

# Graduate Tracer Study: Exploring the Relationship Between Education and Employment

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**Abstract** – This research followed the trajectories of graduates from the Bachelor of Science in Information Technology (BSIT) program at Lyceum of the Philippines University - Batangas (Batches 2020-2022) using a questionnaire method. A substantial 85 percent, or 52 out of 61 graduates, participated in the study, with a focus on assessing job placement profiles, identified competencies, acquired work-related values, and the relevance of school-related factors to job placements. Notably, 90 percent of the respondents are currently employed, with Information Technology Skills, Communication Skills, and Human-Relations Skills identified as the top competencies. The top work-related values include Love for God, Creativity and Innovativeness, and Honesty and Love for Truth. The study recommended continuous enhancement of the BSIT program curricula; updating syllabi for both professional and general education courses, providing relevant teacher training for values integration, conducting values formation seminars for students, and offering continuous developmental training for faculty and office personnel to ensure professionalism and efficiency. These findings served as a foundation for improving the BSIT program's responsiveness to evolving technology and employment demands.

**Keywords** – BS Information Technology, Employability, Information Technology Tracer, LPUB Tracer, Tracer Study

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## INTRODUCTION

The intricate interconnection between education and employment is a fundamental aspect of societal progress. Education equips individuals with the requisite knowledge and skills essential for success in the workforce, while employment offers a platform for individuals to apply their educational background and

contribute to the betterment of society. A key instrument for comprehending the intricate dynamics of this relationship is the Graduate Tracer Study. This investigative approach involves monitoring the career trajectories of graduates to glean insights into their employment outcomes, encompassing aspects like employment status, job satisfaction, and earnings.

Graduate Tracer Studies are structured surveys conducted post-graduation to monitor graduates' progress and accumulate valuable data. These studies serve as an invaluable source of information for deciphering the intricate link between education and employment, enabling higher education institutions to enhance their programs and services. The successful employment of graduates stands as a pivotal indicator of an institution's commitment to delivering quality education, contributing to society's acquisition of the knowledge, skills, and values vital for economic advancement, social progress, and overall community development.

In recognition of the contemporary landscape, the Commission on Higher Education (CHED) has taken the proactive step of conducting Graduate Tracer Studies (GTS) within select Higher Education Institutions (HEIs) across the country. These GTS aim to compile data to assess whether HEIs are providing pertinent courses and producing graduates whose competencies align with industry and societal demands. This information aids CHED in implementing necessary reforms and policies to ensure that both HEIs and their graduates are adequately prepared to confront the challenges of 21st-century education [1].

Aligning with these developments, the College of Computer Studies (CCS) at Lyceum of the Philippines University-Batangas (LPU-B) sought to evaluate the employment outcomes of its Bachelor of Science in Information Technology (BSIT) program graduates. This Graduate Tracer Study delved into the intricate nexus between education and employment among BSIT graduates of LPU-B from the academic years 2020-2022. The findings of this study held the potential to

refine the BSIT program, ensuring that it continues to produce graduates equipped to thrive in the ever-evolving realm of information technology.

LPU–Batangas has progressively expanded its offerings of higher education courses designed to equip students with the essential tools for developing employability skills, raising their awareness of these skills, and enhancing their ability to articulate them. The Bachelor of Science in Information Technology (BSIT) program is tailored to prepare students to excel as IT professionals and researchers, proficient in designing, developing, and employing computing solutions. The program, administered by the College of Computer Studies, encompasses two specialization tracks: Digital Animation and Multimedia Technologies. Past tracer studies affirmed the program's efficacy in producing graduates who excel in the business sector.

The Bachelor of Science in Information Technology program of the College of Computer Studies boasts a PACU-COA Level 3 Reaccredited status, PICAB accreditation, and ABET accreditation. The BSIT curriculum undergoes continuous refinement based on recommendations from CHED, PACU-COA, TESDA, various partnerships, and other stakeholders. The college has forged alliances with prominent companies such as Microsoft, CISCO, Code Chum, and Coursera, among others. Its highly qualified faculty members and students actively participate in computing organizations like Philippine Computer Society (PCS), Computer Science Teachers Association (CSTA), Philippine Society of Information Technology Educators (PSITE), Philippine Society of Information Technology Students (PSITS), Junior Philippine Computer Society (JPCS), Integrated Southern Tagalog of Information Technology Education (iSITE), and others.

The research conducted in this study assessed the significance of the knowledge, values, and skills acquired by graduates in relation to their work, aligning with the 21st-century skills framework. The results shed light on the sufficiency of the educational training provided by the institution and the program itself in shaping the overall performance of graduates' careers and the extent to which knowledge, values, and skills have been developed.

