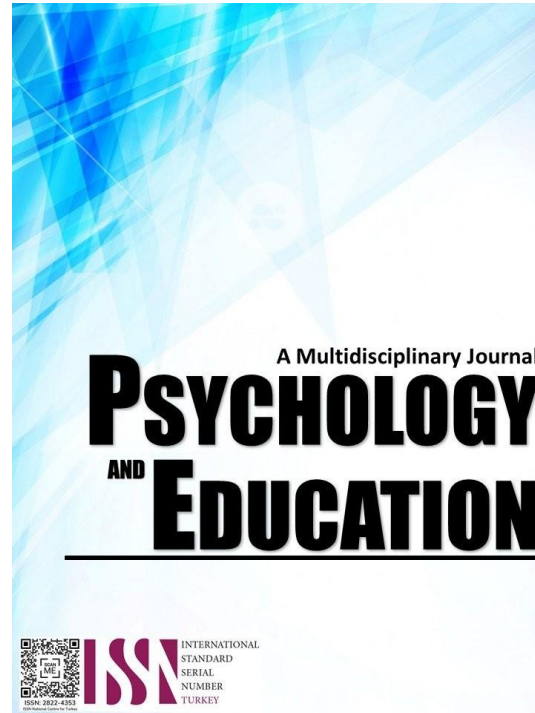


CAREER PATHWAYS AND EDUCATIONAL EXPERIENCES: A TRACER STUDY OF COLLEGE OF ARTS AND SCIENCES GRADUATES (2018-2023)



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Career Pathways and Educational Experiences: A Tracer Study of College of Arts and Sciences Graduates (2018-2023)

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Abstract

Based on the findings of this tracer study, it can be concluded that graduates of the College of Arts and Sciences at Notre Dame of Midsayap College from Batch 2018–2023 generally demonstrate favorable employability and career outcomes. A majority of the graduates successfully transitioned into the workforce within a reasonable period, with most securing employment related to their academic programs and reporting that their college-acquired skills were relevant to their professional roles. Additionally, most graduates perceived themselves as moderately to very successful in their careers, indicating positive professional integration and development. However, the presence of unemployment, underemployment, and degree–job mismatch among a portion of the graduates suggests the need for continued efforts to enhance curriculum alignment, strengthen career preparation, and expand employment support services. Overall, the findings highlight the importance of tracer studies in providing evidence-based insights to guide institutional planning, curriculum improvement, and initiatives to enhance graduate employability and career success.

Keywords: *tracer study, graduate employability, retention policies, curriculum relevance, career success*

Introduction

In the pursuit of quality assurance and student success, higher education institutions worldwide increasingly rely on data-driven mechanisms to assess the effectiveness of academic policies. Among these mechanisms, tracer studies emerge as a valuable tool for evaluating the long-term outcomes of graduates and the institutional strategies that shaped their educational experiences. Defined as systematic follow-up studies of graduates to gather information on their academic progress, career trajectories, and perceptions of their education, tracer studies offer a comprehensive perspective on how well colleges and universities fulfill their educational mandates (Schomburg, 2016). Internationally, they are widely adopted to bridge the gap between institutional objectives and actual graduate outcomes, enabling data-informed revisions of retention and support programs (Seery et al., 2021).

In the Philippine context, the Commission on Higher Education (CHED) institutionalized the use of tracer studies as a policy and planning tool to assess program relevance, graduate employability, and the quality of instruction (CHED, 2020). These studies not only serve as indicators of institutional performance but also inform reforms in curriculum development, student services, and policy implementation. Gines (2021) emphasized that, in the Philippines, tracer studies are essential in evaluating whether higher education programs are aligned with labor market demands and whether student support systems, including retention strategies, are effective in ensuring student success. National studies further suggested that financial constraints, academic difficulties, and inadequate student services remain common barriers to retention factors that tracer studies could empirically examine (Cuadra et al., 2019).

At the local level, institutions such as Notre Dame of Midsayap College (NDMC) begin to adopt tracer studies to evaluate specific institutional policies, including those related to student retention. While interventions such as financial aid, academic remediation, and mentorship programs are in place, there remains a need for structured evaluations to determine whether these strategies yield measurable improvements in student persistence and success. Localized tracer studies thus provide context-specific insights that inform institutional planning, optimize resource allocation, and support evidence-based policymaking.

