

**Annual gross income and age group.** There is a significant relationship between annual income and age groups ( $\chi^2 = 33.790$ ,  $df = 8$ ,  $p < .01$ ). The annual gross income is dependent on the age group. The older group tends to have a higher annual gross income compared to the younger group. The relationship between seniority and compensation is significant in labor economics (Ballou & Podgursky, 2003).

**Annual gross income and graduation batch.** There is a significant relationship between annual income and batches ( $\chi^2 = 98.88$ ,  $df=32$ ,  $p<.01$ ). The annual gross income is dependent on the graduation batch. The older the batch, the higher is the annual income. Older batches tend to have higher annual gross income as compared to younger batches.

**Annual gross income and location of work.** There is a significant relationship between annual income and location of work ( $\chi^2 = 125.715$ ,  $df=8$ ,  $p<.01$ ). The annual gross income is dependent

on the location of work. Those who are working abroad tend to have higher annual gross income. This is mainly due to foreign currencies with higher conversion rates. According to Ratha (2001), migrant workers' remittances have become an increasingly major source of external funding for many developing countries like the Philippines.

**Annual gross income and type of employment.** There is a significant relationship between annual gross income and the type of employment ( $\chi^2 = 26.67$ ,  $df=8$ ,  $p<.01$ ). The annual gross income is dependent on the type of employment. Those employed in private tend to have higher annual gross income as compared to those in public. The study shows that high-paying jobs are predominantly observed in the private sectors in Third World countries. But this is contrary in First World countries, where employees in the public sector work shorter hours but earn more than their private-sector counterparts (Rogers, 2012).

**Table 5**  
***Licensure examination passed***

<b>Licensure Examination</b>	<b>Frequency</b>	<b>Percent</b>
Board examination	244	37.1
Eligibility examination	41	6.2
None	373	56.7
<b>Total</b>	<b>658</b>	<b>100.0</b>



**Table 6**  
***Licensure examinations passed according to academic programs***

Program	Board Examination	Eligibility Examination	None	Total
BS Accountancy	30	4	18	52
BS Accounting Technology	0	4	18	22
BS Business Administration	0	5	78	73
BS Hotel & Restaurant Management	0	4	107	111
BS Tourism Management	0	0	13	13
BS Nursing	158	0	17	175
BS Psychology	0	7	28	35
AB Communication	0	9	20	29
BS Computer Science	0	4	29	33
BS Information Technology	0	3	12	15
BS Architecture	6	0	7	13
BS Computer Engineering	2	1	11	14
BS Civil Engineering	10	0	3	13
BS Industrial Engineering	0	0	8	8
BS Secondary Education	24	0	2	26
B Elementary Education	14	0	2	16
<b>Total</b>	<b>244</b>	<b>41</b>	<b>373</b>	<b>658</b>

**Professional licensure.** Of the 658 respondents, 41 passed the eligibility examinations, and of the 309 respondents of six board programs, 244 passed the board/licensure examinations registering at 78.9%. There are 373 respondents who likely have not taken nor passed eligibility examinations based on their non-disclosure. Those who passed the civil service and/or other eligibility certifications only registered at 6.2 percent (f=41). Both respondents of BS Tourism and BS Industrial Engineering programs did not register any eligibility test passed in both areas, while BS Psychology Program and AB Communication Program have seven and nine graduates respectively who disclosed passing their eligibility test. Respondents who passed their licensure/board exams registered in the following descending order: 92.3 percent for Bachelor of Science in Secondary Education, 92 percent for BS in Nursing, 87.5 percent for Bachelor of Elementary Education, 77 percent for BS in Civil Engineering, 57.7 percent for BS in Accountancy and 14.2 percent for BS in Computer Engineering.

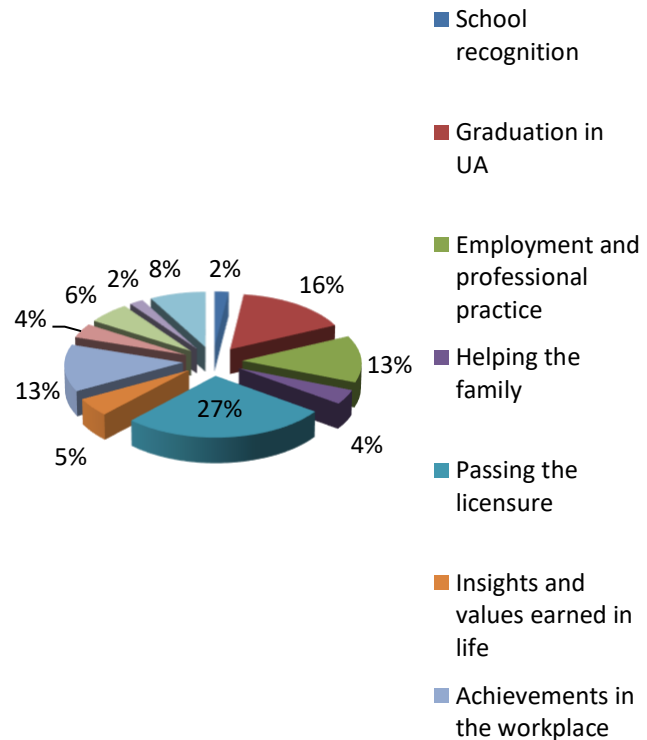
**Table 7**  
*Involvement in socio-civic organizations*

<b>Socio-Civic Organizations</b>	<b>Frequency</b>	<b>Percent</b>
UA Alumni Association Incorporated	37	5.6
Rotary Club	3	0.5
Jaycee Club	1	0.2
Religious organizations	87	13.2
Other organizations	39	5.9

**Socio-civic participation.** Only a quarter of the respondents (f=167) declared active participation in socio-civic organizations. The distributions are as follows: Religious Organizations (f=87, 13.2%), UA Alumni Association Incorporated (f=37, 5.6%), Rotary Club (f= 3, 0.5%), Jaycee Club (f=1, 0.2%) and other organizations (f=39, 5.9%). The data revealed a gap in socio-civic participation of graduates, which needs to be reflected on. The lack of involvement in socio-civic organizations is likely due to the demands and challenges of their jobs. Since educational institutions and communities share a common belief that education is the responsibility of the whole community (Kilpatrick et al., 2003), it is, therefore, a big challenge to an educational institution to examine the gaps and offer a viable program that would address this very low participation of graduates in socio-civic activities and organizations. The study of Yates and Youniss (2010) stressed the importance of political-social commitment as a key aspect of identity formation among the youth.

**Table 8**  
*Significant achievements embellishing success in life*

<b>Significant achievements</b>	<b>Frequency</b>	<b>Percent</b>
Yes	228	50.6
No	223	49.4
<b>Total</b>	451	100.0



**Figure 2: Distribution of personal achievements in life**

**Personal achievements.** Of the 658 respondents, 50.6 percent affirmed having personal achievements, and 49.4 percent did not state an achievement. Of those who disclosed their personal achievements, passing the licensure exam is ranked one, garnering 27 percent. Graduating from UA came second with 16 percent, and promotion and achievement in the workplace came third with 13 percent. Almost three out of ten are most likely proud of their achievement in passing the board or licensure exam. Their attainment of a license is likely to be the greatest achievement as young professionals. Three in every twenty respondents consider

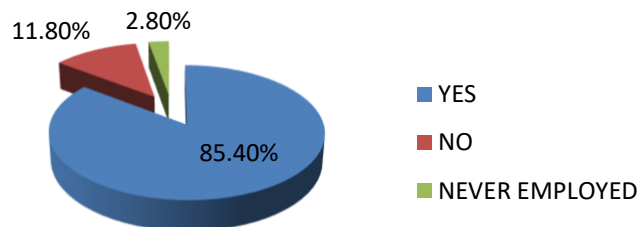
graduation in the university as a personal achievement, while almost three in every twenty respondents are proud of their promotion and achievements in the workplace. School recognition and completion of graduate studies both account for two percent, which is the lowest in terms of frequency. Figure 2 presents the graduates' personal achievement in life, and Table 13 shows the distribution of personal achievement according to programs.

### **Assessment of graduates' employability**

This section covers the overall graduates' employment data. Interpretation and analysis of tables and figures are provided accordingly.

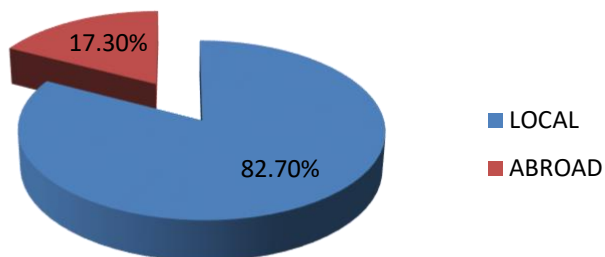
**Present employment.** A greater majority of the respondents (f= 555, 85.4%) are gainfully employed. It is noteworthy that almost nine in every ten have employment. Only a few of them are not employed (f=95, 14.6%); that is, one in every ten. Of those unemployed, 2.8 percent were never employed in their lives. In general, data show a good indicator of employability among the graduates of the university given the present youth unemployment rate in the country. The Philippine Statistics Authority presented data dated January 2014 on employment status by age group, indicating that there is 48.2 percent of unemployed under the age bracket of 15–24 and 29.9 percent for age bracket 25-34.

Figure 3 gives a vivid image of the graduate respondents' declaration of employment. Data show that there is still 2.8 percent of respondents who have never been employed due to several factors. With regard to programs that have the highest percentage of graduates employed, the top seven were revealed: Bachelor of Elementary Education, BS in Secondary Education, BS in Accountancy, AB in Communication, BS in Nursing, BS in Engineering, and BS in Architecture. See Table 15.



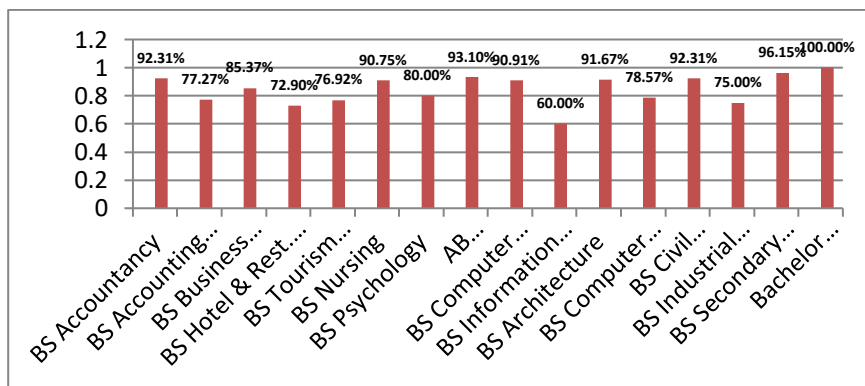
**Figure 3: Graduates' affirmation of employment**

**Location of work.** Figure 4 presents the distribution of the location of work. Of those employed graduates, a greater majority work locally ( $f= 460$ . 82.7%) and few work abroad ( $f=96$ , 17.3%). However, there are 102 respondents (15.5 %) who cannot be ascertained about their location of work due to non-disclosure. The highest percentage of graduates working abroad among the academic programs is the BS Civil Engineering (42%) followed by the BS Hotel & Restaurant Management (34%); that is, four in every ten civil engineering graduates and three in every ten hotel and restaurant management graduates have found gainful employment abroad. In other programs, approximately a minority that is one in every five of the graduates of BS in Nursing (20.38%), AB in Communication (22.22%), BS in Computer Science (26.66%), and BS in Computer Engineering (18.18%) has also found gainful employment abroad. On the other hand, majority, that is nine in every ten graduates of BS in Business Administration (95.6%), BS in Elementary (93.75%), BS in Psychology (92.85%), BS in Accountancy (91.3%), BS in Architecture (91.66%) and Secondary Education (91.66%) are employed in the country. All the respondents of BS in Accounting Technology and BS in Industrial Engineering opted to stay and work locally. See Tables 16 &17. Data show that the greater majority of graduates are actively involved in nation-building through domestic opportunities and undertaking in their employment in the country. Furthermore, those who work abroad also contribute to the country's economic stability through their foreign currency remittances.



**Figure 4: Distribution according to the location of work**

The top five programs which incurred a high percentage rate of employment are Bachelor Elementary Education (100%), Bachelor of Science in Secondary Education (96.15%), Bachelor of Arts in Communication (93.10%), Bachelor of Science in Civil Engineering (92.31%) and Bachelor of Science in Accountancy (92.31%). BS in Information Technology and BS in Hotel Restaurant Management are the bottom two. Figure 5 shows the percentages of employment per academic program.



**Figure 5: Percentage of employment across programs**

**Unemployed graduates.** Data show that a remote minority of the total respondents have never been employed (f=18, 2.8%). Of those who are unemployed, eighteen (2.7%) of them disclosed that this is due to family concerns and decided not to get employed. Fourteen (2.1%) had current advanced or further studies, and eleven (1.7%) respondents declared that they have no job opportunities. Ten respondents (1.5%) confirmed that they lack work experience, and only three (0.5%) singled out health-related reasons, and 35 (5.3%) respondents have opted not to respond. Rodriguez (2005) has relatively similar results on the top two reasons for unemployment, namely, advanced studies and no job opportunities. In the tracer study of Macatangay (2013), the lack of work experience is the number one reason for unemployment, job opportunities came second, and advance or further studies only registered third. Unemployed UA graduates may have family concerns that may likely involve either caring responsibilities or family businesses which, according to McQuaid and Lindsay (2005), are personal circumstances that influence employability. On a lighter side, it is good to note that a good number of unemployed respondents are pursuing advanced studies, which are likely an indication of their big career plans in the future; that is to make them more competitive in the labor market in terms of qualification. With the perceived gaps, a critical review may be done by the school to lessen, if not eliminate unemployment.

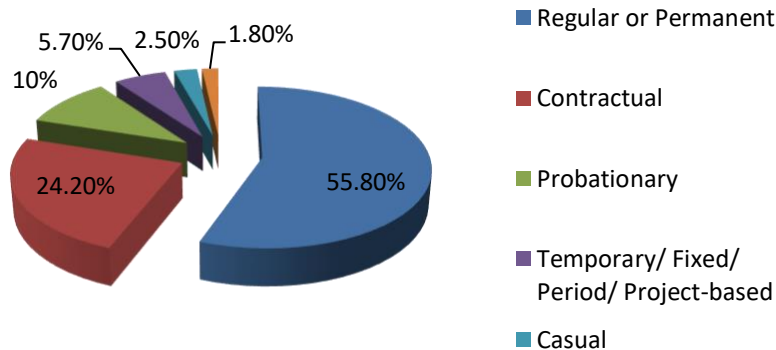
**Table 8**  
***Reasons for unemployment***

<b>Reasons for Unemployment</b>	<b>Frequency</b>
Currently having advanced or further study	14
No job opportunity	11
Family concern and decided not to find a job	18
Did not look for a job	5
Health-related reasons	3
No eligibility	0
Lack of work experience	10
Other reasons	35

**Present employment status.** Those graduates who have a permanent or regular status of employment comprised 55.8 percent (f=312), and those contractual registered at 24.2 percent (f=135). Respondents who are still on probationary status and those

on project-based positions registered at 10 percent and 5.7 percent, respectively. Only ten (1.8%) are self-employed, and only fourteen (2.5%) are casual employees. There are 99 respondents, or 15 percent, whose status cannot be ascertained because of non-disclosure. See Figure 6.