#### **OBJECTIVES OF THE STUDY**

This scholarly investigation is focused on an in-depth analysis of the factors influencing the career trajectories of graduates holding a Bachelor of Science in Information Technology (BSIT) degree from Lyceum of the Philippines University – Batangas (LPU-B), who

completed their studies between 2020 and 2022. The primary objectives of this research were as follows: first, to provide a comprehensive overview of the employment status and profile of these graduates, encompassing aspects such as current employment, employment status, nature of employment, primary line of business, and workplace locations; second, to determine the usefulness of the competencies, skills, and work-related values that LPU-B graduates have developed and find valuable in addressing the demands of their current occupations; third, to evaluate the significance of various school-related factors, including the general education curriculum, professional subject curriculum, faculty quality, instructional methods, student support services, institutional organization and administration, community engagement, academic partnerships, and research activities, in relation to the job placements of these respondents; and finally, to formulate a strategic plan aimed at enhancing the relevance of the BSIT program and enhancing the employment prospects of its graduates.

#### **MATERIALS AND METHODS**

##### **Research Design**

Quantitative descriptive research, commonly known as descriptive research, is a valuable method employed in the social sciences and various other fields to comprehensively document the characteristics, behaviors, or attitudes of a specific group or phenomenon. It focuses on collecting and summarizing data, aiming to create a detailed and clear picture of the subject being studied. Key components include the research's purpose, which is to provide a comprehensive overview of the subject without establishing causal relationships or making predictions. Data collection involves structured and standardized methods such as surveys, questionnaires, observations, or existing data sources, producing numerical data like counts and percentages. Sampling methods ensure that the selected sample is representative of the larger population under study. Variables, often demographic, behavioral, or attitudinal, are measured and observed. Quantitative analysis, involving statistical methods, summarizes and interprets the data using measures like frequencies, percentages, means, and standard deviations. Results are presented using tables, graphs, or charts to provide a clear and easily understood description of the data. While the findings offer insights into the characteristics of the studied group, they are typically not meant for broad generalization. Descriptive research is objective and non-intrusive, with researchers observing and reporting without attempting to influence the subject or situation [2].

This study utilized the quantitative descriptive

research design which covered the employment status and job experiences of the graduates. It is, in part, a curricular program evaluation if the graduates had effectively achieved the goal of their respective degree programs. Moreover, policy implications and recommendations identified were necessary for curricular improvement in the university.

**Research Respondents**

The study's participants encompassed the graduates of the Bachelor of Science in Information Technology (BSIT) program from the batches of 2020-2022, totaling 61 individuals. An impressive 85 percent of these graduates, which translated to 52 individuals, actively engaged in the study.

Table 1. Distribution of Graduates and Respondents per Batch BSIT Batches 2020-2022  
N=61

School Year of Graduation	Number of Graduates	Number of Traced Graduates	Percentage of Traced Graduates	Number of Employed Graduates	Percentage of Employed Graduates
SY 2019-2020	27	21	78%	19	90%
SY 2020-2021	0	0	0	0	0
SY 2021-2022	34	31	91%	28	90%
<b>TOTAL</b>	<b>61</b>	<b>52</b>	<b>85%</b>	<b>47</b>	<b>90%</b>

**Materials and Data**

Detailed records pertaining to the annual count of BSIT graduates were sought and acquired from the Registrar's Office at LPU-Batangas.

**Data Gathering Procedure**

The researcher obtained personal information, including the names of alumni, physical addresses, email addresses, and phone numbers of the BSIT graduates from the 2020-2022 batches through the Registrar's Office. To engage with the alumni and discuss the significance of the tracer study, a group chat (GC) was established on Facebook Messenger. Within this platform, a link was provided to enable alumni to input their tracing details.

Regrettably, 9 out of the 61 graduates, amounting to 15 percent of the total, were unable to complete the questionnaire. The reasons behind this may include (1) inactive or invalid contact information, (2) time constraints preventing some respondents from participating, and (3) a lack of interest in the study. Consequently, the study utilized responses from 178 out of the 228 graduates, representing a participation rate of 78 percent.

**Data Analysis**

The acquired data underwent a systematic process involving classification, tabulation, and ranking in preparation for analysis. In the analysis phase, statistical

tools were applied to interpret the survey data. Descriptive statistics and frequency distribution were employed to provide an overview of the dataset, summarizing key features and the distribution of data across categories or intervals. Additionally, percentages were used to assess the profile of respondents in relation to specific variables. To gauge the extent of respondents' perception regarding the relevance of their educational background to their employment status, a weighted mean was calculated. Ranking played a pivotal role in organizing the items in descending order, reinforcing the description of percentages and highlighting the relative importance of each item within the dataset. This approach aided in conveying the significance and positions of the various items used in the analysis.