This study aimed to trace the graduates of the College of Arts and Sciences at Notre Dame of Midsayap College from the 2018–2023 batches. It sought to document their post-graduation employment outcomes, the applicability of their academic preparation, and their perceived level of professional success.

Research Questions

This study aimed to examine the employability outcomes, educational relevance, and career success of graduates from the College of Arts and Sciences at Notre Dame of Midsayap College, Batch 2018–2023. Specifically, it sought to answer the following:

1. What are the socio-demographic characteristics of the graduates in terms of sex, academic program, and year of graduation?
2. What are the employment outcomes of graduates in terms of employment status, monthly income, and transition period to first employment?
3. To what extent do graduates perceive their degree program and college-acquired skills as relevant to their current employment?
4. What is the level of self-assessed professional success among graduates?

Literature Review

Theoretical Foundations of Graduate Employability

Graduate employability and career outcomes are strongly grounded in Human Capital Theory, which posits that education enhances individuals' productivity, knowledge, and competencies, thereby improving their labor market outcomes, employment opportunities, and earning potential (Becker, 1993; Schultz, 1961). Higher education institutions contribute to human capital development by equipping students with both technical and transferable skills necessary for workforce participation. As a result, employability outcomes such as employment status, income level, and career success are widely used indicators of the effectiveness of academic preparation.

Complementing this perspective is Employability Theory, which emphasizes that employability is not solely defined by obtaining employment but also by possessing the competencies, skills, and attributes necessary for securing, maintaining, and progressing in meaningful work (Yorke, 2006). This theory highlights the importance of education–job alignment, skill relevance, and career development in shaping graduate outcomes. Additionally, the School-to-Work Transition Framework explains how educational preparation influences the transition period between graduation and employment, emphasizing the role of institutional preparation, skill acquisition, and labor market alignment in facilitating successful employment outcomes (International Labour Organization [ILO], 2020; Organisation for Economic Co-operation and Development [OECD], 2021).

Tracer studies serve as empirical tools for evaluating these theoretical relationships by examining measurable indicators of employability, such as employment status, income level, transition period, degree relevance, and career success. According to Schomburg (2016), tracer studies provide critical information on the extent to which educational programs prepare graduates for professional employment and career development.

Employment Outcomes of Graduates

Employment status is one of the most important indicators of graduate employability and institutional effectiveness. Tracer studies commonly measure employment outcomes by examining whether graduates are employed, unemployed, self-employed, or underemployed. In the Philippine context, the national Graduate Tracer Study conducted by the Commission on Higher Education (CHED, 2021) found that most graduates secure employment within one year of graduation. However, underemployment remains a significant concern due to mismatches in job requirements and limited opportunities in certain regions.

Similarly, international studies have shown that employment outcomes reflect the effectiveness of higher education institutions in preparing students for workforce participation. The OECD (2021) reported that tertiary education significantly increases the probability of employment and job stability compared to lower levels of educational attainment. However, employment outcomes are influenced by factors such as labor market demand, skill alignment, and institutional support. The International Labour Organization (2020) emphasized that underemployment among graduates may indicate an insufficient alignment between academic preparation and labor-market requirements.

Institutional tracer studies in Philippine higher education institutions have also demonstrated similar findings. Gines (2021) found that teacher education graduates exhibited high employment rates but faced challenges related to job mismatch and delayed employment. These findings support the inclusion of employment status as a key indicator of graduate employability in tracer studies.

Transition Period from Graduation to Employment

The transition period between graduation and first employment is a critical indicator of the effectiveness of academic preparation and employability readiness. Shorter transition periods suggest stronger alignment between education and labor market demands, while longer transition periods may indicate skill gaps, limited job opportunities, or structural labor market barriers (Schomburg, 2016).

The OECD (2021) emphasized that graduates who acquire relevant competencies and practical experience during their academic programs tend to secure employment more quickly. Similarly, the ILO (2020) noted that internship exposure, industry partnerships, and competency-based education significantly improve graduates' transition to employment.

In the Philippine context, CHED (2021) reported that graduates who participated in internships, practical training, and competency-based programs demonstrated a faster transition to employment than those without such experiences. These findings support the importance of examining the transition period as an indicator of graduate employability and institutional effectiveness.