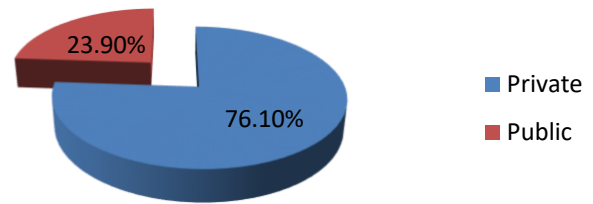
The top four programs based on graduates regular or permanent employment status are BS in Industrial Engineering (83.33%), Bachelor of Secondary Education (80%), BS in Accounting Technology (77.78%), BS in Elementary Education (75%), and BS in Business Administration (64.79%). In terms of contractual status, the top three are BS in Civil Engineering (50%), BS Computer Science (36.67%), and BS Tourism Management (33.33%). In terms of probationary status, the graduates of BS in Industrial Engineering (16.67%) and BS in Accountancy (27.66%) garnered the highest percentage. The graduates of BS in Nursing (12.1%) and BS in Architecture (18.8%) registered the highest percentage in terms of temporary/fixed period or project-based status of employment. Although too small, there are also self-employed graduates from the BS in Business (4.23%), BS in Computer Science (3.33%), BS in Nursing (2.55%), and BS in Hotel and Restaurant Management (2.5%). See Table 20.



**Figure 6: Graduates' employment status**



**Type of employment.** Figure 7 shows the distribution of types of employment of graduates. The majority of graduates are employed in private firms and organizations (f=424, 76.1%), and a minority are working in public or government organizations (f=133, 23.9%). There are 101 (15.3%) respondents who failed to disclose their type of employment, which cannot also be ascertained.



**Figure 7: Distribution according to the type of employment**

**Table 9**

***Distribution of the type of employment according to academic programs***

Program	Private		Public		Total
	Frequency	Percentage	Frequency	Percentage	
BS Accountancy	39	83	8	17	47
BS Accounting Technology	15	88	2	12	17
BS Business Administration	58	84	11	16	69
BS Hotel and Restaurant Management	68	82	15	18	83
BS Tourism Management	6	67	3	33	9
BS Nursing	104	67	52	33	156
BS Psychology	19	68	9	32	28

AB Communication	24	85	3	11	27
BS Computer Science	27	90	3	10	30
BS Information Technology	8	80	2	20	10
BS Architecture	12	100	0	0	12
BS Computer Engineering	10	83	2	17	12
BS Civil Engineering	10	83	2	17	12
BS Industrial Engineering	6	100	0	0	6
BS Secondary Education	14	58	10	42	24
B Elementary Education	4	27	11	73	15
<b>Total</b>	<b>424</b>		<b>133</b>		<b>557</b>

There are exactly 424 respondents who work in private companies/industries, while there are 133 who are in the public or government service. All the graduates of BS in Architecture and BS in Industrial Engineering are employed in private companies/businesses. Nine in every ten graduates of BS in Accounting Technology and BS in Computer Science work in the private sector. Eight in every ten respondents of BS in Accountancy, BS in Business Administration, BS in Hotel and Restaurant Management AB in Communication, BS in Information Technology, BS in Computer Engineering, and BS in Civil Engineering are also working in the same private sector. At the most, 73 percent of graduates of Bachelor of Elementary Education are employed as public school teachers. Despite the increased demand for public school teachers due to the additional two years in High School under the K to 12 program, there are still 58% of the graduate respondents of Bachelor of Secondary Education who are still with the private academic institutions. Likewise, there is a seemingly growing demand in the public sector for the graduates of BS in Tourism, BS in Nursing, and BS in Psychology (three in every ten graduates). See Table 22.

Table 24 shows that about 40 percent of the respondents claimed that their current job is their first job ( $f=225$ , 39.4%). An estimate of six in every ten said otherwise. The majority of the graduates of BS in Accounting Technology (58.82%), BS in Information Technology (70%), and BS in Computer Engineering (75%) asserted that their first job is their current job. This indicates a slow turnover of employees in the IT industry. On the other hand, the majority of the graduates of BS in Nursing (68.94%), BS in Psychology (71.43), BS in Engineering (83.33%), and BS in Architecture (83.33%) asserted that their current job is not their first job. See Table 25. With the data presented, graduates are likely to exhibit the value of loyalty and dedication to their work/occupation. The slow turnover likely reflects this observation.

**Table 10**  
***Reasons for accepting the first job***

<b>Reasons for Accepting the First Job</b>	<b>Frequency</b>
Salaries and benefits	97
Career challenge	82
Related to special skills	49
Proximity to residence	24
Other reasons	21
<b>Total</b>	<b>273</b>

**Reasons for accepting the first job.** There are 273 respondents who unveiled the reasons for accepting their first jobs, which are distributed as follows: salaries and benefits ( $f=97$ ), career challenge ( $f=82$ ), related to special skills ( $f=49$ ), proximity to residence ( $f=24$ ), and other reasons ( $f=21$ ). Data reveal that the financial side would likely be the first reason to consider accepting a job, and career is only second. See Table 25.

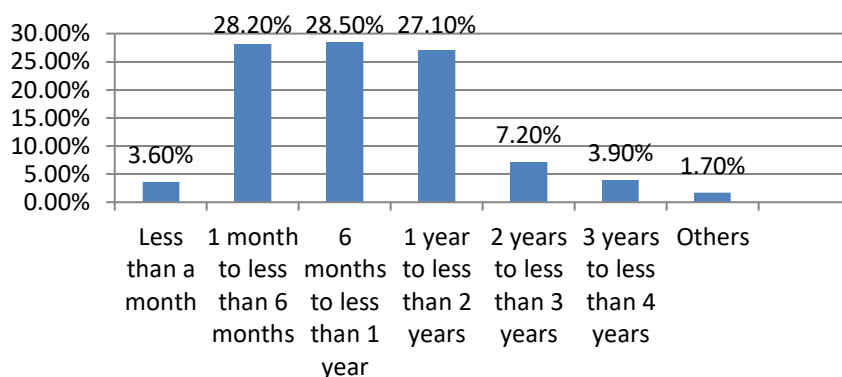
**Table 11**  
***Reasons for staying on the first job***

<b>Reason For Staying on the First Job</b>	<b>Frequency</b>
Salaries and benefits	123
Career challenge	130
Related to course or program of study	118

Proximity to residence	56
Peer influence	18
Family influence	32
Others	16
<b>Total</b>	<b>493</b>

**Reasons for staying on the first job.** Table 26 presents the following reasons for staying on the first job: career challenge (f=130), salaries and benefits (f=123), related to the course of study (f=118), proximity to residence (f=56), family influence (f=32), peer influence (f=18) and other reasons (f=16). Data reveal that there is a relatively growing maturity among graduates in terms of their preferred reasons for staying on a job. This time it shifted to career reasons. The tracer study of Rodriquez (2005) revealed the same results of this tracer. Foster (2006) stated that career development learning is important for students in order to make well-informed decisions about their career in life.

**Length of time in staying in the first job.** Fifty-five percent of the total respondents (f=362) unveiled the length of stay in the first job. They are distributed as follows: Six months to less than one year (28.5%), one to less than six months (28.2%), one year to less than two years (27.1%), two years to less than three years (7.2%), three years to less than four years (3.9%), less than a month (3.6%) and others (1.7%). Sixty percent of them stayed within less than a year, and only 39 percent stayed between one year and four years. The majority of fresh graduates most likely considered their first job as a stepping stone to a more stable job at a minimum of one month to a maximum of two years. Figure 8 shows the percentage of graduates in terms of the length of time in staying in the first job.



**Figure 8: Length of time staying on the first job**

**Table 12**  
**Means of finding the first job**

Means of Finding the First Job	Frequency	Percent
Response to an advertisement	42	6.8
Arranged by school's job placement officer	11	1.8
As a walk-in applicant	244	39.7
Family business	14	2.3
Recommended by someone	202	32.8
Job fair or Public Employment Service Officer (PESO)	27	4.4
Information from friends	58	9.4
Others	17	2.8
<b>Total</b>	<b>615</b>	<b>100.0</b>

**Means of finding the first job.** Table 28 shows that graduates often find their job as walk-in applicants (39.7%) and through recommendations (32.8%). The other ways and means are distributed as follows: information from friends (9.4%), response to an advertisement (6.8%), job fair or public employment service officer (4.4%), others (2.8%) and arranged by school's job placement officer (1.8%). See Table 29. Despite their being centennials, graduates are most likely traditional in finding their first job. They apply as walk-in applicants and prefer the old-fashioned way of finding a job. Different from Rodriquez's tracer study (2005),

walk-in applicants recorded third, while recommendation came first in his list.

Graduate respondents across programs who prefer 'walk-in application' are distributed as follows: BS in Hotel & Restaurant Management (56.44%), BS in Accounting Technology (47.37%), BS in Business Administration (44.30%), and BS Psychology (40.63%). For strong recommendation by someone influential, BS in Civil Engineering (46.17%), BS in Tourism Management (45.45%), and BS in Computer Science (42.42%) graduate revealed in top positions. Almost half of the respondents preferred walk-in applications in finding a job. See Table 30.

There is a gap in terms of the university's placement services to graduates, as manifested by the school's job placement figures (1.8%). The need to strengthen school placement is seen as vital in helping graduates in finding their first job. Job placement services, career guidance/ counseling, and labor market information, especially on less popular careers, should be provided to prepare students for work after graduation (Valenzuela & Mendoza, 2012).

**Table 13**  
***Waiting time for the first job***

<b>Waiting time for the first job</b>	<b>Frequency</b>	<b>Percent</b>
Less than a month	202	32.6
1 month to less than 6 months	272	43.9
6 months to less than 1 year	87	14.1
1 year to less than 2 years	40	6.5
Others	18	2.9
<b>Total</b>	<b>615</b>	<b>100.0</b>

**Waiting time for finding the first job.** The waiting time of finding the first job of those employed is distributed in descending order: one to less than six months (43.9%), less than a month (32.6%), six months to less than a year (14.1 %), one year to less than two years (6.5%), and others (2.9%). Graduates of BS in Industrial Engineering (83.33%) are hired in less than a month, which is most

likely an indication of the strong demand of the graduates of the course, particularly in the industrial setting, or it may also be due to the low supply of industrial engineering graduates. It is followed by graduates of BS in Elementary Education (73.33%) and BS in Architecture (54.55%) who are also hired in less than a month. Such data explain the demand for elementary teachers in the context of K to 12 and the booming demand for architects here and abroad. The graduates of BS in Computer Science (8.33%) and BS in Computer Engineering (16.67%) have difficulty in being hired in less than a month. They may be the choosiest in finding a suitable job among the graduates or most likely the market is already saturated with graduates of computer courses. Within less than six months' time, graduates of BS in Accounting Technology (94.74%), Bachelor of Secondary Education (92.31%), and AB in Communication (92.85%) are quickly absorbed by the industry. This may be attributed to the demand for accounting technologists in the business world, the teaching profession in basic education, and the attractive media profession. It is notable that within less than a year, all (100%) the graduates of AB Communication and BS in Computer Engineering, Bachelor of Secondary Education are hired. Graduates of BS in Computer Engineering rallied within six months to one year in terms of employability. Overall, about 97.1 percent of employed graduates are hired within two years, and 90.6 percent are hired within a year. This likely manifests a remarkable indicator of the employability of graduates of the institution. See Table 32.

**Table 14**  
***Reasons for changing job***

<b>Reasons for Changing Job</b>	<b>Frequency</b>	<b>Percent</b>
Salaries and benefits	244	37.1
Career challenge	147	22.3
Related to special skills	94	14.3
Proximity to residence	54	8.2
Other reasons	48	7.3

**Reasons for changing jobs.** Two hundred forty-four (37.1%) graduates shared their views on this matter. Accordingly, salaries and benefits (37.1%) ranked first as the reason for

changing jobs, career challenge (22.3%) is second, related to special skills (14.3%) is third and proximity to residence came last. There are still other reasons (7.3%) besides the aforementioned, which were disclosed by graduates relative to changing jobs. Results show that the compensation package is still the greater yardstick in shifting to other jobs. This is contrary to the results of the tracer of Rodriquez (2005), wherein career challenge is ranked one. The capability to move self-sufficiently within the labor market to realize full potential through sustainable employment is one notion of employability (Hillage & Pollard, 1998, p.2).

**Table 15**  
***Job relation to college degree***

<b>Job Relation to College Degree</b>	<b>Frequency</b>	<b>Percent</b>
Related	486	77.8
Not related	139	22.2
<b>Total</b>	<b>658</b>	<b>100.0</b>

**Job relation to a college degree.** When asked about the relatedness of the job to the course, the majority (77.76%) of the graduates made a positive remark while about 22 percent declared otherwise. Most of the respondents cited that they are hired in a job that is aligned with the course. This is a good indicator in terms of course preference alignment with the workplace, which would likely bring job satisfaction among graduates of the university. See Table 26. Results of the Chi-square test show that there is a significant relationship between job relation and a college degree at  $\alpha=.01$ . ( $x^2=49.359$ ,  $df=15$ ,  $p<.01$ ) These results support the findings of the study of Ramirez, Cruz & Alcantaraz (2014), wherein there is also a significant relationship between the graduates' fields of specialization and their occupations after graduation.

Graduates of BS in Civil Engineering (100%), BS Accounting Technology (94.74%), BS in Tourism Management (91.67%), and BS in Accountancy (90.20%) garnered the highest percentage of affirmation. The graduates of BS in Information Technology (41.67%), AB in Communication (55.55), and BS



Computer Science (54.54%) registered bottom three. The data most likely manifest available diverse jobs for graduates of the aforementioned programs, which may not be directly related to their respective programs. See Table 35.

**The major line of a company's business.** The new entrants to the labor force have inquiries over the future of work brought by technological change and the knowledge-based economy (Tomlinson, 2012). Graduates would normally choose companies that have a specific line of business matching their degrees. The proceeding tables show the major business companies business per academic programs

**Table 16**  
***The major line of a company's business (BS in Accountancy)***

<b>The Major Line of Business</b>	<b>Frequency</b>	<b>Percent</b>
Education	2	4.5
Automotive industries	1	2.3
Manufacturing	7	15.9
Health and social works	2	4.5
Construction	3	6.8
Financial intermediation, banking, and credit facilities	4	9.1
Agricultural, hunting, and forestry	3	6.8
Transport, storage, and communication	1	2.3
Real estate, renting, and business activities	2	4.5
Public administration and defense	2	4.5
Wholesale and retail trade	4	9.1
Others	13	29.5
<b>Total</b>	<b>44</b>	<b>100.0</b>

**BS in Accountancy.** Thirteen respondents (29.5%) of BS Accountancy failed to disclose the major line of a company's business, while 70.5 percent of them confirmed and acknowledged their line of business. Data show that manufacturing (f=7, 15.9%) garnered the highest percentage in terms of the major line of company's business among BS Accountancy graduates, followed by wholesale & retail trade (f=4,9.1%) and financial intermediation

(f=4, 9.1%). Construction (f=3, 6.8%) and agricultural, hunting & forestry (f=3, 6.8%) came third.

**Table 17**

***The major line of a company's business (BS in Accounting Technology)***

<b>The Major Line of Company's Business</b>	<b>Frequency</b>	<b>Percent</b>
Hotels and restaurants	1	5.9
Manufacturing	3	17.6
Health and social works	1	5.9
Construction	2	11.8
Financial intermediation, banking, and credit facilities	6	35.3
Real estate, renting, and business activities	1	5.9
Private household with employed persons	1	5.9
Wholesale and retail trade	1	5.9
Others	1	5.9
<b>Total</b>	<b>17</b>	<b>100.0</b>

**BS in Accounting Technology.** Data show that 35.3% of the respondents of BS Accounting Technology are working in financial intermediation, 17.6 percent are working in manufacturing, and 11.8 percent are in the construction business. The rest of the major line of businesses like hotel and restaurant, health and social works, real estate, renting, and business activities, a private household with employed persons, and wholesale and retail trading garnered 5.9 percent each.