A numerical scale ranging from 1 to 5 was adopted, with 1 representing the lowest significance and 5 representing the highest. These numerical responses were assigned equivalent weights and accompanied by corresponding verbal descriptions as follows:

Table 2. Likert Scale

Weight	Scale Range	Verbal Interpretation
5	4.50-5.00	Very Relevant
4	3.50-4.49	Relevant
3	2.50-3.49	Moderately Relevant
2	1.50-2.49	Slightly Relevant
1	1.00-1.49	Not Relevant

**Ethical Consideration**

The primary ethical concern that arose during the execution of the tracer study revolved around obtaining informed consent. There was absolutely no pressure or intimidation applied to the participants when requesting their responses to the tracer questionnaire. Prior to the study, all participants were given the opportunity to provide full consent, and they were informed of the study's objectives. Furthermore, stringent measures were in place to safeguard the privacy of the research participants.

For data collection, a survey questionnaire was employed to gather information from graduates who completed their studies at LPU-Batangas between 2020 and 2022. The questionnaire was distributed electronically to these graduates and contained inquiries about their employment status, levels of job satisfaction, and career aspirations.

**RESULTS AND DISCUSSION**

Using generally accepted statistical tools and principles, this part discusses the results from the collected data using survey. The study attempted to investigate the

employment status of Bachelor of Science in Information Technology graduates of batches 2017-2019.

**A. Employment Data**

**Table 2.1 Employment Data**

Are you presently employed?	Frequency	Percentage (%)
YES	47	90
Present Employment Status		
Regular or Permanent	31	66
Contractual	9	19
Self-employed	7	15
Nature of Employment		
Gainfully Employed	35	74
Self-employed	6	13
Underemployed	6	13
Major Line of Business		
Manufacturing	12	25
Wholesale & Retail	5	11
Trade, Repair of Motor Vehicles, Personal & Household Goods		
Transport Storage & Communication	16	34
Education	9	19
Other Community, Social & Personal Service Activities	5	11
Place of Work		
Local	37	79
Abroad	10	21
Reasons for Staying on the Job		
Salaries & Benefits	35	74
Related to Course or Program of Study	4	9
Proximity to Residence	8	17
Is your first job related to the course you took up in college?		
YES	42	89
How long did it take you to land your first job?		
1 to 6 Months	38	81
7 to 11 Months	9	19
What were your reasons for accepting the job?		
Salaries and Benefits	47	100
What were your reasons for changing job?		
Salaries and Benefits	4	9
Proximity to Residence	7	15

The survey data reveals a robust employment landscape among the respondents, with a substantial 90 percent currently employed. Of these, 66 percent enjoy the stability of regular or permanent positions, while 19 percent are engaged in contractual work, and 15 percent are self-employed, showcasing a diverse range of employment arrangements. The workforce is distributed across various sectors, including manufacturing (25%), wholesale & retail trade (11%), transport storage & communication (34%), education (19%), and other community activities (11%). The majority (79%) work locally, underscoring the significance of local job opportunities, yet a notable 21 percent engage in international employment. The primary driver for job retention is salaries and benefits

(74%), with the first job for 89 percent of respondents being related to their college course. Additionally, a swift job placement process is evident, with 81 percent landing their first job within 1 to 6 months. Notably, financial considerations, specifically salaries and benefits, hold paramount influence, being the sole motivator for both job acceptance (100%) and job changes (9%). Proximity to residence also plays a role in job changes (15%), indicating the importance of geographic convenience in employment decisions. Overall, the data paints a comprehensive picture of a locally-oriented yet globally connected workforce, where financial incentives wield significant influence in shaping employment choices.

**Table 2.2 Employment Data**

How long did you stay in your first job?		
1 year to less than 2 years	10	21
3 years to less than 4 years	24	51
How did you find your first job?		
Response to an advertisement	21	45
As walk-in applicant	8	17
Recommended by someone	9	19
Information from friends	9	19
How long before you found your current/present job?		
Less than a month	12	26
1 to 6 months	16	34
7 to 11 months	19	40
Job Level		
Rank or Clerical	15	32
Professional, Technical or Supervisory	32	68
What is your initial gross monthly earning in your first job after college?		
P10,000 to less than P15,000	22	47
P15,000 to less than P20,000	13	27
P20,000 to less than P25,000	12	26
Competencies learned in college you found very useful in your first job		
Communication Skills	12	25
Human Relations Skills	8	17
Entrepreneurial Skills	5	11
Information Technology Skills	13	28
Problem Solving Skills	5	11
Critical Thinking Skills	4	8