Income Level as an Indicator of Employability Quality

Income level is widely used as an indicator of employment quality and labor market returns to education. Human Capital Theory holds that higher levels of education contribute to increased productivity, reflected in higher earnings (Becker, 1993). Graduates with relevant competencies and skills are more likely to secure higher-paying jobs, reflecting the economic value of their education.

The World Bank (2022) reported that higher education graduates in the Philippines generally earn higher incomes than individuals with lower educational attainment. However, income levels vary by degree program, skill relevance, and labor market demand. Similarly,

the OECD (2021) finds that tertiary education contributes significantly to higher earnings and improved career mobility.

Tracer studies in higher education institutions have shown that income levels reflect the alignment between academic preparation and labor market demand (Schomburg, 2016). Graduates whose skills align with industry requirements tend to secure higher-paying positions and experience faster career progression.

Degree Relevance and Education–Job Alignment

The alignment between academic preparation and employment is a critical indicator of curriculum effectiveness. Degree relevance reflects the extent to which graduates' academic programs prepared them for their current employment roles. Schomburg (2016) emphasized that tracer studies assess the degree of relevance to evaluate whether academic programs meet labor market needs.

In the Philippine context, CHED (2021) reported that degree relevance significantly influences graduate employability and career success. Graduates whose jobs align with their academic training demonstrate higher career satisfaction and better employment stability.

International studies have also highlighted the importance of aligning education with the job market. The OECD (2021) reported that graduates working in jobs related to their degree programs experience greater job stability, career progression, and professional success than those working in unrelated fields.

Relevance of College-Acquired Skills to Employment

The relevance of college-acquired skills to workplace requirements is a key indicator of employability readiness. Employability theory emphasizes that graduates must possess transferable skills such as communication, problem-solving, and critical thinking to succeed in the workforce (Yorke, 2006).

The World Bank (2022) reported that skills mismatch remains a major employability challenge in developing countries, including the Philippines. Employers often report gaps between graduates' competencies and workplace requirements, highlighting the importance of competency-based education.

Similarly, the OECD (2021) emphasized that graduates with relevant competencies and practical skills demonstrate better employment outcomes and career success. Tracer studies commonly assess the relevance of skills to evaluate the effectiveness of academic programs in preparing graduates for professional employment (Schomburg, 2016).

Self-Assessed Professional Success

Professional success reflects graduates' perceptions of career achievement, growth, and satisfaction. Employability theory suggests that career success is influenced by education, skill relevance, and employment stability (Yorke, 2006).

Schomburg (2016) emphasized that tracer studies measure career success to evaluate long-term employment outcomes and institutional effectiveness. Similarly, the OECD (2021) reported that the relevance of education, competency development, and employment stability strongly influences career success.

In the Philippine context, CHED (2021) found that graduates who work in jobs aligned with their academic training demonstrate higher levels of career success and professional satisfaction.

Literature Synthesis

The reviewed literature establishes that graduate employability is influenced by the quality of academic preparation, relevance of acquired skills, alignment between education and labor market demands, and the effectiveness of institutional support systems. Education plays a critical role in developing the knowledge, competencies, and transferable skills necessary for successful workforce participation and career advancement. Furthermore, institutional factors such as curriculum design, practical training, and career preparation significantly affect how efficiently graduates transition from school to employment and how well they perform in their professional roles. Tracer studies consistently identify employment status, income level, transition period to employment, degree relevance, skill applicability, and perceived professional success as essential indicators of graduate employability and program effectiveness. These indicators provide measurable evidence of the extent to which higher education institutions prepare graduates for meaningful employment and long-term career development. Guided by these established foundations, the present tracer study examines the employment outcomes, education–job alignment, skill relevance, and professional success of graduates from the College of Arts and Sciences at Notre Dame of Midsayap College (Batch 2018–2023), to generate evidence-based information to support curriculum improvement, strengthen career support services, and enhance institutional responsiveness to evolving labor market demands.

Methodology

Research Design

This study employed a quantitative-descriptive research design to examine the employment outcomes, degree relevance, skill applicability, and perceived professional success of graduates from the College of Arts and Sciences at Notre Dame of Midsayap

College for the 2018–2023 batches. A quantitative-descriptive design is appropriate for tracer studies because it allows researchers to systematically collect, quantify, and describe graduates' employment characteristics, career trajectories, and perceptions of the relevance of their academic preparation using measurable indicators such as employment status, income level, transition period, and skill relevance (Schomburg, 2016; Commission on Higher Education [CHED], 2020). Tracer studies primarily utilize descriptive statistical techniques, including frequency counts and percentages, to provide an empirical profile of graduate employability outcomes and to evaluate the effectiveness of academic programs in preparing students for workforce participation (Organisation for Economic Co-operation and Development [OECD], 2021; International Labour Organization [ILO], 2020). This design is therefore suitable for the present study, as it enables the systematic analysis and interpretation of graduates' employment outcomes and professional experiences, providing evidence-based insights to support institutional planning, curriculum improvement, and graduate employability initiatives.