**Table 18**

***The major line of a company's business (BS in Business Administration)***

<b>The Major Line of Company's Business</b>	<b>Frequency</b>	<b>Percent</b>
Education	9	13.0
Hotels and restaurants	2	2.9
Automotive industries	3	4.3
Manufacturing	3	4.3

Health and social works	5	7.2
Construction	1	1.4
Financial intermediation, banking, and credit facilities	25	36.2
Transport, storage, and communication	2	2.9
Real estate, renting, and business activities	3	4.3
Compulsory social security service	1	1.4
Wholesale and retail trade	8	11.6
Others	7	10.1
<b>Total</b>	<b>69</b>	<b>100.0</b>

**BS in Business Administration.** Of the 83 BSBA graduates, a total of 89.9 percent are able to identify their current major line of company business. There is still 10.1 percent who made mention of other lines of business not aligned with the program offering. The majority of those who disclose their line of company business is in financial intermediation (f=254, 36.2%), followed by education (f=9, 13%) and those in wholesale and retail trade (f=8, 11.6%). The rest are distributed as follows: health and social works (f=5, 7.2 %), automotive industries (f=3, 4.3%), real estate, renting, and business activities (f3, 4.3%), manufacturing (f=3, 4.3%), transport, storage and communication (f=2, 2.9%) and compulsory social security service (f=1, 1.4%).

**Table 19**

***The major line of a company's business (BS Hotel and Restaurant Management)***

<b>The Major Line of Company's Business</b>	<b>Frequency</b>	<b>Percent</b>
Airline	2	2.5
Attraction/ entertainment	2	2.5
Bar	3	3.8
Casino	2	2.5
Cruise	10	12.5
Food service	20	25.0
Hotel	16	20.0
Restaurant	7	8.8
Retail	4	5.0
Travel agency	1	1.3
University/ college/ education	3	3.8

Others	10	12.5
<b>Total</b>	<b>80</b>	<b>100.0</b>

**BS in Hotel and Restaurant Management.** It is notable that many of the graduates of this course offering are in food service (f=20, 25%) and hotel business (f=16, 20%) while there are also a number of them who are in cruise (f=10, 12.5%) and restaurant (f=7, 8.8%) businesses. Other respondents accounted other major line of businesses such as: retail (f=4, 5%), bar (f=3, 3.8%), university/college education (f=3, 3.8%). There are ten respondents (12.5%) who noted other lines of businesses not specified, which may not likely be aligned with the academic program.

**Table 20**  
*The major line of a company's business (BS in Tourism Management)*

The Major Line of Company's Business	Frequency	Percent
Airline	4	40
Casino	1	10
Travel agency	2	20
University/ college/ education	2	20
Others	1	10

**BS in Tourism Management.** Data show that 40 percent of respondents are working in the airline industry, 20 percent of them are in travel agencies and another 20 percent in university/college education. Only ten percent work in casinos.

**Table 21**  
*The major line of a company's business (BS in Nursing)*

The Major Line of Company's Business	Frequency	Percent
Nursing education	2	1.3
School nursing	1	7.0
Clinical nursing	17	11.3
Military nursing	1	7.0
Paramedic nursing	1	7.0

Nursing specialty certification	2	1.3
Institutional/ hospital nursing	47	31.3
Occupational health / industrial nursing	9	6.0
Community health/ public health nursing	16	10.7
Private/ special duty nursing	6	4.0
Others	48	32.0
<b>Total</b>	<b>150</b>	<b>100.0</b>

**BS in Nursing.** Of the 150 Nursing graduates, 68 percent are in health-related fields, while 32 percent indicated that they work in other fields not related to health. This indicates that seven in every ten are working as nurses or nursing aid in health-related industries, while three in every ten are currently working in a business not aligned with their course. Of those who are in health industries, many of the graduate respondents are in institutional nursing/hospital nursing (f=47, 31.3%); that is three in every ten, and some are engaged in clinical nursing (f=17, 11.3%) and community health nursing (f=16, 10.7%). Few are in occupational health/industrial nursing (f=9, 6%) and private duty/special duty (f=6, 4%). Only 1.3 percent is in nursing education, and 0.7 percent is in military nursing and parametric nursing.

**Table 22**  
***The major line of company's business (BS in Psychology)***

<b>The Major Line of Company's Business</b>	<b>Frequency</b>	<b>Percent</b>
School and counseling	4	15.4
Education/ teaching	3	11.5
Research	1	3.8
Human resource development	3	11.5
Business processing outsourcing industry	7	26.9
Others	8	30.8
<b>Total</b>	<b>26</b>	<b>100.0</b>

**BS in Psychology.** Of the 26 respondents, only 69.2 percent disclosed the major line of their companies' business. Eight of them (30.8%) have concealed theirs. Many of the BS Psychology

respondents are working in the business processing outsourcing (BPO) industry (f=7, 26.9%). Those in school and counseling comprised 15.4 percent, and those in education/teaching and human resource development both registered at 11.5 percent. It is still noteworthy that there is one who is in the research industry (3.8%).

**Table 23**  
*The major line of company’s business (AB in Communication)*

<b>The Major Line of Company’s Business</b>	<b>Frequency</b>	<b>Percent</b>
Communication	3	11.5
Education and tutorial	2	7.7
Events management	1	3.8
Public administration	3	11.5
Television broadcasting	3	11.5
Public relations	1	3.8
Media broadcasting/ journalism industry	4	15.4
Business processing outsourcing industry	4	15.4
Others	5	19.2
<b>Total</b>	<b>26</b>	<b>100.0</b>

**AB in Communication.** Of the 26 respondents, only 80.8% unveiled the major line of their companies’ business. The remaining respondents (f=5, 19.2%) register another line of businesses not found in the instrument. Data show that a quarter of those who disclosed the major line of their companies’ business is equally engaged in the media broadcasting/journalism industry (f=4, 15.4%) and business processing outsourcing (f=4, 15.4%). One in every ten respondents is in the following major line of businesses: communication (f=3, 11.5%), public administration (f=3, 11.5%) and television broadcasting (f=3, 11.5%).

**Table 24**  
*The major line of a company’s business (BS in Computer Science)*

<b>The Major Line of Company's Business</b>	<b>Frequency</b>	<b>Percent</b>
Education/ teaching	7	24.1
Banking and finance	2	6.9
Sales and marketing	5	17.2
BPO	2	6.9
Software development	2	6.9
Others	11	37.9
<b>Total</b>	<b>29</b>	<b>100.0</b>

**BS in Computer Science.** Of the 31 respondents of BS Computer Science, eleven (37.9%) failed to disclose the major line of their company's business, while 18 (62.1%) confirmed and acknowledged their line of business. Data show that graduates of BS Computer Science are mostly engaged in education and teaching (f=7, 24%) followed by participation in sales and marketing (f=5, 17.2%). This probably indicates that the demand for computer savvies in the academe is great, and the obvious demand for computer practitioners in addressing new trends in marketing like digital marketing is strongly manifested. Banking and finance, business processing and outsourcing, and software development equally recorded the least frequency among the line of businesses that registered at 6.9 percent (f=2).

**Table 25**

***The major line of a company's business (BS in Information Technology)***

<b>The Major Line of Company's Business</b>	<b>Frequency</b>	<b>Percent</b>
Sales and marketing	5	50
BPO	1	10
Creative design/ animation	1	10
Software development	3	30
<b>Total</b>	<b>10</b>	<b>100</b>

**BS in Information Technology.** The major line of the company's business of the graduates of BS in Information Technology are distributed as follows: sales and marketing (50%), software development (30%), BPO (1%), creative design/animation (1%). Graduates of BSIT are likely needed in the field of business,

particularly in sales and marketing. E-commerce has become a trend that triggers the demand for IT experts. Nonetheless, it is notable that a good percentage (30%) are working with software developers, which is indicative of alignment of the course with the job as IT practitioners, besides their contribution to the highest form of achievement, which is creation. On another note, there are still five respondents comprising 33 percent who cannot be ascertained because of their non-disclosure.

**Table 26**  
***The major line of a company's business (BS in Architecture)***

<b>The Major Line of Company's Business</b>	<b>Frequency</b>	<b>Percent</b>
Architectural firm	3	25.0
Construction management	3	25.0
Urban/ city planning	1	8.3
Design-build/ construction services	4	33.3
Others	1	8.3
<b>Total</b>	<b>12</b>	<b>100.0</b>

**BS in Architecture.** The distribution of graduates in terms of the line of business is as follows: design-build/construction services (33.3%), architectural firm (25%), construction management (23%), urban planning (8.3%), other than the aforementioned line of business (8.3%). The majority of the graduates that are nine in every ten are likely directly engaged in their chosen profession.

**Table 27**  
***The major line of a company's business (BS in Computer Engineering)***

<b>The Major Line of Company's Business</b>	<b>Frequency</b>	<b>Percent</b>
Advertising	1	8.3
E-banking finance and communication services	1	8.3



Electronics and semi-conductor manufacturing	6	50.0
Sales and marketing/ e-commerce	1	8.3
Telecommunication and networking	1	8.3
Others	2	16.7
<b>Total</b>	<b>12</b>	<b>100.0</b>

**BS in Computer Engineering.** Fifty percent of the respondents of computer engineering graduates are in electronics and semiconductor manufacturing. The remaining 50 percent are distributed as follows: advertising (8.3%), E-banking finance & communication services (8.3%), sales and marketing (E-commerce) (8.3%), telecommunication and networking (8.3%), others (16.7%). Data show a good indicator of graduates' alignment of the course with the line of professional practice.

**Table 28**

***The major line of a company's business (BS in Civil Engineering)***

<b>The Major Line of Company's Business</b>	<b>Frequency</b>	<b>Percent</b>
Construction management and engineering	6	54.5
Structural engineering	1	9.1
Government services	1	9.1
Education/ academe	2	18.2
Others	1	9.1
<b>Total</b>	<b>11</b>	<b>100.0</b>

**BS in Civil Engineering.** The major line of business of the graduates of the BS in Civil Engineering program are distributed as follows: construction management and engineering (54.5%), education/academe (18.2%), structural engineering (9.1%), government services (9.1%) and others (9.1%). It is a notable indicator that a little more than half of the graduates of the program are directly aligned with their profession; that is, at least six in every ten graduates.

**Table 29**

***The major line of a company's business (BS in Industrial Engineering)***

<b>Major Line of Company's Business</b>	<b>Frequency</b>	<b>Percent</b>
Food/ beverage manufacturing	1	20
Electrical and electronics manufacturing	1	20
Wholesale and retail trade	1	20
Others	2	40
<b>Total</b>	<b>5</b>	<b>100</b>

**BS in Industrial Engineering.** The graduates of BS in Industrial Engineering shared almost equal distribution: food/beverage manufacturing (20%), electrical and electronics manufacturing (20%), wholesale and retail trade (20%) with the exemption of the forty percent which disclosed other lines of business besides the aforementioned. It is reflected that three out of five graduates are working in business or profession which is aligned with the course.

**Table 30**

***The major line of a company's business (Bachelor of Secondary Education)***

<b>The Major Line of Company's Business</b>	<b>Frequency</b>	<b>Percent</b>
Classroom teaching	22	88
Academic administrative/ supervisory	1	4
Others	2	8
<b>Total</b>	<b>25</b>	<b>100</b>

**Bachelor of Secondary Education.** Eighty-eight percent of the graduates of the Bachelor of Secondary Education Program are

in classroom teaching, and only four percent are in academic administrative/ supervisory tasks. There is still eight percent who shared other lines of business besides education. Such minority data reflect a gap in terms of graduates' employment in the major line of business. However, it is noteworthy that one in every ten respondents are working in the academic community either engaged in instruction or educational management.

**Table 31**  
***The major line of a company's business (BS in Elementary Education)***

<b>The Major Line of Company's Business</b>	<b>Frequency</b>	<b>Percent</b>
Classroom teaching	14	87.5
Academic administrative/ supervisory	1	6.3
Office administration	1	6.3
<b>Total</b>	<b>16</b>	<b>100.0</b>

**Bachelor in Elementary Education.** Eighty-seven percent of the respondents of Bachelor in Elementary Education Program are in classroom teaching, and 6.3 percent of them are likely in academic administrative/supervisory or office administration. A notable 94 percent of the young elementary education graduates are working in the academe or educational institutions as teachers and remotely as educational leaders.

Based on the data, there are opportunities that can be explored in terms of the different lines of a company's business across programs. The unexplored major line of businesses may be given attention by educational institutions and industry partners to allow the pool of graduates to prosper in those fields.

**Specific competencies learned in college most useful in the job.** This section presents tables and discussions on the perception of respondents pertinent to their competencies most useful in the job per academic program. The usefulness of such competencies in the job implies employability. This is basically the tendency of graduates to exhibit characteristics or attributes that

employers foresee as necessary for the effective functioning of their organizations (Harvey et al., 1997).

**Table 32**

***Competencies learned in college most useful in the job (BS in Accountancy)***

<b>Competencies</b>	<b>Frequency</b>	<b>Percent</b>
Communication skills	35	67.3
Information and technology skills	19	36.5
Human relation skills	36	69.2
Managerial/supervisory skills	13	25.0
Critical thinking skills	40	76.9

**BS in Accountancy.** Of the 52 respondents' views, critical thinking skills (76.9%) and human relation skills (69.2%) emerged to be the most useful for accountancy graduates. They are followed by communication skills (67.3%), information and technology skills (36.5%), and Managerial/supervisory skills (25.0%). About seven in every ten young accountants viewed critical thinking and human relation skills to be top on the list. This is mainly due to the nature of their jobs because accountants deal with the analysis of accounting problems and transactions as well as dealing with business owners, managers, customers, and clients in the industry. Six out of ten viewed communication skills to be indispensably useful in the job.

**Table 33**

***Competencies learned in college most useful in the first job (BS in Accounting Technology)***

<b>Competencies</b>	<b>Frequency</b>	<b>Percent</b>
Communication skills	13	59.1
Information and technology skills	8	36.4
Human relation skills	13	59.1
Managerial/supervisory skills	2	9.1
Critical thinking skills	10	45.5
Marketing and selling skills	3	13.6

Problem-solving skills	11	50.0
Other skills	1	4.5

**BS in Accounting Technology.** Based on the perception of 22 accounting technology graduates, the following competencies are distributed according to the percentage of usefulness: communication skills (59.1%), human relation skills (59.1%), problem-solving skills (50.0%), critical thinking skills (45.5%), information and technology skills (36.4%) and others (4.5%). About six out of ten of the respondents viewed communication skills and human relation skills to be indispensably useful in their jobs. Meanwhile, about half of the respondents considered problem-solving and critical thinking to be also useful in their jobs.

**Table 34**  
***Competencies learned in college most useful in the first job (BS in Business Administration)***

Competencies	Frequency	Percent
Communication skills	51	61.4
Information and technology skills	20	24.1
Human relation skills	49	59.0
Managerial/supervisory skills	25	30.0
Critical thinking skills	31	37.3
Marketing and selling skills	30	36.1
Problem-solving skills	26	31.3
Other skills	1	1.2

**Bachelor in Business Administration.** Based on the views of 83 graduate respondents of BS in Business Administration, the learned competencies useful in the job are distributed as follows: communication skills (61.4%), human relation skills (59.0%), critical thinking skills (37.3%), information and technology skills (36.4%), marketing and selling skills (36.1%), problem-solving skills (31.3%), managerial/supervisory skills (30.1%), information and technology skills (24.1%) and other skills (1.2%). The majority of young BA graduates, about six in every ten, viewed communication skills and human relation skills to be useful in managing their businesses. The job of business administration is basically communication with people.

**Table 35**  
***Competencies learned in college most useful in the first job***  
***(BS in Hotel and Restaurant Management)***

<b>Competencies</b>	<b>Frequency</b>	<b>Percent</b>
Communication skills	78	70.3
Information and technology skills	27	24.3
Human relation skills	78	70.3
Managerial/supervisory skills	33	29.7
Critical thinking skills	37	33.3
Marketing and selling skills	44	39.6
Problem-solving skills	45	40.5
Other skills	4	3.6

**BS in Hotel Restaurant Management.** Based on the perception of 111 respondents, communication skills (70.3%) and human relations skills (70.3%) emerged to be the most useful for HRM graduates. They are followed by problem-solving skills (40.5%), marketing and selling skills (39.6%), critical thinking skills, managerial/ supervisory skills (29.7%), information and technology skills (24.2%), and others (3.6%). About seven in every ten young HRM graduates viewed communication and human relation skills to be indispensably useful in the job. The HRM industry necessitates the value of communication and human relations. Since the young professionals will be dealing mainly with customers involving restaurant and hospitality management of people, prioritizing these two skills in curriculum development would be of paramount importance.