The data provides insights into the tenure, job search methods, duration of job search, job levels, initial gross monthly earnings, and the perceived usefulness of college-acquired competencies among respondents. Notably, a majority (51%) stayed in their first job for 3 to less than 4 years, indicating a significant duration of initial employment. Job discovery methods vary, with 45 percent responding to advertisements, 17 percent applying as walk-ins, and 19 percent relying on recommendations or information

from friends. The time taken to secure the current job ranges from less than a month (26%) to 7 to 11 months (40%). In terms of job levels, a majority (68%) hold professional, technical, or supervisory positions. Initial gross monthly earnings are distributed, with 47 percent earning P10,000 to less than P15,000, 27 percent earning P15,000 to less than P20,000, and 26 percent earning P20,000 to less than P25,000. Regarding competencies, communication skills (25%) and information technology skills (28%) are highlighted as particularly useful in the first job, underscoring the importance of these skills in the early stages of the respondents' careers. These data provide a nuanced understanding of the respondents' professional trajectories, shedding light on factors influencing job tenure, search strategies, and the correlation between college-acquired skills and workplace applicability.

The findings suggest a notable degree of employability among Information Technology graduates. The training received through the BSIT program, encompassing a wide range of business processes, aligns with the majority of graduates securing employment that directly corresponds to their specialized skill set. Notably, the Philippines, recognized as the global social media capital due to the exceptionally high daily usage time, has witnessed a surge in individuals leveraging the internet and technology to secure employment opportunities [3]. This phenomenon underscores the contemporary socio-technological landscape and its impact on professional pursuits, as elucidated by Bednar and Welch [4].

### B. Work-Related Values.

The provided data on work-related values offers a comprehensive perspective on the significance of various values in the context of the workplace. It is evident that "Love for God" and "Creativity and Innovativeness" hold the highest ranks, with verbal interpretations of "Very Much." This suggests that individuals value spiritual and religious beliefs, ethical behavior, and a strong emphasis on innovation in their professional lives. Additionally, "Honesty and Love for Truth" and "Love for Co-workers and Others" are highly regarded, indicating a strong commitment to ethical conduct and a desire for harmonious workplace relationships. On the other hand, values such as "Nationalism" and "Fairness and Justice" rank lower, suggesting that they may not be as highly prioritized in the work environment. "Efficiency" is notably ranked fifth, emphasizing

the importance of productivity and effectiveness in the workplace.

The work-related values exhibited by graduates hold profound importance for educational institutions on multiple fronts. These values significantly influence the institution's reputation, as they reflect the caliber of graduates it produces. Graduates who display positive work-related values, such as integrity, professionalism, and dedication, enhance the institution's standing in the eyes of employers, prospective students, and accreditation bodies. Moreover, these values contribute to the employability of graduates, which, in turn, attracts new students, reinforces institutional credibility, and ensures long-term sustainability.

Additionally, an institution's commitment to instilling and nurturing work-related values aligns with its mission and vision, emphasizing the preparation of responsible and ethical professionals. By monitoring the career success and ethical conduct of graduates, institutions can identify areas for improvement and realign their curricula to meet the demands of the job market. Positive work-related values also play a role in alumni engagement and fundraising efforts, as successful graduates are more likely to support their alma mater. Overall, the work-related values of graduates not only reflect the quality of education provided by the institution but also influence its reputation, success, and societal contribution.

Table 3. Work-Related Values Gained

Work-Related Values	Weighted Mean	Verbal Interpretation	Rank
1. Love for God	4.87	Very Much	1
2. Honesty and Love for Truth	4.80	Very Much	3
3. Punctuality	4.76	Very Much	6
4. Obedience to Superior	4.74	Very Much	7
5. Perseverance and Hard Work	4.55	Very Much	12
6. Creativity and Innovativeness	4.85	Very Much	2
7. Courage	4.57	Very Much	11
8. Professional Integrity	4.49	Much	13
9. Love for Co-workers and Others	4.81	Very Much	4
10. Unity	4.37	Much	14
11. Fairness and Justice	4.35	Much	15
12. Leadership	4.59	Very Much	10
13. Tolerance	4.34	Much	16
14. Efficiency	4.79	Very Much	5
15. Supportiveness	4.69	Very Much	8
16. Perseverance	4.65	Very Much	9
17. Nationalism	4.15	Much	17
Composite Mean			

Legend: 4.50 – 5.00 = Very Much; 3.50 – 4.49 = Much; 2.50 – 3.49 = Little; 1.50 – 2.49 = Very Little; 1.00 – 1.49 = Not at All

C. School Related Factors to Job Placement.

Table 4. Curriculum and Instruction (General Education Courses)

General Education Courses	Weighted Mean	Verbal Interpretation	Rank
1. Mathematics	4.51	Very Relevant	1
2. Languages	4.42	Relevant	2
3. Natural Sciences	4.29	Relevant	3
Composite Mean	4.41	Relevant	

Legend: 4.50 – 5.00 = Very Relevant; 3.50 – 4.49 = Relevant; 2.50 – 3.49 = Moderately Relevant; 1.50 – 2.49 = Slightly Relevant; 1.00 – 1.49 = Not Relevant

The weighted mean scores for various general education courses reveal the perceived relevance of each course. Mathematics emerges as the most crucial, garnering a weighted mean score of 4.51 and earning the label of "Very Relevant," securing the top rank. Languages follow closely with a score of 4.42, deeming them "Relevant" and securing the second position. Natural Sciences, with a score of 4.29, also falls under the category of "Relevant," placing it at the third rank. The composite mean of 4.41 reinforces the overall importance of these courses, collectively considered "Relevant." This analysis suggests a consensus among respondents on the significance of these general education courses, particularly highlighting the paramount role of Mathematics.