Respondents

The respondents in this study were 482 graduates of the College of Arts and Sciences at Notre Dame of Midsayap College who completed their degree programs between Academic Years 2018 and 2023. These graduates represented five academic programs, namely Bachelor of Human Services (303 respondents), Bachelor of Social Work (146 respondents), Bachelor of Public Administration (15 respondents), Bachelor of Science in Biology (10 respondents), and Bachelor of Arts in Communication (8 respondents). The program-level frequencies reflect the actual number of graduates who participated in the tracer survey and are consistent with institutional records. The distribution indicates that the majority of respondents came from the Bachelor of Human Services and Bachelor of Social Work programs, while smaller representation was observed in the Biology, Communication, and Public Administration programs due to relatively smaller graduate cohorts during the specified period.

The study employed a total enumeration sampling approach, in which all accessible graduates of the College of Arts and Sciences between 2018 and 2023 were invited to participate in the tracer survey. This approach is appropriate for tracer studies as it allows a comprehensive assessment of graduate outcomes and minimizes sampling bias by including as many eligible graduates as possible. The tracer survey was administered using both online and offline methods to maximize participation, and respondents were contacted through institutional alumni records, program coordinators, and official communication channels.

The inclusion criteria required that participants be graduates of the College of Arts and Sciences of Notre Dame of Midsayap College, have completed their degree between Academic Years 2018 and 2023, and belong to one of the identified academic programs included in the study. Additionally, only graduates who provided complete or substantially complete responses to the tracer survey questionnaire and voluntarily agreed to participate were included in the analysis. This ensured that the data collected were relevant, reliable, and aligned with the objectives of the tracer study.

Conversely, graduates who completed their degrees outside the specified period, those from academic programs not under the College of Arts and Sciences, and individuals who did not respond or submitted incomplete tracer survey forms were excluded from the study. Duplicate or unverifiable responses were also removed during the data cleaning process to maintain data accuracy. These inclusion and exclusion criteria ensured that the final sample of 482 respondents accurately represented the target population of College of Arts and Sciences graduates from 2018 to 2023, thereby strengthening the validity and credibility of the study findings.

Instrument

The tracer survey questionnaire used in this study was developed based on established graduate tracer study frameworks and guidelines provided by the Commission on Higher Education (CHED) and international tracer study models. The instrument consisted of structured sections covering socio-demographic profile, employment status, monthly income, transition period to first employment, degree relevance, skill applicability, and self-assessed professional success. To ensure content validity, the questionnaire was reviewed and evaluated by three experts in higher education, research methodology, and tracer studies, including a senior faculty member, a research coordinator, and a program head from the College of Arts and Sciences. Their feedback was used to refine the clarity, relevance, and appropriateness of the survey items, ensuring alignment with the study's objectives and the variables being measured.

Prior to full implementation, the instrument underwent pilot testing involving 30 graduates who were not included in the final sample but shared similar characteristics with the target population. The purpose of the pilot test was to assess the clarity, consistency, and reliability of the instrument. The responses from the pilot test were subjected to reliability analysis using Cronbach's alpha to determine internal consistency. The instrument obtained a Cronbach's alpha coefficient of 0.87, indicating high reliability and acceptable internal consistency for measuring graduate employability outcomes and career-related perceptions. Based on the pilot test results and expert validation, minor revisions were made to improve item clarity and response structure. These procedures ensured that the questionnaire was both valid and reliable, enabling the collection of accurate and meaningful data for the tracer study.