**Table 36**  
***Competencies learned in college most useful in the first job***  
***(BS in Tourism Management)***

<b>Competencies</b>	<b>Frequency</b>	<b>Percent</b>
Communication skills	11	84.6
Information and technology skills	5	38.5
Human relation skills	9	69.2
Managerial/supervisory skills	2	15.4
Critical thinking skills	7	53.8
Marketing and selling skills	3	23.1
Problem-solving skills	7	53.8

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Other skills	1	7.7
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**BS in Tourism Management.** Based on the perception of 13 respondents, communication skills (84.6%) and human relations (69.2%) emerged to be the most useful for BS Tourism graduates. They are followed by critical thinking skills (53.85), problem-solving skills (53.8 %), information and technology skills, marketing and selling skills (23.1%), managerial/supervisor skills (15.4%), and others (7.7%). About seven to eight in every ten graduates viewed communication skills and human relations to be indispensably useful in the tourism industry. How to communicate and deal with people is the prime consideration of the profession.

**Table 37**  
***Competencies learned in college most useful in the first job (BS in Nursing)***

Competencies	Frequency	Percent
Communication skills	149	85.1
Research skills	26	14.9
Human relation skills	134	76.6
Managerial/supervisory skills	30	17.1
Critical thinking skills	127	72.6
Problem-solving skills	89	50.9
Leadership skills	85	48.6
Instructional skills	91	52.0
Computer skills	64	36.6
Clerical skills	44	25.1
Teaching strategies and techniques	42	24.0
Ethico-legal skills	95	54.3
Guidance and counseling skills	46	26.3
Information and technology skills	47	26.9
Record and management skills	77	44.0
Resource and environment management skills	61	34.9
Other skills	3	1.7

**BS in Nursing.** Based on the perception of 175 respondents, communication skills (85.1%), human relations skills (76.6%), and critical thinking (72.6%) emerged to be the most useful for Nursing graduates. They are followed by, ethico-legal skills

(54.3%), instructional skills (52.0%), instructional skills (52.0%), problem-solving skills (50.9%), leadership skills (48.6%), record and management skills (44.0%), computer skills (36.6%), resource and environment management skills (34.9%), information and technology skills (26.9%), guidance and counseling skills (26.3%), clerical skills (25.1%), teaching strategies and techniques (24.0%), managerial/supervisory skills (17.1%), research skills (14%), research skills (9.7%) and others (1.7%). The respondents of this program enumerated 16 competencies/skills useful in the job, so far the highest in terms of listings among the academic programs. About eight in every ten young nurse respondents viewed communication skills, human relations skills, and critical thinking to be on the top list. The practice of the nursing profession is one of the most difficult and sensitive professions, which would entail mind, heart, and hands, more important skills needed for patient care and quick health recovery of patients. Young nurses also ran down other important skills needed and useful in the profession.

**Table 38**  
***Competencies learned in college most useful in the first job (BS in Psychology)***

<b>Competencies</b>	<b>Frequency</b>	<b>Percent</b>
Communication skills	30	85.7
Leadership skills	16	45.7
Problem-solving skills	16	45.7
Technological skills	14	40.0
Critical thinking skills	18	51.4
Multi-tasking skills	23	65.7
Instructional skills	19	54.3
Human relations skills	25	71.4
Public relations skills	16	45.7
Other skills	1	2.9

**BS in Psychology.** Based on the perception of 35 respondents, communication skills (85.7%), human relations (71.4%), and multitasking skills (65.7%) emerged to be the most useful for Psychology graduates. They are followed by critical thinking skills (51.4%), instructional skills (54.3%), public relations skills (45.7%), leadership skills (45.7%), problem-solving skills



(45.7%), technological skills (40.0%), and others (2.9%). Almost nine in every ten respondents viewed communication as the primary skill useful for the psychology profession. About seven in every ten young psychologists consider human relations as an important factor in the workplace since they would be dealing with people whether in the clinical, industrial, or school practices of the profession. About five out of ten respondents have considered other competencies to be most useful in a job, especially with the heavy challenges and workload of the profession.

**Table 39**  
***Competencies learned in college most useful in the first job***  
***(AB in Communication)***

<b>Competencies</b>	<b>Frequency</b>	<b>Percent</b>
Communication skills	27	93.1
Leadership skills	15	51.7
Problem-solving skills	10	34.5
Technological skills	12	41.4
Critical thinking skills	14	48.3
Multi-tasking skills	24	82.8
Instructional skills	14	48.3
Human relations skills	13	44.8
Public relations skills	20	69.0
Other skills	2	6.9

**AB in Communications.** Based on the perception of 29 respondents, communication skills (93.1%), multi-tasking skills (82.8%), and public relations skills (69%) emerged to be the most useful for Communication graduates. They are followed by leadership skills (51.7%), critical thinking skills (48.3%), technological skills (41.4%), human relations (44.8%), problem-solving skills (34.5%), and others (6.9%). By the nature of the course, the majority of young communication graduates consider communication, multi-tasking, and public relations skills as the primary skills most useful in the profession. Their media engagement, either in TV, radio broadcasting, or print media, perceived these skills to be indispensably useful.

**Table 40*****Competencies learned in college most useful in the first job  
(BS in Computer Science)***

<b>Competencies</b>	<b>Frequency</b>	<b>Percent</b>
Communication skills	23	69.7
Leadership skills	16	48.5
Problem-solving skills	14	42.4
Technological skills	21	63.6
Critical thinking skills	14	42.4
Multi-tasking skills	19	57.6
Instructional skills	10	30.3
Human relations skills	13	39.4
Public relations skills	15	45.5

**BS in Computer Science.** Based on the perception of 33 respondents, communication skills (69.7%), technological skills (63.6%), and multi-tasking skills (57.6%) emerged to be the most useful for computer science graduates. They are followed by public relations skills (45.5%), critical thinking skills (42.4%), and human relations (39.4%). About six to seven in every ten graduates of BS Computer Science declared communication, technological, and multi-tasking skills to be very useful on the job. Software development and computer programming do not exist in a vacuum. Young graduates of the course would likely need these skills in the practice of the profession. Software companies encourage the establishment of teams of software developers in developing and completing a project.

**Table 41*****Competencies learned in college most useful in the first job  
(BS in Information Technology)***

<b>Competencies</b>	<b>Frequency</b>	<b>Percent</b>
Communication skills	9	60.0
Leadership skills	3	20.0
Problem-solving skills	6	40.0
Technological skills	8	53.3
Critical thinking skills	6	40.0
Multi-tasking skills	10	66.7
Instructional skills	3	20.0

Human relations skills	3	20.0
Public relations skills	5	33.3

**BS in Information Technology.** Based on the perception of 15 respondents, multi-tasking skills (66.7%) and communication skills (60.0%) emerged to be the most useful for IT graduates. They are followed by technological skills (53.3%), critical thinking skills (40.0%), problem-solving skills (40.0%), public relation skills (33.3%) and human relations skills (20.0%), instructional skills (20.0%) and leadership skills (20.0%). In the IT world, multitasking is perceived to be the overarching skill useful in the job. Almost seven in every ten graduates have confirmed this view. About six out of ten viewed communication skills as also useful since IT graduates need to communicate with their colleagues and clientele about their software designs and projects. About four to five in every ten respondents viewed technological, critical thinking, and problem-solving skills to be also useful in their jobs.

**Table 42**

***Competencies learned in college most useful in the first job (BS in Architecture)***

Competencies	Frequency	Percent
Communication skills	10	76.9
Leadership skills	8	61.5
Problem-solving skills	5	38.5
Technological skills	5	38.5
Critical thinking skills	6	46.2
Multi-tasking skills	7	53.8
Instructional skills	6	46.2
Human relations skills	7	53.8
Public relations skills	8	61.5

**BS in Architecture.** Based on the perception of 13 respondents, communication skills (76.9%), leadership skills (61.5%), and public relations skills (61.5%) emerged to be the most useful for Architecture graduates. They are followed by human relations skills (53.8%), multi-tasking skills (53.8%), critical thinking skills (46.2%), instructional skills (46.2%), problem-solving skills (38.5%), and technological skills (38.5%). To young architects,

communication, leadership, and public relation are keys to a successful career. About six or seven in every ten graduates perceived these skills as overarching and indispensably useful in the job. About five in every ten graduates perceive other aforementioned skills to be relatively useful in the profession.

**Table 43**  
***Competencies learned in college most useful in the first job***  
***(BS in Computer Engineering)***

<b>Competencies</b>	<b>Frequency</b>	<b>Percent</b>
Communication skills	9	64.3
Leadership skills	2	14.3
Problem-solving skills	5	35.7
Technological skills	9	64.3
Critical thinking skills	7	50.0
Multi-tasking skills	6	42.9
Instructional skills	4	28.6
Human relations skills	4	28.6
Public relations skills	2	14.3
Programming skills	4	28.6
Drafting and design skills	1	7.1
Circuits and switching skills	2	14.3

**BS in Computer Engineering.** Based on the views of 14 respondents, technological skills (64.3%), communication skills (64.3%), and critical thinking skills (50.0%) emerged to be the most useful for computer engineering graduates. They are followed by multi-tasking skills (42.9%), problem-solving skills (35.7%), instructional skills (28.6%), human relations skills (28.6%), programming skills (28.6%), circuits and switching skills (14.3%), and drafting and design skills (7.1%). Many young computer engineers consider technological skills and communication skills as paramount in the completion of their jobs. As engaged in their work, particularly in R & D, young computer engineers viewed technological, critical thinking, and multi-tasking skills to be indispensably useful in their job.

**Table 44**  
**Competencies learned in college most useful in the first job**  
**(BS in Civil Engineering)**

Competencies	Frequency	Percent
Communication skills	9	69.2
Leadership skills	6	46.2
Problem-solving skills	8	61.5
Technological skills	3	23.1
Critical thinking skills	9	69.2
Multi-tasking skills	7	53.8
Instructional skills	5	38.5
Human relations skills	5	38.5
Public relations skills	7	53.8

**BS in Civil Engineering.** Based on the perception of 13 respondents, communication skills (69.2%), critical thinking skills (69.2%), and problem-solving skills (61.5%) emerged to be the most useful for civil engineering graduates. They are followed by multi-tasking skills (53.8%), leadership skills (46.2%), instructional skills (38.5%), human relations skills (38.5%), and technological skills (23.1%). It is not a surprise for many young civil engineers to identify the three basic skills- communication, critical thinking, and problem-solving skills as most useful in the job. Civil engineering graduates perceive the importance of these skills in fulfilling their jobs. Such needs may be considered and prioritized in curriculum planning and curriculum engineering. Only four in every ten respondents consider leadership, instructional skills, and human relation skills to be useful, which may probably paint a relative image of civil engineering graduates of the university.

**Table 45**  
**Competencies learned in college most useful in the first job**  
**(BS in Industrial Engineering)**

Competencies	Frequency	Percent
Communication skills	6	75.0
Information and technology skills	2	25.0
Human relation skills	6	75.0
Managerial/supervisory skills	3	37.5
Critical thinking skills	3	37.5

Marketing and selling skills	4	50.0
Problem-solving skills	4	50.0
Other skills	1	12.5

**BS in Industrial Engineering.** Based on the perception of eight respondents, communication skills (75.0%) and human relation skills (75.0%) emerged to be the most useful for industrial engineering graduates. They are followed by problem-solving skills (50.0%), marketing and selling skills (50.0%), critical thinking skills (37.5%), managerial/supervisory skills (37.5%), information and technology skills (25%), and other skills (12.5%). Fundamentally, the development of communication and human relation skills cannot be understated, most especially for young industrial engineers who, most of the time, deal closely with people in the industry. But in order to be more effective in their duties as system analysts, the development of problem-solving and critical thinking skills is seen as very important.

**Table 46**  
**Competencies learned in college most useful in the first job**  
**(Bachelor of Secondary Education)**

Competencies	Frequency	Percent
Communication skills	20	76.9
Information and technology skills	8	30.8
Human relation skills	17	65.4
Managerial/supervisory skills	3	11.5
Critical thinking skills	13	50.0
Marketing and selling skills	4	15.4
Problem-solving skills	11	42.3
Other skills	1	3.8

**Bachelor of Secondary Education.** Based on the views of 26 respondents, communication skills (76.9%) and human relation skills (65.4%) emerged to be the most useful for secondary education graduates. They are followed by critical thinking skills (50.0%), problem-solving skills (42.3%), information and technology skills (30.8%), marketing and selling skills (15.4%), managerial/supervisory skills (11.5%), and others (3.8%). Basically, high school instruction requires effective communication skills as

well as human relation skills wherein many young teachers most likely be able to possess in order to be efficient in their craft in dealing with teenagers. This is without undermining critical thinking skills and problem-solving skills, which are also requisites for teachers to be competent in their craft.

**Table 47**  
**Competencies learned in college most useful in the first job**  
**(Bachelor of Elementary Education)**

Competencies	Frequency	Percent
Communication skills	14	87.5
Information and technology skills	11	68.8
Human relation skills	10	62.5
Managerial/supervisory skills	2	12.5
Critical thinking skills	9	56.3
Problem-solving skills	8	50.0

**Bachelor of Elementary Education.** Based on the views of 16 respondents, communication skills (87.5%), information and technology skills (68.8%), and human relation skills (62.5%) emerged to be the most useful for elementary education graduates. They are followed by critical thinking skills (56.6%) and problem-solving skills (50.0%). The teaching profession would likely necessitate and require good communication skills among young teachers. The majority of young teachers in elementary viewed communication, information and technology, and human relation skills to be paramount in terms of use on the job. The use of technology by the new breed of teachers is likely to be very vital in effectively transmitting 21<sup>st</sup>-century skills to the new breed of digital learners.

Based on the overall perception of the respondents, communication skills account to be the most common competencies learned in college useful in the job. This indicates that communication is likely the fundamental skill that all graduates should likely possess. All respondents coming from fourteen academic programs with the exemption of the BS in Accountancy and BS in Information Technology shared a common view putting it as rank one. Respondents of eight programs viewed human

relations skills as second, indicating its great importance in the conduct of one's profession, in particular in dealing with the community of stakeholders in the workplace. The tracer of Rodriquez (2005) has the same results putting communication as rank one and human relations skills as the second. Respondents considered specific competencies such as critical thinking, problem-solving, and multi-tasking skills to be useful in the first job. Preferred skills are due to the peculiarity of their academic programs and undertakings. This is reflective of the responses of other respondents across programs.

**Table 48**  
***Usefulness and applicability of UA overall training***

<b>Usefulness and Applicability of UA Overall Training</b>	<b>Frequency</b>	<b>Percent</b>
Yes	591	93.8
No	39	6.2
<b>Total</b>	<b>630</b>	<b>100</b>

**Applicability to and usefulness of the overall training in UA in the present job.** The majority of the respondents (93.81%), regardless of the academic programs, made a positive affirmation of the applicability to and usefulness of their overall training in UA in their present job. Only 6.2 percent said otherwise. A very small minority failed to respond and, therefore, cannot be ascertained. The presentation of affirmative response according to the program is as follows: (1) Eight academic programs; namely, BS in Accounting Technology, BS in Tourism Management, BS in Psychology, BS in Architecture, BS in Computer Engineering, BS in Industrial Engineering, Bachelor of Secondary Education and Bachelor of Elementary Education have 100 percent assent. (2) The BS in Engineering Program and the BS in Computer Science have the lowest affirmation registering at 76.92 percent and 78.79 percent, respectively. (3) Other programs are distributed as follows: BS Accountancy (96.08), Bachelor in Business Administration (95.06%), BS Nursing (93.53%), AB in Communication (93.10%), BS in Information Technology (91.67%). There is a need to address the concerns of the bottom two programs relative to the provision



on curriculum re-engineering in order to be responsive and relevant to industry needs.