Table 5. Curriculum and Instruction (Professional)

Professional Courses	Weighted Mean	Verbal Interpretation	Rank
1. Introduction to Computing	4.13	Relevant	20
2. Computer Programming 1 & 2	4.37	Relevant	13
3. Data Structures & Algorithms	4.35	Relevant	14
4. Computer Organization	4.19	Relevant	18
5. Accounting Principles	4.15	Relevant	19
6. Operating Systems	4.28	Relevant	15
7. Object-Oriented Programming	4.26	Relevant	16
8. Ethics	4.54	Very Relevant	9
9. Information Management	4.63	Very Relevant	5
10. Web Systems & Technologies	4.55	Very Relevant	8
11. Systems Analysis & Design	4.59	Very Relevant	7
12. Human-Computer Interaction	4.48	Relevant	10
13. App Devt. & Emerging Technologies	4.68	Very Relevant	4
14. Discrete Structures	4.40	Relevant	12
15. Computer Troubleshooting & Repair	4.60	Very Relevant	6
16. OJT On-the-Job Training	4.84	Very Relevant	1
17. Seminars & Field Trip	4.20	Relevant	17
18. CISCO Courses 1,2,3,4	4.78	Very Relevant	2
19. Electives 1,2,3,4	4.45	Relevant	11
20. Capstone Projects 1 & 2	4.71	Very Relevant	3
Composite Mean	4.46	Relevant	

Legend: 4.50 – 5.00 = Very Relevant; 3.50 – 4.49 = Relevant; 2.50 – 3.49 = Moderately Relevant; 1.50 – 2.49 = Slightly Relevant; 1.00 – 1.49 = Not Relevant

The given data represent list of professional courses along with their corresponding weighted mean scores, verbal interpretations, and ranks based on these scores. The courses cover a range of topics in computing and related fields. Notably, the courses with the highest weighted means and ranked as "Very Relevant" include "OJT On-the-Job Training" with a score of 4.84, "CISCO Courses 1,2,3,4" with a score of 4.78, and "Capstone

Projects 1 & 2" with a score of 4.71. These courses are positioned at the top three ranks, emphasizing their importance and relevance in the professional development of individuals.

On the other hand, the courses with lower but still "Relevant" weighted means include "Introduction to Computing," "Computer Programming 1 & 2," "Data Structures & Algorithms," and others. Despite slightly lower scores, these courses are considered relevant, suggesting that they provide valuable knowledge and skills within the professional context. The composite mean of 4.46 indicates an overall high level of relevance across all the listed courses, reinforcing the comprehensive nature of the curriculum in addressing key aspects of computing and related disciplines. The rankings and verbal interpretations provide a clear hierarchy, helping individuals prioritize their course selection based on relevance and importance in their professional journey.

Table 6. Faculty and Instruction

Faculty and Instruction	Weighted Mean	Verbal Interpretation	Rank
1. Conducts himself in a dignified and professional manner.	4.37	Relevant	7
2. Has good communication skills	4.48	Relevant	5
3. Teacher has mastery of the subject matter	4.50	Very Relevant	4
4. Makes use of various teaching aids	4.40	Relevant	6
5. Relates subjects to other fields and other life situation	4.57	Very Relevant	2
6. Conducts accurate and objective evaluation of student performance	4.56	Very Relevant	3
7. Quality of instruction is relevant to the course	4.67	Very Relevant	1
Composite Mean	4.51	Very Relevant	

Legend: 4.50 – 5.00 = Very Relevant; 3.50 – 4.49 = Relevant; 2.50 – 3.49 = Moderately Relevant; 1.50 – 2.49 = Slightly Relevant; 1.00 – 1.49 = Not Relevant

The evaluation of faculty and instruction reflects a high regard for teaching quality and effectiveness. The composite mean of 4.51, classified as "Very Relevant," underscores the overall positive perception of the faculty. The top-ranking criterion, "Quality of instruction is relevant to the course" with a score of 4.67, signifies a strong consensus among respondents regarding the paramount importance of instructional relevance. This suggests a collective acknowledgment of the crucial role instructors play in ensuring that the content aligns with the course objectives, enhancing students' learning experiences.