Procedure

Prior to data collection, formal permission was secured from the Office of the Dean of the College of Arts and Sciences and the institutional administration of Notre Dame of Midsayap College to conduct the tracer study and access alumni records. Data collection was conducted over a three-month period, from September 1, 2025, to November 30, 2025, using both online and offline survey

methods to ensure broader participation. Before answering the questionnaire, all respondents were provided with an informed consent form explaining the purpose of the study, the voluntary nature of their participation, the confidentiality of their responses, and their right to withdraw at any time without penalty. Only those who voluntarily agreed to participate were included in the study. The tracer survey questionnaire was distributed through Google Forms via email, social media platforms, and alumni communication channels, while printed copies were provided to graduates who were accessible within the locality. Respondents were given approximately two to three weeks to complete the survey, and follow-up reminders were sent periodically to improve response rates. Upon completion of the data collection period, all responses were retrieved, screened for completeness and accuracy, and incomplete or duplicate responses were excluded prior to encoding and statistical analysis, ensuring the integrity and reliability of the collected data.

Data Analysis

The collected data were analyzed using descriptive statistical techniques, specifically frequency counts and percentages, to summarize the graduates' socio-demographic profiles, employment outcomes, income levels, transition periods to employment, degree relevance, skill applicability, and perceived professional success. Descriptive statistics are appropriate for tracer studies because the primary objective is to provide a comprehensive profile of graduate employability outcomes and to document workforce integration patterns rather than to test causal relationships or establish statistical differences between groups. Although the study involved a relatively large sample of 482 respondents, inferential statistics were not employed because the research design was descriptive and focused on presenting the overall employment characteristics of the entire accessible population of graduates rather than generalizing beyond the target group or testing hypotheses.

The use of descriptive analysis ensures a clear and accurate representation of graduate outcomes, which can serve as baseline institutional data for curriculum review and policy planning. However, to provide additional insights, cross-tabulation and comparative summaries by academic program, sex, and graduation year may be incorporated in future analyses to identify patterns and trends in graduate employability. Consequently, the interpretation of the findings in this study is limited to descriptive conclusions based on observed distributions, and recommendations are framed accordingly to support institutional improvement without implying causal or statistically significant differences.

Ethical Considerations

Prior to conducting the study, ethical clearance was obtained from the Research Ethics Committee (REC) of Notre Dame of Midsayap College, and a formal Notice to Proceed was issued to authorize the implementation of the tracer survey. The study adhered to established ethical standards to protect participants' rights, privacy, and welfare. All respondents were provided with an informed consent form that clearly explained the purpose of the study, the voluntary nature of participation, the procedures involved, and their right to decline or withdraw from the study at any time without penalty.

Confidentiality and anonymity were strictly maintained, and no personally identifiable information was disclosed in any part of the research report. The collected data were used solely for academic and research purposes and were securely stored to prevent unauthorized access. These ethical safeguards ensured that the study was conducted responsibly and in accordance with institutional and ethical research standards.

Results and Discussion

This section presents the findings of the tracer study, organized according to the Statement of the Problem. Descriptive statistics, including frequency counts and percentages, were used to describe the graduates' profile, employment outcomes, education relevance, and professional success.

Graduate Profile of the Respondents

Table 1 presents the sex distribution of the College of Arts and Sciences graduates from Batch 2018–2023.

Table 1. Sex Distribution of College of Arts and Sciences Graduates (Batch 2018–2023)

| <i>Sex</i> | <i>Frequency</i> | <i>Percentage (%)</i> |
|------------|------------------|-----------------------|
| Female | 285 | 59.13 |
| Male | 197 | 40.87 |
| Total | 482 | 100 |

The results show that the majority of graduates were female (59.13%), while male graduates accounted for 40.87% of the respondents. This trend reflects the enrollment patterns commonly observed in service-oriented academic programs, particularly in social work, human services, and communication, where female participation tends to be higher. The sex distribution provides important context for understanding employment outcomes, as workforce participation and career pathways may vary by demographic characteristics and program specialization.

Employment Outcomes of Graduates

Table 2 presents the employment status of graduates at the time of the tracer survey.



Table 2. *Employment Status of College of Arts and Sciences Graduates (Batch 2018–2023)*

| <i>Employment Status</i> | <i>Frequency</i> | <i>Percentage (%)</i> |
|--------------------------|------------------|-----------------------|
| Employed | 282 | 58.51 |
| Self-employed | 50 | 10.37 |
| Underemployed | 62 | 12.86 |
| Unemployed | 70 | 14.52 |
| Others | 18 | 3.73 |
| Total | 482 | 100 |

The findings indicate that the majority of graduates (58.51%) were employed, demonstrating successful workforce integration among most respondents. The presence of self-employed graduates (10.37%) suggests that some graduates pursued entrepreneurial or independent career pathways, reflecting adaptability and alternative employment opportunities. However, 12.86% were underemployed and 14.52% were unemployed, indicating that some graduates faced challenges securing stable employment aligned with their qualifications. These findings highlight the importance of continuous curriculum alignment and career preparation initiatives to support graduate employability.