**Table 49**  
***Evaluation of the usefulness and applicability***

<b>Evaluation of the Usefulness and Applicability</b>	<b>Frequency</b>	<b>Percent</b>
80-100% useful	373	63.2
60-79% useful	161	27.3
50-59% useful	38	6.4
Less than 50% useful	18	3.1
<b>Total</b>	<b>590</b>	<b>100.0</b>

**Program training's usefulness or applicability in the job.** When asked about the degree of usefulness or applicability of the respondents' training in UA, 63.2 percent of those who responded rated their academic program to be 80 to 100 percent useful, 27.3 percent rated 60 to 59 percent useful, and only 3.1 percent rated less than 50 percent useful. The majority of the graduates gave a 'fair' rating on UA's program training in terms of usefulness and applicability in the job. The data support the findings of Valenzuela and Mendoza (2012) that, in general, graduates have high regard for their universities in terms of curriculum and pedagogy regardless of whether they are employed or not.

**Personal values in achieving employment success.** Belief in one's ability to succeed with strong self-esteem and be able to project this belief in the outside world is an important key to employability and employment success (Lawrence, 1996). Based on the overall assessment of respondents across programs, the top six personal values in achieving success are: professionalism (f=418), adaptability/flexibility (f=380), dedication/hardwork (f=365), honesty/integrity/morality (f=361), positive attitude/energy/passion (f=342), self-motivated /ability to work with little or no supervision (f=332). The bottom six are: strong work ethics (f=319), dependability/reliability/responsibility (f=316), motivated to grow and learn (f=311), strong self-confidence (f=290), loyalty (f=240). Given the respondents' experience in the workplace, professionalism is viewed as the overarching value to achieve

success. On a bad note, loyalty was generally perceived to be at the bottom of the hierarchy of personal values. Almost all the top personal values are identified as consistent with the UA graduate's attributes. These are: adaptability/flexibility and self-motivated, which are aligned with adaptive and dynamic; dedication/hardwork and energy/passion with passion in work; and honesty/integrity/morality and positive attitude are consistent with uncompromised integrity. These personal values are individual factors that influence the level of employability (McQuaid & Lindsay, 2005).

The proceeding presentation of tables and analysis provides a detailed outline of perceived values in achieving success unique and exclusive to the program.

**Table 50**  
***Personal values in achieving success (BS in Accountancy)***

<b>Personal Values</b>	<b>Frequency</b>	<b>Percent</b>
Loyalty	16	30.8
Adaptability and flexibility	32	61.5
Professionalism	35	67.3
Dedication and hardwork	29	55.8
Strong work ethics	21	40.4
Strong self-confidence	16	30.8
Honesty, integrity, and morality	27	51.9
Dependability, reliability, and responsibility	25	48.1
Positive attitude, energy, and passion	26	50.0
Self-motivation and ability to work with little or no supervision	23	44.2
Motivation to grow and learn	27	51.9
Other Christian values	0	0.0

**BS Accountancy.** Based on the results, professionalism (67.3%) ranked first as a personal value. It is followed by adaptability and flexibility (61.5%), dedication and hardwork (55.8%), honesty, integrity, and morality (51.9%), and motivation to grow and learn (51.9%). The remaining personal values with their percentages are as follows: Positive attitude, energy and passion (50%), dependability, reliability, and responsibility (48.1%), self-motivation and ability to work with little or no supervision (44.2%), strong work ethics (40.4%), loyalty (30.8%) and strong self-confidence (30.8%).

**Table 51**  
***Personal values in achieving success (BS in Accounting Technology)***

Personal Values	Frequency	Percent
Loyalty	8	36.4
Adaptability and flexibility	10	45.5
Professionalism	12	54.5
Dedication and hardwork	10	45.5
Strong work ethics	9	40.9
Strong self-confidence	5	22.7
Honesty, integrity, and morality	9	40.9
Dependability, reliability, and responsibility	9	40.9
Positive attitude, energy, and passion	8	36.4
Self-motivation and ability to work with little or no supervision	7	31.8
Motivation to grow and learn	6	27.3
Other Christian values	1	4.5

**BS in Accounting Technology.** Based on the results, the top three personal values were professionalism (54.5%), adaptability and flexibility (45.5%), and dedication and hardwork

(45.5%). The remaining personal values are as follows: strong work ethics (40.9%), honesty, integrity and morality (40.9%), dependability, reliability, and responsibility (40.9%), loyalty (36.4%), positive attitude, energy, and passion (36.4%), self-motivation and ability to work with little or no supervision (31.8%), motivation to grow and learn (27.3%), strong self-confidence (22.7%) and other Christian values (4.5%).

**Table 52**  
***Personal values in achieving success (BS in Business Administration)***

<b>Personal Values</b>	<b>Frequency</b>	<b>Percent</b>
Loyalty	27	32.5
Adaptability and flexibility	41	49.4
Professionalism	47	56.6
Dedication and hardwork	36	43.4
Strong work ethics	32	38.6
Strong self-confidence	28	33.7
Honesty, integrity, and morality	48	57.8
Dependability, reliability, and responsibility	29	34.9
Positive attitude, energy, and passion	30	36.1
Self-motivation and ability to work with little or no supervision	33	39.8
Motivation to grow and learn	29	34.9
Other Christian values	4	4.8

**Bachelor in Business Administration.** Based on the responses of Business Administration graduates, the top three personal values towards the achievement of success are honesty, integrity, and morality (57.8%), professionalism (56.6%), and adaptability and flexibility (49.4%). The other personal values are enumerated with percentages: dedication and hardwork (43.4%), self-motivation and ability to work with little or no supervision (39.8%), strong work ethics (38.6%), positive attitude, energy, and passion (36.1%), dependability, reliability, and responsibility (34.9%), motivation to grow and learn (34.9)

**Table 53**  
***Personal values in achieving success (BS in Hotel and Restaurant Management)***

Personal Values	Frequency	Percent
Loyalty	39	35.1
Adaptability and flexibility	56	50.5
Professionalism	69	62.2
Dedication and hardwork	55	49.5
Strong work ethics	41	36.9
Strong self-confidence	45	40.5
Honesty, integrity, and morality	59	53.2
Dependability, reliability, and responsibility	48	43.2
Positive attitude, energy, and passion	58	52.3
Self-motivation and ability to work with little or no supervision	64	57.7
Motivation to grow and learn	49	44.1
Other Christian values	5	4.5

**BS in Hotel and Restaurant Management.** Based on the graduates' responses, the top three personal values they have identified which are essential to the achievement of success are professionalism (62.2%), self-motivation, and ability to work with little or no supervision (57.7%) and honesty, integrity, and morality (53.2%). The remaining personal values are positive attitude, energy and passion (52.3%), adaptability and flexibility (50.5%), dedication and hardwork (49.5%), motivation to grow and learn (44.1%), dependability, reliability, and responsibility (43.2%), strong self-confidence (40.5%), strong work ethics (36.9%) and other Christian values (4.5%).

**Table 54**  
***Personal values in achieving success (BS Tourism Management)***

Personal Values	Frequency	Percent
Loyalty	3	23.1
Adaptability and flexibility	2	15.4
Professionalism	9	69.2
Dedication and hardwork	3	23.1
Strong work ethics	3	23.1

Strong self-confidence	2	15.4
Honesty, integrity, and morality	4	30.8
Dependability, reliability, and responsibility	2	15.4
Positive attitude, energy, and passion	3	23.1
Self-motivation and ability to work with little or no supervision	3	23.1
Motivation to grow and learn	2	15.4

**BS in Tourism Management.** The top two personal values stated by the Tourism graduates are professionalism (69.2%) and honesty, integrity, and morality (30.8%). The other personal values with their percentages are as follows: loyalty (23.1%), dedication and hardwork (23.1%), strong work ethics (23.1%), positive attitude, energy and passion (23.1%), self-motivation, and ability to work with little or no supervision (23.1%), adaptability and flexibility (15.4%), strong self-confidence (15.4%), dependability, reliability, and responsibility (15.4%) and motivation to grow and learn (15.4%).

**Table 55**  
***Personal values in achieving success (BS Nursing)***

<b>Personal Values</b>	<b>Frequency</b>	<b>Percent</b>
Loyalty	78	44.6
Adaptability and flexibility	130	74.3
Professionalism	129	73.7
Dedication and hardwork	118	67.4
Strong work ethics	117	66.9
Strong self-confidence	94	53.7
Honesty, integrity, and morality	104	59.4
Dependability, reliability, and responsibility	104	59.4
Positive attitude, energy, and passion	118	67.4
Self-motivation and ability to work with little or no supervision	108	61.7
Motivation to grow and learn	95	54.3
Other Christian values	20	11.4

**BS in Nursing.** The two personal values with the highest percentages are adaptability and flexibility (74.3%) and

professionalism (73.7%). The remaining personal values are dedication and hardwork (67.4%), positive attitude, energy and passion (67.4%), strong work ethics (66.9%), self-motivation and ability to work with little or no supervision (61.7%), honesty, integrity and morality (59.4%), dependability, reliability, and responsibility (59.4%), motivation to grow and learn (54.3%), strong self-confidence (53.7%), loyalty (44.6%) and other Christian values (11.4%).

**Table 56**  
***Personal values in achieving success (BS Psychology)***

Personal Values	Frequency	Percent
Loyalty	10	28.6
Adaptability and flexibility	20	57.1
Professionalism	17	48.6
Dedication and hardwork	18	51.4
Strong work ethics	19	54.3
Strong self-confidence	21	60.0
Honesty, integrity, and morality	18	51.4
Dependability, reliability, and responsibility	16	45.7
Positive attitude, energy, and passion	16	45.7
Self-motivation and ability to work with little or no supervision	15	42.9
Motivation to grow and learn	13	37.1
Other Christian values	1	2.9

**BS in Psychology.** Based on the BS Psychology respondents' perception, the top three personal values are strong self-confidence (60.0%), adaptability and flexibility (57.1%), and strong work ethics (54.3%). Dedication and hardwork (51.4%), honesty, integrity, and morality (51.4%), professionalism (48.6%), dependability, reliability, and responsibility (45.7%), positive attitude, energy and passion (45.7%), self-motivation, and ability to work with little or no supervision (42.9%), motivation to grow and learn (37.1%), loyalty (28.6%) and other Christian values (2.9%) comprise the remaining personal values.

**Table 57**  
***Personal values in achieving success (AB Communication)***

<b>Personal Values</b>	<b>Frequency</b>	<b>Percent</b>
Loyalty	12	41.4
Adaptability and flexibility	20	69.0
Professionalism	17	58.6
Dedication and hardwork	16	55.2
Strong work ethics	19	65.5
Strong self-confidence	20	69.0
Honesty, integrity, and morality	16	55.2
Dependability, reliability, and responsibility	22	75.9
Positive attitude, energy, and passion	20	69.0
Self-motivation and ability to work with little or no supervision	18	62.1
Motivation to grow and learn	13	44.8
Other Christian values	2	6.9

**AB in Communication.** Of the 12 personal values, the top four are dependability, reliability, and responsibility (75.9%), adaptability and flexibility (69.0%), strong self-confidence (69.0%), and positive attitude, energy, and passion (69.0%). The remaining eight personal values are as follows: strong work ethics (65.5%), self-motivation and ability to work with little or no supervision (62.1%), professionalism (58.6%), dedication and hardwork (55.2%), honesty, integrity, and morality (55.2%), motivation to grow and learn (44.8%), loyalty (41.4%) and other Christian values (6.9%).

**Table 58**  
***Personal values in achieving success (BS Computer Science)***

<b>Personal Values</b>	<b>Frequency</b>	<b>Percent</b>
Loyalty	12	36.4
Adaptability and flexibility	16	48.5
Professionalism	20	60.6
Dedication and hardwork	19	57.6
Strong work ethics	15	45.5
Strong self-confidence	18	54.5
Honesty, integrity, and morality	22	66.7



Dependability, reliability, and responsibility	16	48.5
Positive attitude, energy, and passion	12	36.4
Self-motivation and ability to work with little or no supervision	16	48.5
Motivation to grow and learn	18	54.5
Other Christian values	2	6.1

**BS in Computer Science.** Based on the results, the top three personal values with the highest percentages are honesty, integrity, and morality (66.7%), professionalism (60.6%), and dedication and hardwork (57.6%). The other personal values have the following percentages: strong self-confidence (54.5%), motivation to grow and learn (54.5%), adaptability and flexibility (48.5%), dependability, reliability, and responsibility (48.5%), self-motivation, and ability to work with little or no supervision (48.5%), strong work ethics (45.5%), loyalty (36.4%), positive attitude, energy and passion (36.4%) and other Christian values (6.1%).

**Table 59**  
***Personal values in achieving success (BS Information Technology)***

Personal Values	Frequency	Percent
Loyalty	7	46.7
Adaptability and flexibility	3	33.3
Professionalism	6	40.0
Dedication and hardwork	8	53.3
Strong work ethics	5	53.3
Strong self-confidence	6	40.0
Honesty, integrity, and morality	8	53.3
Dependability, reliability, and responsibility	4	26.7
Positive attitude, energy, and passion	6	40.0
Self-motivation and ability to work with little or no supervision	5	33.3
Motivation to grow and learn	6	40.0
Other Christian values	5	33.3

**BS in Information Technology.** The three personal values with the highest percentages are dedication and hardwork (53.3%),

strong work ethics (53.3%), and honesty, integrity, and morality (53.3%). The remaining personal values have these percentages: loyalty (46.7%), professionalism (40.0%), strong self-confidence (40.0%), positive attitude, energy and passion (40.0%), motivation to grow and learn (40.0%), adaptability, and flexibility (33.3%), self-motivation and ability to work with little or no supervision (33.3%), other Christian values (33.3%) and dependability, reliability, and responsibility (26.7%).

**Table 60**  
***Personal values in achieving success (BS Architecture)***

<b>Personal Values</b>	<b>Frequency</b>	<b>Percent</b>
Loyalty	4	30.8
Adaptability and flexibility	7	53.8
Professionalism	7	53.8
Dedication and hardwork	8	61.5
Strong work ethics	4	30.8
Strong self-confidence	5	38.5
Honesty, integrity, and morality	6	46.2
Dependability, reliability, and responsibility	5	38.5
Positive attitude, energy, and passion	6	46.2
Self-motivation and ability to work with little or no supervision	6	46.2
Motivation to grow and learn	7	53.8
Other Christian values	1	7.7

**BS in Architecture.** Based on the responses of the Architecture graduates, the top four personal values have the following percentages: dedication and hardwork (61.5%), adaptability and flexibility (53.8%), professionalism (53.8%), and motivation to grow and learn (53.8%). The remaining eight personal values have these percentages: honesty, integrity and morality (46.2%), positive attitude, energy and passion (46.2%), self-motivation and ability to work with little or no supervision (46.2%), strong self-confidence (38.5%), dependability, reliability, and responsibility (38.5%), loyalty (30.8%), strong work ethics (30.8%) and other Christian values (7.7%).

**Table 61**  
***Personal values in achieving success (BS Computer Engineering)***

Personal Values	Frequency	Percent
Loyalty	4	28.6
Adaptability and flexibility	7	50.0
Professionalism	5	35.7
Dedication and hardwork	7	50.0
Strong work ethics	5	35.7
Strong self-confidence	4	28.6
Honesty, integrity, and morality	5	35.7
Dependability, reliability, and responsibility	6	42.9
Positive attitude, energy, and passion	3	21.4
Self-motivation and ability to work with little or no supervision	6	42.9
Motivation to grow and learn	8	57.1

**BS in Computer Engineering.** Based on the responses of Computer Engineering graduates, the top three personal values with the highest percentages are motivation to grow and learn (57.1%), adaptability and flexibility (50.0%), and dedication and hardwork (50.0%). The remaining personal values are as follows: dependability, reliability, and responsibility (42.9%), self-motivation and ability to work with little or no supervision (42.9%), professionalism (35.7%), strong work ethics (35.7%), honesty, integrity, and morality (35.7%), loyalty (28.6%), strong self-confidence (28.6%) and positive attitude, energy and passion (21.4%).