The criteria "Relates subjects to other fields and other life situations," "Conducts accurate and objective evaluation of student performance," and "Teacher has mastery of the subject matter" securing the second, third,

and fourth ranks, respectively, further highlight the multifaceted expectations from educators. These results indicate a desire for instructors who not only possess a deep understanding of the subject matter but also demonstrate the ability to connect theoretical concepts to real-world applications and conduct fair assessments. The overall positive ratings across various criteria affirm the commendable performance of faculty members in maintaining professionalism, effective communication, and mastery of their respective subjects.

LPU-Batangas is characterized by a distinctive culture that consistently pursues and upholds standards of quality and excellence. This commitment is palpable in the meticulously designed plans and processes implemented to ensure an impartial and thorough evaluation of student performances, ultimately influencing the caliber of graduates the institution produces. Embracing the principles of outcomes-based education (OBE), LPU-Batangas motivates students to strive for excellence, emphasizing the production of high-quality outputs. According to Rao [5] article on Outcomes-Based Education, this educational approach represents a significant departure from traditional practices, serving as a transformative means to foster academic success for all students.

Within this framework, not only are students held to high standards, but faculty members also underwent periodic evaluations. This proactive assessment mechanism served as a valuable tool in promptly identifying and addressing any areas of concern, ensuring that the teaching staff maintains a high level of proficiency and commitment to delivering quality education. In essence, LPU-Batangas's dedication to outcomes-based education created a symbiotic relationship between students and educators, fostering an environment that prioritizes continuous improvement and excellence in both teaching and learning.

**Table 7. Student Services**

Student Services	Weighted Mean	Verbal Interpretation	Rank
1. Library Services	4.39	Relevant	7
2. Registrar's Office Services	4.60	Very Relevant	5
3. College Dean's Office Services	4.88	Very Relevant	1
4. Office of Student Affairs Services	4.36	Relevant	8
5. Health Services	4.81	Very Relevant	2
6. Counseling and Testing Center	4.63	Very Relevant	4
7. Physical Plant and Facilities	4.42	Relevant	6
8. Laboratories	4.76	Very Relevant	3
<b>Composite Mean</b>	<b>4.61</b>	<b>Very Relevant</b>	

Legend: 4.50 – 5.00 = Very Relevant; 3.50 – 4.49 = Relevant; 2.50 – 3.49 = Moderately Relevant; 1.50 – 2.49 = Slightly Relevant; 1.00 – 1.49 = Not Relevant

The evaluation of student services at LPU-Batangas provides a nuanced perspective on the quality and effectiveness of various support systems. The composite mean of 4.61, labeled as "Very Relevant," indicates an overall positive perception of the services offered. The top-ranking service, the College Dean's Office Services, stands out with an impressive score of 4.88, reinforcing its critical role in student support and earning the first position. This highlights a strong endorsement from respondents regarding the significance and efficacy of administrative assistance provided by the College Dean's Office in ensuring a smooth academic experience for students.

Additionally, Health Services and Laboratories secure the second and third positions, respectively, with scores of 4.81 and 4.76, both classified as "Very Relevant." This underscores the importance of health and laboratory facilities in contributing to the overall well-being and academic success of students. The rankings and high scores across various services demonstrate a holistic approach to student support, encompassing not only academic aspects but also health and facilities. The composite mean of 4.61 reinforces the consistent excellence in these services, emphasizing their collective relevance and effectiveness in enhancing the overall student experience at LPU-Batangas.

**Table 8. Organization and Administration**

Organization and Administration	Weighted Mean	Verbal Interpretation	Rank
1. The school officers and heads include within their spheres of responsibility, all the vital activities of the institution and colleges	4.68	Very Relevant	2
2. The organization and administrative set-up of the institution and colleges are well integrated and function efficiently.	4.75	Very Relevant	1
3. Department heads are effective in guiding training and development of students to improve their performances	4.59	Very Relevant	4
4. Department heads possess positive attitude towards work, staff, and students	4.62	Very Relevant	3
5. The administration ensures that training programs for students are adequate and well-organized	4.52	Very Relevant	6
6. The administration adheres to its vision-mission and institutional values.	4.58	Very Relevant	5
<b>Composite Mean</b>	<b>4.62</b>	<b>Very Relevant</b>	

Legend: 4.50 – 5.00 = Very Relevant; 3.50 – 4.49 = Relevant; 2.50 – 3.49 = Moderately Relevant; 1.50 – 2.49 = Slightly Relevant; 1.00 – 1.49 = Not Relevant

The assessment of organization and administration at LPU-Batangas unveils a robust and highly effective administrative structure. The composite mean of 4.62, classified as "Very Relevant," indicates an overwhelmingly positive perception of the institution's organizational and administrative aspects. The top-ranking criterion, "The organization and administrative set-up of the institution and colleges are well integrated and function efficiently," secures a score of 4.75, solidifying its position as the most crucial aspect. This underscores a unanimous consensus among respondents

regarding the institution's streamlined and efficient administrative setup, emphasizing the pivotal role it plays in ensuring the smooth functioning of various college activities.