**Table 62**  
***Personal values in achieving success (BS Civil Engineering)***

Personal Values	Frequency	Percent
Loyalty	2	15.4
Adaptability and flexibility	5	38.5
Professionalism	7	53.8
Dedication and hardwork	8	61.5
Strong work ethics	7	53.8
Strong self-confidence	7	53.8

Honesty, integrity, and morality	6	46.2
Dependability, reliability, and responsibility	4	30.8
Positive attitude, energy, and passion	8	61.5
Self-motivation and ability to work with little or no supervision	6	46.2
Motivation to grow and learn	9	69.2
Other Christian values	1	7.7

**BS in Civil Engineering.** The three personal values with the highest percentages are motivation to grow and learn (69.2%), dedication and hardwork (61.5%), and positive attitude, energy, and passion (61.5%). The other personal values have these percentages: professionalism (53.8%), strong work ethics (53.8%), strong self-confidence (53.8%), honesty, integrity, and morality (46.2%), self-motivation, and ability to work with little or no supervision (46.2%), adaptability and flexibility (38.5%), dependability, reliability, and responsibility (30.8%), loyalty (15.4%) and other Christian values (7.7%).

**Table 63**  
***Personal values in achieving success (BS Industrial Engineering)***

<b>Personal Values</b>	<b>Frequency</b>	<b>Percent</b>
Loyalty	2	25.0
Adaptability and flexibility	4	50.0
Professionalism	4	50.0
Dedication and hardwork	5	62.5
Strong work ethics	2	25.0
Strong self-confidence	3	37.5
Honesty, integrity, and morality	4	50.0
Dependability, reliability, and responsibility	4	50.0
Positive attitude, energy, and passion	5	62.5
Self-motivation and ability to work with little or no supervision	3	37.5
Motivation to grow and learn	6	75.0
Other Christian values	1	12.5

**BS in Industrial Engineering.** Based on the responses of the Industrial Engineering graduates, the top three personal values are motivation to grow and learn (75.0%), dedication and hardwork (62.5%), and positive attitude, energy, and passion (62.5%). The other nine personal values have the following percentages: adaptability and flexibility (50%), professionalism (50%), honesty, integrity, and morality (50%), dependability, reliability, and responsibility (50%), strong self-confidence (37.5%), self-motivation and ability to work with little or no supervision (37.5%), loyalty (25%), strong work ethics (25%) and other Christian values (12.5%).

**Table 64**  
***Personal values in achieving success (Bachelor of Secondary Education)***

<b>Personal Values</b>	<b>Frequency</b>	<b>Percent</b>
Loyalty	8	30.8
Adaptability and flexibility	16	61.5
Professionalism	21	80.8
Dedication and hardwork	14	53.8
Strong work ethics	11	42.3
Strong self-confidence	8	30.8
Honesty, integrity, and morality	15	57.7
Dependability, reliability, and responsibility	13	50.0
Positive attitude, energy, and passion	15	57.7
Self-motivation and ability to work with little or no supervision	10	38.5
Motivation to grow and learn	13	50.0
Other Christian values	2	7.7

**Bachelor of Secondary Education.** The four personal values with the highest ratings are professionalism (80.8%), adaptability and flexibility (61.5%), honesty, integrity, and morality (57.7%), and positive attitude, energy, and passion (57.7%). The other eight personal values have these percentages: dedication and hardwork (53.8%), dependability, reliability, and responsibility (50.0%), motivation to grow and learn (50%), strong work ethics (42.3%), self-motivation, and ability to work with little or no

supervision (38.5%), loyalty (30.8%), strong self-confidence (30.8%) and other Christian values (7.7%).

**Table 65**

***Personal values in achieving success (Bachelor of Elementary Education)***

<b>Personal Values</b>	<b>Frequency</b>	<b>Percentage</b>
Loyalty	8	50.0
Adaptability and flexibility	9	56.3
Professionalism	13	81.3
Dedication and hardwork	11	68.8
Strong work ethics	9	56.3
Strong self-confidence	8	50.0
Honesty, integrity, and morality	10	62.5
Dependability, reliability, and responsibility	9	56.3
Positive attitude, energy, and passion	9	56.3
Self-motivation and ability to work with little or no supervision	9	56.3
Motivation to grow and learn	10	62.5

**Bachelor of Elementary Education.** Based on the responses of Elementary Education graduates, the top four personal values are professionalism (81.3%), dedication and hardwork (68.8%), honesty, integrity, and morality (62.5%), and motivation to grow and learn (62.5%). The remainder of the personal values have the following ratings: adaptability and flexibility (56.3%), strong work ethics (56.3%), dependability, reliability, and responsibility (56.3%), positive attitude, energy and passion (56.3%), self-motivation and ability to work with little or no supervision (56.3%), loyalty (50.0%) and strong self-confidence (50.0%).

**Curriculum Relevance**

The degree of curriculum relevance in each program is presented in terms of the extent of application in the licensure exam, the level of application in professional practice, the level of emphasis in the undergraduate curriculum, and the level of need for

seminar and training to improve professional competence. A four-point Likert scale was used as a basis for evaluating the aforementioned areas. Frequencies and percentages of responses across courses for each curriculum are also presented.

RANGE	INTERPRETATION
1.00 - 1.74	- Very low
1.75 - 2.49	- Low
2.50 - 3.24	- High
3.25 - 4.00	- Very high

**BS in Accountancy.** Of the 22 courses in the curriculum, only nine courses are excluded in evaluating the extent of appearance in the licensure exam. About 36 percent of the courses recorded 'high,' about five percent 'moderately high,' and 18 percent 'low.' Courses registered low are as follows: Information Technology, Quantitative Techniques in Business, Macro Economics: Theory and Practice and Production and Operations Management. It is necessary to look into these courses, which register low so that the university will be able to address the gaps.

In terms of the level of application in the professional practice, about 18 percent of the courses registered 'high,' 68 percent 'moderately high', and about 14 percent 'low.' The bottom three courses are as follows: Macro Economics: Theory and Practice, Theology and Philosophy and Social Sciences (Psychology). The courses that registered low must be reviewed and evaluated properly in terms of teacher competencies and syllabi content in order to address the gaps of the program.

In terms of the level of emphasis of the courses in the undergraduate curriculum, about 41 percent registered 'high,' 50 percent 'moderately high', and about nine percent 'low.' Information Technology and Macro Economics: Theory and Practice are the two courses that lagged. These two courses may be revisited to determine why they have a low level of emphasis in the undergraduate curriculum.

In terms of the level of need for seminars and training, about five percent of the courses are perceived to be high, 77 percent moderately high, and about 18% low. The course that registered 'high' is Financial Accounting and Reporting. There are still 17 subjects that recorded 'moderately high' that need attention in terms of the need for seminars and training to improve professional competencies of Accountancy students.

Generally, the curriculum of the BS in Accountancy program registered 'moderately high' in all aspects, in terms of the extent of appearance in the licensure exam (mean=3.06), level of application in the professional practice (mean=2.87), level of emphasis in the undergraduate curriculum (mean = 2.89) and level of the need for seminar/training to improve professional competence (mean=2.67).

**BS in Accounting Technology.** Of the 27 courses in the curriculum, 63 percent registered 'high' in terms of the level of application in the professional practice, 22 percent 'moderately high,' and around 15 percent 'low.' Courses that registered low are Natural Sciences, History, Philippine Literature, and Humanities. The minor subjects in the curriculum have to be revisited and reviewed to see they are still relevant to be included in the new curriculum of the BS Accounting Technology program.

In terms of the level of emphasis in the undergraduate curriculum, around 67 percent recorded 'high' and 33 percent moderately high. No courses registered 'low.' This is a very good indicator that the courses of BS in Accounting Technology generally have a high level of emphasis in the undergraduate; and therefore, relevant.

In terms of the need for seminars and training, about 67% of the courses registered 'moderately high,' and there is one course which was singled out to be 'high' needing necessary intervention in terms of seminars and training to improve professional competence. This subject is Financial Accounting and Recording. The university administrator heading program may examine this weakest link among the courses so that a provision for seminars and training can be conducted for students.



Generally, the curriculum of the BS in Accounting Technology program has incurred a mean of 3.30, which is 'high' in terms of the level of emphasis in the undergraduate curriculum; a mean of 3.21 (moderately high) in terms of the level of application in the professional practice and a mean of 2.65 (moderately high) in terms of the level of need for seminar /training to improve professional competence.

**Bachelor in Business Administration.** Of the 34 courses in the curriculum, around 24 percent registered 'high' in terms of the level of application in professional practice and about 77 percent 'moderately high.' No course was accounted 'low.'

In terms of the level of emphasis, about 59 percent of the courses recorded 'high' and 41 percent 'moderately high'. No course was accounted 'low.'

In terms of the need for seminars and training, the majority, that is about 91percent of the courses, recorded 'moderately high' and only 9 percent registered 'low.' This means the majority of the subjects handled in the curriculum need seminars and training to improve the professional competencies of students.

Generally, the curriculum of the BS in Business Administration has incurred a mean of 3.25, which is 'high' in terms of the level of emphasis in the undergraduate curriculum; a mean of 3.14 (moderately high) in terms of the level of application in the professional practice and a mean of 2.67 (moderately high) in terms of the level of need for seminar /training to improve professional competence.

**BS in Hotel and Restaurant Management.** Of the 33 courses in the curriculum, only 33 percent are 'high,' and 67 percent are 'moderately high' in terms of the level of application in professional practice. This is likely a good indicator of a good curriculum that needs to be sustained.

In terms of the level of emphasis in the undergraduate curriculum, around 67 percent registered 'high' and about 33 % 'moderately high.' No course registered low.

In terms of the need for seminars and training to improve professional competence, the majority of the subjects have a 'moderately high' (93.9%) level of need for seminars and training. It is likely that courses in the BS HRM curriculum need supplementary seminars and training.

Generally, the curriculum of the BS in Hotel Restaurant Management has incurred a mean of 3.29, which is 'high' in terms of the level of emphasis in the undergraduate curriculum; a mean of 3.16 (moderately high) in terms of the level of application in the professional practice and a mean of 2.84 (moderately high) in terms of the level of need for seminar /training to improve professional competence.

**BS in Tourism Management.** Of the 39 courses in the curriculum, 59 percent are 'high' and 41 percent 'moderately high' in terms of the level of application in professional practice.

In terms of the level of emphasis in the undergraduate curriculum, around 44 percent of the courses registered 'high' and about 56 percent 'moderately high' No course registered low.

In terms of the need for seminars and training, about ten percent of the courses are rated 'moderately high,' and the rest are low (84.6%) and very low (5.1%). This is likely a good indicator of good curriculum instruction. Nonetheless, the ten percent may still be properly addressed.

Generally, the curriculum of the BS in Tourism Management program has incurred a mean of 3.30, which is 'high' in terms of the level of application in professional practice, a mean of 3.11 (moderately high) in terms of the level of emphasis in the undergraduate curriculum and mean of 2.20 in terms of the level of need for seminar /training to improve professional competence.

**BS in Nursing.** Of the 34 courses in the curriculum, about 44 percent registered 'high,' around 53 percent 'moderately high,' and three percent low in terms of the extent of appearance in the licensure exam. Health Econ with Taxation and Land Reform is the only subject/course which is perceived to be 'low.' A provision to review this course may be proposed.

In terms of the level of application in professional practice, an estimate of 35 percent of the courses garnered 'high,' 59 percent 'moderately high', and three percent 'low.' There are two subjects which are at the bottom; namely, Health Econ with Taxation and Land Reform and History of Nursing. Again, a revisit of the course in terms of the application may be rendered.

In terms of the level of emphasis in the undergraduate curriculum, the majority of the courses registered 'high' (88.2%) and a minority 'moderately high' (11.8%). Courses which are highly emphasized are many, which likely indicate a good curriculum instruction.

There is only one course that registered low in terms of the need for seminars and training to improve professional competence, and this is History of Nursing. The rest of the courses in the curriculum incurred a 'moderately high' need in terms of seminars and training. The majority of the courses have to be looked into, whether it is a teacher factor or attributed to course content.

Generally, the curriculum of the BS in Nursing program registered 'moderately high' in all aspects, in terms of the extent of appearance in the licensure exam (mean=3.19), level of application in the professional practice (mean=3.09), level of emphasis in the undergraduate curriculum (mean = 2.27) and level of need for seminar /training to improve professional competence (mean=2.77).

**BS Psychology.** Of the 26 courses in the curriculum, about 19 percent accounted for 'high' and 81 percent 'moderately high' in terms of the level of application in professional practice. Five

subjects garnered high ratings. These are Languages and Computer Applications, General Psychology and Psychological Measurement and Guidance 1 & 2.

In terms of the level of emphasis in the undergraduate curriculum, around 89 percent of the courses garnered 'high,' and eleven percent registered moderately high. No courses registered low. This likely indicates a good indicator of a high degree of emphasis on the subjects in the curriculum.

In terms of the level of need for seminars and training, there are two courses that need urgent attention in terms of seminars and training to improve professional competence, and these are Clinical Psychology and Current Issues and Trends in Psychology. There is indeed a need to invite industry practitioners to share the current issues and trends in the psychology profession. The majority of the courses need supplementary interventions in the form of seminars and training, most especially in this course.

Generally, the curriculum of the BS in Psychology program incurred a mean of 3.36, which is 'high' in terms of the level of emphasis in the undergraduate curriculum; a mean of 3.14 (moderately high) in terms of the level of application in the professional practice and a mean of 2.99 (moderately high) in terms of the level of need for seminar /training to improve professional competence.

**AB in Communication.** Of the 32 courses in the curriculum, about 13 percent of the programs registered 'high,' 66 percent 'moderately high,' and 22 percent 'low' in terms of the level of application in the professional practice. Seven courses incur low ratings, and these are Foreign Language, Film Analysis, Radio Production Performance, Introduction to Communication Research, Theater Arts, Newspaper Management, and Photo Journalism. An urgent review of these courses in terms of course content and delivery of instruction may be considered relevant in professional practice.

In terms of the level of emphasis in the undergraduate curriculum, about 41 percent of the courses recorded 'high' and 59 percent moderately high. No course registered 'low,' which is an indicator that almost all courses and emphasized in the curriculum.

In terms of the level of need for seminars and training, about 59 percent of the courses registered 'moderately high' and around 41 percent 'low'. There is a need to review the demands of the courses. Supplementary seminars and training may be scheduled, or the need to hire industry practitioners or visiting professors in the media practice may be considered.

Generally, the curriculum of the AB Communication program registered 'moderately high' in all aspects, in terms of the level of application in the professional practice (mean=2.8), level of emphasis in the undergraduate curriculum (mean = 3.15), and level of need for seminar /training to improve professional competence (mean=2.53).

**BS in Computer Science.** With regards to the level of application in professional practice, the majority (95.8%) of the 24 courses registered moderately high, about 8.3 percent registered low, and 4.2 percent registered high. Both Physical and Natural Sciences and Discrete Mathematics received low marks. There is a need to review the syllabi of these two courses to include relevant topics that may be applied in professional practice.

In terms of the level of emphasis in the undergraduate curriculum, the majority (95.8%) of the courses registered moderately high, about 4.2 percent registered low, and 4.2 percent registered high. The course that registered high is in Mathematics, while Web-Based Programming received a low mark. A serious assessment of the downside of the course must be considered.

Regarding the level of need for seminars and training to improve professional competence, all of the 24 courses registered moderately high. This is a direct indicator for supplementary seminars and training or perhaps considering the possibility of

hiring a practitioner in the field who can fill the gap in terms of current trends of the profession.

Generally, the curriculum of the BS in Computer Science program registered 'moderately high' in all aspects, in terms of the level of application in the professional practice (mean=2.7), level of emphasis in the undergraduate curriculum (mean = 2.83), and level of need for seminar /training to improve professional competence (mean=2.57).

**BS in Information Technology.** In terms of the level of application in professional practice, most (75.9%) of the 29 courses registered moderately high, 24.1% received high, and 3.4% registered low. The course that lagged is History. The provision of examining this course may be carried out immediately to determine its relevance in the curriculum.

Based on the level of emphasis in the undergraduate curriculum, 55.2 percent registered moderately high, while the remaining 44.8% had high marks. This is a good manifestation of a good curriculum.

With regards to the level of need for seminars and training to improve professional competence, all of the 29 courses have a moderately high level of need. Again, a revisit of the content of the course and the possibility of staging relevant seminars and training may be scheduled based on the needs of the students.

Generally, the curriculum of the BS in Information Technology program registered 'moderately high' in all aspects, in terms of the level of application in the professional practice (mean=3.02), level of emphasis in the undergraduate curriculum (mean = 3.19), and level of need for seminar /training to improve professional competence (mean=2.84).

**BS in Architecture.** Of the 19 courses offered, more than half (57.9%) are not applicable when it comes to the extent of appearance in the licensure examination, while moderately high and high received 21.1 percent each. The subjects that received

moderately high ratings are Urban and Regional Planning, History of Architecture, Theory of Architecture, and Structural Design and Concept.

In terms of the level of application in professional practice, both courses with low and moderately high received 42.1 percent, while the remaining 15.8 percent have a high level of need. The subjects that registered low marks are History of Architecture, Surveying, Mathematics, Theology, Philosophy, Natural Sciences, Social Sciences, and Filipino. Except for Surveying, all the non-major subjects need provision for review in terms of content and delivery of instruction to make them relevant.

With regards to the level of emphasis in the undergraduate curriculum, the majority (73.7%) of the courses registered moderately high, about 21.1 percent received low marks, and 5.3 percent had high ratings. Philosophy, Natural Sciences, Social Sciences, and Filipino had a low level of emphasis in the undergraduate program. These three minor subjects need to be reviewed if they are still needed and relevant in the BS Architecture program.

Based on the level of need for seminar training to improve professional competence, more than half (52.6%) of the courses registered low, about 42.1 percent received moderately high, and 5.3 percent had high marks. Based on mean ratings, the top five courses that need further seminar training are Building Materials and Technology (3.31), Professional Practice (3.00), Architectural Design with Planning (2.83), Urban and Regional Planning (2.83), and Building Utilities (2.75). These courses need to be examined in terms of content and delivery of instruction of teachers so that immediate intervention in the form of relevant seminars and training can be conducted.

Generally, the curriculum of the BS in Architecture program registered 'moderately high' in three aspects, in terms of the extent of appearance in the licensure exam (mean=3.10), in terms of the level of application in the professional practice (mean=2.67), and level of emphasis in the undergraduate curriculum (mean = 2.77).

It registered 'low' in terms of the level of need for seminars/training to improve professional competence (mean= 2.42).

**BS in Computer Engineering.** With regards to the level of application in professional practice, about 61.7 percent of the courses garnered moderate-high marks, 23.4 percent received high scores, and 14.9% had low rates. The courses that have a low level of need are College and Advanced Algebra, Analytic Geometry, Solid Mensuration, Discrete Mathematics, Differential, and Integral Calculus, Mechanics of Deformable Bodies, and Physical and Natural Science. The professors of the college may be able to articulate and address this gap. Computer engineering practitioners in the field may be invited to teach in the academe and make topics of the course more relevant in the actual professional practice.

In terms of the level of emphasis in the undergraduate curriculum, most (74.5%) of the courses garnered moderately high marks, while the remaining 25.5 percent received high scores. The subjects with moderately high emphasis are College and Advance Algebra, Plane and Spherical Trigonometry, Analytic Geometry, Solid Mensuration, Engineering Drawing, Computer-Aided Drafting, Discrete Mathematics, Probability and Statistics, Differential and Integral Calculus, Differential Equation, Advanced Engineering Mathematics for CPE, Static and Dynamic of Rigid Bodies, Mechanics of Deformable Bodies, Soil Mechanics/Geo-Technical Engineering, Engineering Management, Entrepreneurship, Computer Fundamentals and Programming, Database, Web Programming, Data Structure, Computer System Organization with Assembly Language, Advanced Logic Circuit, Control System, Principles of Communication, Data Communication, Computer Networks, Computer System Architecture, Microprocessor System, Object-Oriented Programming, System Analysis and Design, Software Engineering, Seminars and Fieldtrips, Computer Engineering Ethics, Law and trends, Physical and Natural Science and Social Science and Humanities.

Based on the level of need for seminar training to improve professional competence, more than half (55.3%) of the courses garnered moderate-high scores, about 29.8 percent received low



marks, and 14.9 percent had high marks. The courses that have a high level of need are Computer Hardware Fundamentals, Computer Fundamentals and Programming, Database, Web Programming, Computer System Organization with Assembly Language, Operating System and Network Administrations, and Software Engineering. A review of the course in terms of content and delivery of instruction may be considered.

Generally, the curriculum of the BS Computer Engineering program registered 'moderately high' in all aspects, in terms of the level of application in the professional practice (mean=2.93), level of emphasis in the undergraduate curriculum (mean = 3.14), and level of need for seminar /training to improve professional competence (mean=2.82).

**BS in Civil Engineering.** In terms of the extent of appearance in the licensure examination, about 15.8 percent of the 38 courses are not applicable, 34.2 percent garnered low marks, 28.9 percent received low scores, 18.4 percent had moderately high scores, and 2.6 percent received very low marks. The courses with a high extent of appearance are College and Advanced Algebra, Plane and Spherical Trigonometry, Differential and Integral Calculus, Fluid Mechanics, Hydraulics, Solid Mechanics/Geo-Technical Engineering, Engineering Mechanics, Strength of Materials, Theory of Structures, Reinforced Concrete Design, and Steel and Timber Design. Those that received low marks need to be reviewed by the department since these courses are crucial in the licensure exams.

Regarding the level of application in professional practice, 52.6 percent garnered moderately high scores, about 42.1 percent recorded low marks, 2.6 percent received very low scores, and 2.6 percent had high marks. The subjects with a low level of application are Differential and Integral Calculus, Differential Equation, Advanced Engineering Mathematics, Probability and Statistics, Engineering Economy, Fluid Mechanics, Hydraulics, Hydrology, Water Resources Engineering, Physics, and Highway Engineering. Professors of the program may examine the way they teach the course content they deliver to students. It is very alarming that these

major subjects have a low level of application in professional practice. A revisit of the curriculum is highly recommended.

Based on the level of emphasis in the undergraduate curriculum, most (71.1%) of the courses garnered moderately high marks. About 23.7percent received high scores, and 5.3 percent recorded low marks. The subjects with low marks are Earthquake Engineering and CE Laws, Contacts, Specs, and Ethics. To address the low level of emphasis of the aforementioned courses, professors of the course must evaluate the content, methodologies, and strategies in delivering instruction.

With regards to the level of need for seminar training to improve professional competence, many (78.9%) of the subjects garnered moderately high scores, about 18.4 percent received low marks, and about 2.6 percent recorded high scores. The course with a high level of need for seminar training is Reinforced Concrete Design. A review of teacher assignments and teaching loads may be considered to match the experience, knowledge, and skills of the teachers with the assigned load. If there are no teachers who can deliver efficient instruction in the said subject, then a provision for seminars and training to be conducted by experts may be scheduled for students.

Generally, the curriculum of the BS in Civil Engineering program registered 'moderately high' in all aspects, in terms of the extent of appearance in the licensure exam (mean=2.85), in terms of the level of application in the professional practice (mean=2.6), level of emphasis in the undergraduate curriculum (mean = 2.98) and the level of need for seminar /training to improve professional competence (mean=2.73).

**BS in Industrial Engineering.** Based on the level of application in professional practice, most (68%) of the courses garnered 'high' marks, while about 32 percent received moderately high scores. The subjects with 'moderately high' marks are Social Sciences, Physical and Natural Sciences, Basic Economics, thermodynamics, Material Science, Methods Engineering Lecture

and Laboratory, Human Factor Engineering/Ergonomics, and Statistics.

In terms of the level of emphasis in the undergraduate curriculum, many (76%) of the subjects garnered high scores, while the remaining 24 percent received moderately high marks. The courses with moderately 'high' marks are Physical and Natural sciences, Thermodynamics, Material Science, Methods Engineering Lecture and Laboratory, Financial Management/Engineering, and Economy/Accounting Systems.

With regards to the level of need for seminar training to improve professional competence, about 60 percent garnered high marks while 40 percent received moderately high scores. The subjects with high levels of need are Languages, Business Research, Marketing Systems, Facilities, Planning, and Design/Plant Layout, Safety Management /Occupational safety, Production and Operations Management/ Systems Engineering, Production Planning and Control, Statistics, Human Behavior in Organization, Operations Research, Financial Management/Engineering, Economy Accounting Systems, IE Thesis, and On-the-Job Training. A provision for seminars and training for selected courses may be prepared by the college, which would involve experts in the discipline.

Generally, the curriculum of the BS in Industrial Engineering program registered 'high in two aspects, in terms of the level of application in the professional practice (mean=3.31) level of emphasis in the undergraduate curriculum (mean = 3.36). It registered a mean of 3.22) which is 'moderately high' in terms of the level of need for seminar /training to improve professional competence.

**Bachelor of Secondary Education.** In terms of frequencies on the extent of appearance in the licensure examination, about 47 percent of the 19 courses garnered high marks, about 42 percent received moderately high scores, and 10.5 percent recorded low marks. The subjects with a high extent in the board examination are English, content Courses, Child Adolescent

and Development, Principles of Teaching, The Teaching Profession, Assessment, Curriculum Development, Practice Teaching, Experiential Learning Courses, Computer and Physical Education. The subjects which incurred low scores may be reviewed in terms of content to have a basis for their proposed exclusion from the curriculum.

With regards to the level of application in professional practice, about 63 percent garnered high scores, while about 37 percent received moderately high. The courses with a high level of application in professional practice are English, Mathematics, Computer, Content Courses, Child Adolescent and Development, Principles of Teaching, The Teaching Profession, Assessment, Educational Technology, Curriculum Development, Practice Teaching, and Experiential Learning Courses,

Based on the level of emphasis in the undergraduate curriculum, about 57.9 percent of the subjects garnered 'moderately high' scores, while 42 percent received 'high' marks. The courses with a moderately high level of emphasis are Filipino, Literature, Mathematics, History, Natural Science, Computer, Physical Education, Developmental Reading, Child Adolescent and Development, Social Dimension of Education, and Curriculum Development.

Regarding the level of need for a seminar to improve professional competence, most (68.4%) of the courses garnered moderately high scores, about 26.3 percent received high marks, and 5.3 percent recorded low scores. The subjects with a high level of need are English, Literature, Mathematics, Assessment, and Curriculum Development. The need for seminars is underscored despite the perceived relevance of the courses.

Generally, the curriculum of the BS in Secondary Education program registered 'moderately high' in all aspects, in terms of the extent of appearance in the licensure exam (mean=3.09), level of application in the professional practice (mean=3.04), level of emphasis in the undergraduate curriculum (mean = 3.15) and level

of need for seminar /training to improve professional competence (mean=3.07).

**BS in Elementary Education.** Based on the extent of appearance in the licensure examination, the majority (89.5%) garnered high marks, while the remaining 10.5 percent received moderately high scores. The courses with 'high' extent of appearance in the board examination are Filipino, English, Literature, Mathematics, History, Physical Education, Content Courses, Developmental Reading, Child Adolescent and Development, Principles of Teaching, Social Dimension of Education, The Teaching Profession, Assessment, Education Technology, Curriculum Development, Practice Teaching and Experiential Learning Courses.

Regarding the level of application in professional practice, all of the 19 subjects garnered high scores.

In terms of the level of emphasis in the undergraduate curriculum, the majority (94.7% garnered 'high' scores while 5.3 percent recorded 'moderately high.' The course with a moderately high level of application is Literature. Though still qualified as 'high,' this subject needs a second look in terms of course content and delivery of instruction.

With regards to the level of need for seminar training to improve professionalism, most (94.7%) of the subjects garnered moderately high marks while the remaining 5.3 percent received a high level of need. The course with the high level of need is Child Adolescent and Development, which is an urgent indicator to find a resource person for this subject.

Generally, the curriculum of the BS in Elementary Education program registered 'high' in three aspects, in terms of the extent of appearance in the licensure exam (mean=3.44), level of application in the professional practice (mean=3.62), level of emphasis in the undergraduate curriculum (mean = 2.43). It registered a mean of 2.77, which is 'moderately high' in terms of the need for seminars/training to improve professional competence.

**The relevance of the curriculum across programs.** It is crucial for all academic programs to constantly evaluate the curriculum to guarantee that the content remains relevant, of high quality, and attuned to the demands of the market (Peng & Zhang, 1997).

Table 66 and Table 67 show the general results of the curriculum evaluation in terms of the extent of appearance in the board exams of six programs (EABE), level of application in professional practice (LAPP), level of emphasis in the undergraduate curriculum (LEUC) and, level of need for seminar/training (LNST) to improve the professional competence of 16 undergraduate programs. Based on the average of EABE, LAPP and, LEUC, academic programs that garnered 'high' ratings are BS in Elementary Education (mean=3.50), BS in Industrial Engineering (mean=3.34), BS in Accounting Technology (mean=3.26), and BS in Psychology (mean=3.25). No program registered 'low.' The rest of the programs registered 'moderately high' in varying degrees. Results show that all the curricular offerings are relevant and useful to the graduate respondents.

**Table 66**  
**Curriculum Evaluation Results According to Programs**

Courses	Extent of Appearance in the Licensure (Board) Examination		Level of Application in Professional Practice		Level of Emphasis in Undergraduate Curriculum		Level of Need for Seminar Training to Improve Professional Competence	
	Total Mean Score	Verbal Interpretation	Total Mean Score	Verbal Interpretation	Total Mean Score	Verbal Interpretation	Total Mean Score	Verbal Interpretation
BS in Accountancy	3.06	Moderately high	2.87	Moderately high	2.89	Moderately high	2.67	Moderately high
BS in Accounting Technology			3.21	Moderately high	3.30	High	2.65	Moderately high
BS Business Administration			3.14	Moderately high	3.25	High	2.67	Moderately high
BS Hotel and Restaurant Management			3.16	Moderately high	3.29	High	2.84	Moderately high
BS Tourism Management			3.30	High	3.11	Moderately high	2.20	Low
BS Nursing	3.19	Moderately high	3.09	Moderately high	3.27	High	2.77	Moderately high
BS Psychology			3.14	Moderately high	3.36	High	2.99	Moderately high
AB Communication			2.80	Moderately high	3.15	Moderately high	2.53	Moderately high
BS Computer Science			2.70	Moderately high	2.83	Moderately high	2.91	Moderately high
BS Information Technology			3.02	Moderately high	3.19	Moderately high	2.84	Moderately high
BS Architecture	3.10	Moderately high	2.67	Moderately high	2.77	Moderately high	2.42	Low
BS Computer Engineering			2.93	Moderately high	3.14	Moderately high	2.82	Moderately high
BS Civil Engineering	2.85	Moderately high	2.60	Moderately high	2.98	Moderately high	2.73	Moderately high
BS Industrial Engineering			3.31	High	3.36	High	3.22	Moderately high
Secondary Education	3.09	Moderately high	3.04	Moderately high	3.15	Moderately high	3.07	Moderately high
Elementary Education	3.44	High	3.62	High	3.43	High	3.07	Moderately high
Average	3.12	Moderately high	3.04	Moderately High	3.15	Moderately High	2.78	Moderately High

**Table 67**  
**General evaluation results of programs based on the average**  
**of EABE, LAPP, LEUC**

Courses	Average of EABE, LAPP, LEUC	
	Total Mean Score	Verbal Interpretation
BS in Accountancy	2.94	Moderately high
BS in Accounting Technology	3.26	High
BS Business Administration	3.20	Moderately high
BS Hotel and Restaurant Management	3.23	Moderately high
BS Tourism Management	3.21	Moderately high
BS Nursing	3.18	Moderately high
BS Psychology	3.25	High
AB Communication	2.98	Moderately high
BS Computer Science	2.77	Moderately high
BS Information Technology	3.11	Moderately high
BS Architecture	2.85	Moderately high
BS Computer Engineering	3.04	Moderately high
BS Civil Engineering	2.81	Moderately high
BS Industrial Engineering	3.34	High
BS Secondary Education	3.09	Moderately high
BS Elementary Education	3.50	High
Average	3.11	Moderately high



### **Relationships of graduate respondents' perception rating on the three variables for curriculum relevance**

Using Pearson r correlation based on percent emphasis, significant relationships among curriculum variables were observed:

#### **Level of emphasis in the undergraduate curriculum vs. level of application in professional practice**

H1: There is a significant positive relationship between graduate respondents' perceptions on the level of emphasis in the undergraduate curriculum and their perceptions on the level of application in the professional practice at  $\alpha = .01$  ( $r = .609^{**}$ ,  $p < .01$ ). Those graduate respondents who perceive a greater level of emphasis on the courses in the undergraduate curriculum also perceive a higher level of application in the professional practice vice versa.