Furthermore, the second-ranking criterion, "The school officers and heads include within their spheres of responsibility, all the vital activities of the institution and colleges," with a score of 4.68, reinforces the comprehensive approach of school officers and heads. This suggests a strategic and inclusive management style that encompasses all vital aspects of institutional and college activities. The rankings and high scores across various criteria highlight the positive attitudes, effective guidance, and commitment to the vision-mission and institutional values demonstrated by the administration and department heads. The composite mean of 4.62 underscores the overall excellence in organizational and administrative practices, affirming their pivotal role in shaping the institutional framework at LPU-Batangas.

**Table 9. Community Extension, Linkages and Research**

Community Extension, Linkages and Research	Weighted Mean	Verbal Interpretation	Rank
1. Community Extension services of the college	4.56	Very Relevant	3
2. Linkages with other institutions and OJT	4.89	Very Relevant	1
3. Development of research activities in the college	4.63	Very Relevant	2
Composite Mean	<b>4.70</b>	<b>Very Relevant</b>	

Legend: 4.50 – 5.00 = Very Relevant; 3.50 – 4.49 = Relevant; 2.50 – 3.49 = Moderately Relevant; 1.50 – 2.49 = Slightly Relevant; 1.00 – 1.49 = Not Relevant

The evaluation of Community Extension, Linkages, and Research at LPU-Batangas reflects a commitment to holistic development and engagement with the broader community. The composite mean of 4.70, categorized as "Very Relevant," signifies an overall positive perception of the institution's efforts in these domains. The top-ranking criterion, "Linkages with other institutions and OJT," stands out with an impressive score of 4.89, earning the first position. This underscores the institution's strong emphasis on establishing meaningful partnerships and providing students with valuable opportunities for on-the-job training, enhancing their practical skills and industry exposure.

Moreover, the second and third-ranking criteria, "Development of research activities in the college" and "Community Extension services of the college," with scores of 4.63 and 4.56, respectively, highlight the institution's dedication to fostering research initiatives and community engagement. These results suggest a

well-rounded approach that integrates academic rigor with a commitment to societal development. The composite mean of 4.70 reinforces the institution's overall excellence in community extension, linkages, and research, emphasizing their collective relevance in contributing to a well-rounded and socially responsible educational experience at LPU-Batangas.

**Table 10. Proposed Action Plan**

Key Result Areas	Objectives	Strategies	Outcomes
1. Curriculum and Instruction (GE)	<ul style="list-style-type: none"> <li>➤ Align with the dynamic needs of the business sector and cultivate graduates equipped to excel in the ever-evolving cyber sector.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Consistently monitor and refine the BSIT Program Curriculum, provide ongoing developmental training for faculty, ensuring exposure to the latest IT industry advancements, and engage in regular consultations with stakeholders.</li> <li>➤ Seek accreditation from recognized IT and educational accrediting bodies to validate and endorse the excellence of the curriculum.</li> <li>➤ Establish strategic partnerships and alliances with industry leaders, ensuring curriculum relevance through continuous feedback and collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>➤ A highly relevant BSIT program curriculum that fosters the development of intellectually adept and well-trained graduates poised to meet the demands of the cyber sector.</li> </ul>
2. Curriculum and Instruction (Professional)	<ul style="list-style-type: none"> <li>➤ Synchronize educational offerings with the evolving needs of the business sector, producing graduates who are intellectually robust and well-prepared for the challenges of the cyber sector.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continuously monitor and enhance the BSIT Program Curriculum, offer ongoing developmental training for faculty, providing exposure to cutting-edge developments in the IT industry, and conduct periodic consultations with stakeholders.</li> <li>➤ Pursue accreditation from reputable industry bodies to affirm the program's alignment with industry standards.</li> </ul>	<ul style="list-style-type: none"> <li>➤ An exceptionally relevant BSIT program curriculum that shapes intellectually adept and well-trained professionals, ready to address the demands of the dynamic cyber sector.</li> </ul>