Therefore, rendering a strong emphasis on course content in the undergraduate would likely provide a positive effect on the graduates' professional practice. Graduates would feel more confident in performing their task/ work in their profession because the professional courses were taught well to them.

#### **Level of emphasis in the undergraduate curriculum vs. extent of appearance in the board exam.**

H2: There is a significant positive relationship between the graduate respondents' perceptions on the level of emphasis in the undergraduate curriculum and their perceptions on the extent of appearance in the board exam at  $\alpha = .01$  level ( $r = .569^{**}$ ,  $p < .01$ ). The respondents of board courses who perceived greater emphasis on courses in the undergraduate curriculum also perceived a higher extent of appearance in the board exam. Thus, rendering stronger emphasis on the courses in the undergraduate curriculum would likely have a positive effect on passing the board exam. Furthermore, graduates would have a positive attitude to pass the board exam because they feel that the curriculum was taught well

to them. It is good to note that Executive Order # 83 directs CHED and other agencies to review learning standards in higher education in alignment with licensure examination.

### **Extent of appearance in the licensure exam vs. level of application in the professional practice**

H3: There is a significant positive correlation between the graduate respondents' perception of the extent of appearance in the licensure exam and their perceptions on the level of application in the professional practice at  $\alpha=.01$  ( $r=.553^{**}$ ,  $p<.01$ ). The respondents of board courses who perceived a greater extent of appearance of the courses in the board exam also perceived a higher level of application in the professional practice, vice versa. Thus, improving the courses of the curriculum in preparation for the board examination would likely have a positive effect on graduates' professional practice. Graduates would most likely be confident in doing their tasks in the workplace if they passed the board exam.

### **Extent of UA's Contribution to the Graduates' Total Development**

This section covers the evaluation by graduate participants on UA's contribution to their holistic development. Ratings are presented both in frequencies and mean scores. Using a five-point Likert scale, the results were evaluated and interpreted.

<b>Range</b>	<b>Interpretation</b>
1.00-1.79	- Almost none
1.80-2.59	- Very little extent
2.60-3.39	- Little extent
3.40-4.19	- Moderate extent
4.20-5.00	- High extent

## Evaluation Rating

**Table 68**

***Extent of contribution to total development per academic programs according to mean***

Programs	Mean	Verbal Interpretation
BS Accountancy	4.27	High extent
BS Accounting Technology	4.28	High extent
BS Business Administration	4.40	High extent
BS Hotel and Restaurant and Management	4.37	High extent
BS Tourism Management	4.67	High extent
BS Nursing	4.40	High extent
BS Psychology	4.31	High extent
AB Communication	4.28	High extent
BS Computer Science	3.94	Moderate extent
BS Information Technology	4.46	High extent
BS Architecture	4.00	Moderate extent
BS Computer Engineering	4.15	Moderate extent
BS Civil Engineering	4.15	Moderate extent
BS Industrial Engineering	4.43	High extent
BS Secondary Education	4.50	High extent
B Elementary Education	4.67	High extent
<b>Average (N=658)</b>	<b>4.23</b>	<b>High extent</b>

Of the 16 academic programs, about 25 percent of them have ratings with 'moderate extent' and 75 percent with high extent. Table 103.1 shows the mean scores of each program. No program registered lower than moderate extent. BS in Computer Science, BS in Architecture, BS in Computer Engineering, and BS in Civil Engineering garnered the lowest ratings. BS in Tourism Management, Bachelor of Elementary Education, and Bachelor of Secondary Education are the top three.

**Table 69**  
***Extent of contribution to total development according to percentages of respondents***

<b>Contribution to Total Development</b>	<b>Frequency</b>	<b>Percent</b>
Almost none	3	0.5
Very little	3	0.5
Little extent	23	3.5
Moderate extent	347	54.9
High extent	256	40.5
<b>Total</b>	<b>632</b>	<b>100.0</b>

In terms of frequency, about 41 percent of the respondents gave a rating of 'high extent,' 55 percent, 'moderate extent,' and 3.5 percent registered 'little extent.' Only 1 percent of the respondents gave low ratings of 'very little' (0.5%) and 'almost none' (0.5%). The extent of appreciation is generally moderate to high, indicating a positive affirmation of their Alma Mater.

There is no significant difference among the batches in terms of their perception of UA's contribution to total development ( $F=.153$ ,  $p>.05$ ). However, results show based on Tukey's test, batch 2010-2011 garnered the highest general mean rating of 4.42, followed by the other batches 2013-2014 (mean= 4.34), 2011-2-12 (mean=4.3398), and batch 2009-2010 garnered the lowest 4.30. Based on the homogeneous subset, all graduate respondents across batches expressed optimism in terms of their perception of the university's contribution to their total development.

There is a significant difference in the perceptions of the participants in terms of UA's contribution to total development among academic programs at  $\alpha=.01$  level of significance ( $F= 2.257$ ,  $df= 15$ ,  $p<.01$ ). Graduates of BS in Elementary Education and BS in Tourism scored the highest mean of 4.67 in terms of their perception rating, while graduates of BS in Computer Science (mean=3.94) and BS in Architecture (mean=4.0) are the bottom two. The difference in perception may be attributed to their overall unique experience as students during their stay in the university.

Based on the data, the general mean rating on the educational experience of graduates in UA that is contributory to their holistic development is 4.23 (high extent). Graduates are proud to have studied and experienced integral development through the three-fold mission of academic excellence, Christian formation, and community service. This is something to be proud of as an institution.

### **Conclusions and Recommendations**

This tracer study is an institutional project conducted by the Research and Planning Office covering a five-year period (2009-2013) with graduate respondents from 16 undergraduate academic programs of the university. The undertaking is essential, primarily to provide a better understanding of the profile of graduates across programs, to establish baseline data on the employability of the graduates and other factors behind their employment, and assess the curriculum relevance of each program. Hence, the following are the conclusions and recommendations:

UA graduate respondents are predominantly Catholics who are in their mid-twenties. Female respondents outnumbered the males. A greater majority are single, and very few are married. Many fall under the younger group (25 and below), and few fall under the older group (25 and above). The young graduates are more likely focused on their careers and were mostly single at the time of the survey.

More than a majority of the graduate respondents (almost nine in every ten) are gainfully employed on permanent or regular status in the country whose annual salary is above the minimum wage. The greater majority of them work in private companies (almost eight in every ten), and few are in public institutions or government service (more than two out of ten). Almost one in every ten graduates, especially those who are working abroad, earned between Php 400,000 and 1 million or higher. Three out of ten disclosed a salary between Php 150,000 and Php 399,999.00. The annual gross income is found to be significantly related to gender/sex, age group, graduation batch, location of work, and type

of employment. Female graduates tend to have higher salaries compared to males. The older group and the older batches are likely to enjoy higher compensation than their counterparts. Those who work abroad and those who work in private firms enjoy higher compensation compared to those working locally and those employed in public or government institutions. Those high-paid graduates generally come from the BS in Nursing, BS in HRM, BS in Accounting, BS in Business Administration, and AB in Communication programs.

The few graduate respondents who are not employed are busy mostly with family concerns and advanced studies. The gainful employment of the majority of graduates, either local or abroad, has strongly contributed to nation-building and the furtherance of the economic stability of the country. This reflects the high employability of the UA graduates.

Four in every ten graduates claimed that their current job is their first job which indicates likely their loyalty to the company where they work. The majority who left their first job and transferred to other jobs sought a greener pasture, likely because of compensation. A greater majority of employed graduates are hired within a year. Salaries and benefits turned out to be the prime reason for accepting the first job as well as the prime reason for changing jobs, but career challenge became the prime reason for staying on the job. Half of the respondents unveiled staying in the first job. About six in every ten employed graduates stayed within less than a year; while about four out of ten stayed between one year and four years on the first job.

In terms of the percentage rate of employment, the top five academic programs are ranked in the following order: Bachelor of Elementary Education, Bachelor of Science in Secondary Education, Bachelor of Arts in Communication, Bachelor of Science in Civil Engineering, and Bachelor of Science in Accountancy.

A considerable number of employed graduates affirmed their college degree to be in alignment with their current job.

Furthermore, a great number of them sought their job primarily as walk-in participants, and secondly, through recommendation.

The major lines of the company's business of respondents vary based on the nature of the course offerings and the demand of the labor market. The following line of company's business was ranked one: manufacturing for BS in Accountancy; financial intermediation, banking, and credit facilities for BS in Accounting Technology and BS in Business Administration; food service for BS in Hotel and Restaurant Management; airline industry for BS in Tourism; institutional and hospital nursing for BS in Nursing; business processing and outsourcing for BS in Psychology and AB in Communication; also media broadcasting and journalism for AB in Communication; sales and marketing for BS in Information Technology; design-build /construction services for BS in Architecture; electronics and semi-conductor manufacturing for BS in Computer Engineering; construction management and engineering for BS in Civil Engineering; food/beverage, electrical manufacturing, wholesale and retail trading for BS in Industrial Engineering; classroom teaching for BS in Elementary Education and Bachelor of Secondary Education.

Communication skill is the prime competency learned in college most useful in the job. Human relations, critical thinking, problem-solving, and multitasking skills were also identified as very much helpful in the workplace. These are the employability attributes that are honed in students for them to be competitive and become life-long learners.

The majority of the graduate respondents across academic programs made a positive affirmation of the applicability to and usefulness of their overall training in UA, most especially in their first job. This likely indicates the life-long learning skills they have imbibed in their stay at UA.

Graduates across programs presented top six personal values in achieving employment success: (1) professionalism; (2) adaptability and flexibility; (3) dedication/hardwork; (4) honesty/integrity/morality (5) positive attitude/energy/passion (6)

self-motivated/ability to work with little or no supervision. The graduates' perception of personal values aligns with the UA graduate attributes. However, loyalty is perceived to be at the bottom of the hierarchy of personal values. Other preferred personal values uniquely applicable to the program were also observed.

In terms of graduates' eligibility and licensure, few registered their eligibility certifications, but almost eight in every ten graduate respondents of the six board programs passed their licensure or board exams with pride. Thus, in terms of their perception of personal achievement, passing the board exam is considered to be number one. College graduation and job promotion came second and third respectively.

Only a quarter of the graduate respondents are active in socio-civic organizations. This indicates the lack of involvement of graduates in civic activities and community immersion.

BS in Elementary Education, BS in Industrial Engineering, BS in Accounting Technology, and BS in Psychology are the top four academic programs that stand out in terms of the general results of the curriculum evaluation. Overall, all programs are found to be relevant based on the results of the findings, which have 'moderately high' scores.

There are statistically significant relationships between graduate respondents' perceptions on the extent of appearance in the board exam, the level of emphasis of the courses in the undergraduate curriculum, level of application in the professional practice. Good curriculum instruction, passing the board exam, and good professional practice presented strong relationships. Generally, across programs, there is 'moderately high' evaluation in all of the three aspects, which may be attributed to the quality of faculty and good instruction, to identify a few.

A greater majority of graduate respondents gave favorable perceptions in terms of the extent of contribution of the university to their total development. Less than half gave a mark of 'high extent,'



and more than half gave a rating of 'moderate extent.' Therefore, almost all graduates essentially attribute their education and total formation in UA. Indeed, a favorable perception and appreciation are awarded to the university.

### **Recommendations**

Based on identified areas of concern emerging from the results and conclusions, the following recommendations are submitted:

1. Given the limitations of the tracer, follow-up research should be conducted to assess if the competencies of the graduates match the 21<sup>st</sup>-century skills needed by the industry based on the lenses of employer respondents. Academic heads and deans of every program may also conduct tracer study of their graduates to validate the findings of the study;
2. Employability characteristics and values which happened to be anchored on the UA graduate attributes and core values (such as adaptability, critical thinking, interpersonal skills, and other life-long learning skills; professionalism, integrity) may be given more emphasis in the curriculum by clearly mapping them, not just in terms of competencies and values to be honed but actual student outcomes that must be realized. The revision of the curriculum of each program and the syllabi of each course may include focus tasks to integrate and practice these values in the teaching and learning experiences;
3. Looking at the gap between the university's thrust of forming Catholic leaders vis-a-vis the low involvement of graduates in socio-civic organizations, a special awareness campaign program may be established to bring out sustainability in terms of engagement in socio-civic organizations. This may be spearheaded by the Office of Student Affairs, and Recognized Student Organizations (RSOs) backed up with strong administration/management support. These efforts

may be essential as extra-curricular activities that enrich the regular courses. Anchoring specific courses to these activities may likewise be a smart alternative;

4. Because of the perceived gap of the university's placement on the employment of graduates, it is recommended for school managers and leaders to develop a useful mechanism for placement, particularly among those graduating students who are on practicum. Partnership and linkages with industries and business organizations like PamCham may be explored. The university may invite a business or corporate executive to be a member of the Board of Trustees in order to widen school linkages with industries and bring out fresh ideas, innovations, and current trends;
5. Academic programs and courses/subjects that registered 'low' in the evaluation of the curriculum may be given attention by the Deans in charge of the programs. Thorough identification and review of the courses may be conducted based on CHED's direction, particularly on the outcomes-based education framework. A careful study of proposed relevant program offerings may also be considered to address labor gaps and future needs of the market. The practice-based study in major and professional courses may be included so that students would not only master the concepts and theories but also be able to verify first-hand the skills and competencies related to their work;
6. Courses/ subjects that registered 'high' in terms of the level of need for seminars and training may be reviewed and properly addressed to strongly develop the professional competency of students. Expert practitioners in the industry may be invited to teach as visiting professors and share current issues and practices of the profession with students;
7. The development of communication skills and human relations skills were highlighted to be the most useful skills for job success. In this sense, Language and Social Science

teachers may come up with a special program for students in the undergraduate which would emphasize actual workplace situations that would harness and develop these skills. Actual simulations in applying and working on the job may be demonstrated in the classroom. The practice-based study in major and professional courses may be included so that students would not only master the concepts and theories but also be able to verify first-hand the skills and competencies related to their work;

8. Though most of the graduate respondents preferred as walk-in applicants when applying for a job, the University Guidance and Admissions Office may provide technical assistance through Web-based career guidance portals to students so that they will be familiarized with the modern technology for a job application and current career links that would facilitate strong collaboration among students, new graduates, career counselors, and employers. In addition, continuing university-based career support starting with updated labor market information to recent graduates may be considered;
9. The difficulty of the process of tracing graduates calls for the development of an alumni tracking software that may be linked to social networks, which can produce valid reports and data needed by the university and its stakeholders. Graduates' employment data and profiles may be shown virtually through a global interface so that alumni can easily update their profiles through a virtual bulletin board. The project would help sustain tracer and cohort studies in the future; and,
10. In order to facilitate international competitiveness and be responsive to ASEAN integration, the institution may engage in benchmarking with other higher education institutions (HEIs), which have centers of development (COD), centers of excellence (COEs), and those which have a high level of national and international accreditation. Such an exchange program through curriculum benchmarking

can drive the institution to live up to its vision-mission statement.

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