## CONCLUSION AND RECOMMENDATION

The detailed analysis of the employment status and experiences of respondents provided a comprehensive snapshot of the professional landscape for BSIT graduates. A substantial majority of respondents (90%) are presently employed, with 66 percent in regular or permanent positions. The nature of employment revealed that 74 percent are gainfully employed, and the major line of business spanned various sectors, with 34 percent in transport, storage, and communication. Notably, 89 percent affirmed that their first job is related to their



college course, and 81 percent secured their initial employment within 1 to 6 months. Salaries and benefits were overwhelmingly cited as the primary reason for staying on the job (74%) and accepting the job (100%). Job changes were driven primarily by salary considerations (9%). The majority of respondents (68%) hold professional, technical, or supervisory positions, reflecting the value of competencies learned in college, particularly in communication skills (25%), information technology skills (28%), and human relations skills (17%). This thorough exploration offered critical insights into the employment landscape for BSIT graduates, providing a foundation for informed decision-making in shaping educational programs and career development initiatives. The analysis of work-related values among respondents has provided meaningful insights into the priorities and virtues they consider crucial in their professional lives. The top-ranking values include "Love for God," "Creativity and Innovativeness," and "Honesty and Love for Truth," highlighting the significance of moral and spiritual foundations, as well as innovative thinking in the workplace. Notably, competencies learned in college that were deemed very useful in respondents' first jobs encompass communication skills, information technology skills, and human relations skills, underlining the practical importance of these capabilities in real-world professional settings. The composite mean reflected an overall strong emphasis on these work-related values, demonstrating their collective importance in shaping the ethical and productive dimensions of the respondents' careers. This nuanced understanding of work-related values and competencies learned in college provided valuable insights for educators and employers alike, facilitating the alignment of educational programs with the evolving needs of the workforce and fostering a workplace culture that emphasized both ethical principles and practical skills. The comprehensive analysis of various aspects within the educational framework provided valuable insights into the perceived relevance and effectiveness of different components. Notably, in terms of academic courses, both General Education and Professional Courses demonstrated a strong overall relevance with composite means of 4.41 and 4.46, respectively. The faculty and instruction component also received high relevance scores (composite mean of 4.51), emphasizing the importance of teaching quality, subject mastery, and the integration of real-world connections in the learning process. Moreover, student services (composite mean of 4.61) played a crucial role, with notable relevance in areas

such as the registrar's office, health services, and library facilities. Furthermore, the organization and administration of the institution received a high level of perceived relevance (composite mean of 4.62), suggesting that the overall structure and leadership effectively contributed to the students' educational experience. Finally, the emphasis on community extension, linkages, and research (composite mean of 4.70) underscored the importance of integrating academic activities with practical applications and community engagement. The strategic framework outlined for the BSIT program underscored a comprehensive approach to ensure its continued excellence and relevance. Aligned with the dynamic needs of the cyber sector, the strategies focus on continual curriculum refinement, faculty development, accreditation pursuits, and strategic partnerships. Emphasizing the importance of values, the student services strategies aimed to instill core principles through activities and collaborations with community organizations. Organization and administration strategies prioritized staff training, accreditation, and collaboration for ongoing improvement. The community extension, linkages, and research strategies advocated for sustainable projects, annual tracer studies, and enhanced ties with community organizations and research institutions. This cohesive plan positioned the BSIT program for success in the evolving IT landscape, fostering holistic development, academic excellence, and meaningful community engagement. In summary, the holistic assessment of these components provided a comprehensive understanding of the educational environment, offering valuable insights for potential improvements and enhancements. The research outcomes can serve as a guide for educational institutions to refine their curricula, instructional methods, and support services, ensuring continued alignment with the evolving needs of students and the broader community.

Alignment with industry needs and emerging trends in Information Technology. Integrate cutting-edge technologies and industry-relevant skills into coursework to enhance graduates' competitiveness in the job market. Implement targeted initiatives to develop and enhance professional skills among BSIT students. Introduce specialized training programs, workshops, and certifications that align with the demands of the evolving cyber sector, ensuring graduates possess a comprehensive skill set valued by employers. Foster and strengthen partnerships with industry leaders, IT organizations, and businesses. Collaborate on internship

programs, industry projects, and guest lectures to provide students with real-world exposure, practical experience, and networking opportunities, ultimately improving their employability. Invest in the continuous development of faculty members, ensuring they stay abreast of the latest advancements in Information Technology. Encourage participation in industry conferences, workshops, and professional development programs to enrich their expertise and provide students with the most relevant and up-to-date knowledge. Enhance student support services to provide holistic guidance and assistance. Implement career counseling, mentorship programs, and networking events to help students make informed career choices and develop a strong professional network that can facilitate job placement. Integrate research activities within the institutional framework, emphasizing the importance of research in the BSIT program. Encourage faculty and students to engage in meaningful research projects that contribute to the field and enhance the program's reputation. Strengthen community engagement initiatives to create opportunities for students to apply their skills in real-world settings. Collaborate with local businesses, government agencies, and non-profit organizations to provide students with hands-on experiences and contribute to community development. Establish a systematic feedback mechanism with alumni

to continuously assess the program's impact on their careers. Gather insights into the relevance of their education, the effectiveness of the curriculum, and areas for improvement to inform ongoing program enhancements.

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