Monthly Income Distribution of Graduates

Table 3 presents the monthly income levels of employed graduates.

Table 3. *Monthly Income Distribution of College of Arts and Sciences Graduates (Batch 2018–2023)*

| <i>Monthly Income</i> | <i>Frequency</i> | <i>Percentage (%)</i> |
|-----------------------|------------------|-----------------------|
| Less than ₱10,000 | 77 | 15.98 |
| ₱10,000–₱20,000 | 162 | 33.61 |
| ₱20,000–₱30,000 | 154 | 31.95 |
| ₱30,000–₱40,000 | 62 | 12.86 |
| Above ₱40,000 | 27 | 5.6 |
| Total | 482 | 100 |

The results show that the majority of graduates (65.56%) earned between ₱10,000 and ₱30,000 per month, reflecting typical entry-level salaries for early-career professionals. A smaller percentage (5.60%) reported earning above ₱40,000, suggesting that some graduates have achieved career advancement or secured higher-paying roles. However, 15.98% earned less than ₱10,000, which may indicate part-time employment, early career stage, or underemployment. These findings reflect the initial employment conditions of graduates and highlight opportunities for career advancement and professional growth.

Transition Period to First Employment

Table 4 presents the transition period between graduation and first employment.

Table 4. *Transition Period to First Employment of Graduates (Batch 2018–2023)*

| <i>First Job Wait</i> | <i>Frequency</i> | <i>Percentage (%)</i> |
|-----------------------|------------------|-----------------------|
| Less than 3 months | 199 | 41.29 |
| 3-6 months | 130 | 26.97 |
| 7 months-1 year | 100 | 20.75 |
| More than 1 year | 53 | 11 |
| Total | 482 | 100 |

The findings indicate that most graduates (68.26%) secured employment within six months after graduation, suggesting effective academic preparation and workforce readiness. However, 31.75% required more than six months to secure employment, indicating variability in employment opportunities and transition experiences. This may be influenced by labor market conditions, field specialization, and individual career choices.

Degree Relevance to Current Employment

Table 5 presents the relationship between graduates’ degree programs and their current employment.

Table 5. *Degree Relevance to Current Employment*

| <i>Degree Relevance</i> | <i>Frequency</i> | <i>Percentage (%)</i> |
|-------------------------|------------------|-----------------------|
| Related | 378 | 78.39 |
| Not Related | 104 | 21.61 |
| Total | 482 | 100.00 |

The results show that 78.39% of graduates reported that their current employment is related to their degree programs, indicating strong alignment between academic preparation and professional employment. However, 21.61% reported working in jobs unrelated to their degree, suggesting that some graduates pursued alternative career pathways or encountered limited field-specific opportunities.

Relevance of College-Acquired Skills to Employment

Table 6 presents graduates' assessment of the relevance of their college-acquired skills.

Table 6. Perceived Relevance of College-Acquired Skills

| <i>Skill Relevance</i> | <i>Frequency</i> | <i>Percentage (%)</i> |
|------------------------|------------------|-----------------------|
| Highly Relevant | 243 | 50.41 |
| Somewhat Relevant | 193 | 40.04 |
| Not Relevant | 46 | 9.54 |
| Total | 482 | 100.00 |

The findings indicate that more than half of the graduates (50.41%) perceived their college-acquired skills as highly relevant to their current employment, while 40.04% reported moderate relevance. Only 9.54% reported that their skills were not relevant. This suggests that academic programs generally provide competencies applicable to workforce requirements, although opportunities exist to further strengthen skill alignment.

Self-Assessed Professional Success of Graduates

Table 7 presents the graduates' self-assessment of professional success.

Table 7. Self-Assessed Professional Success of Graduates

| <i>Professional Success</i> | <i>Frequency</i> | <i>Percentage (%)</i> |
|-----------------------------|------------------|-----------------------|
| Very Successful | 193 | 40.04 |
| Moderately Successful | 207 | 42.95 |
| Slightly Successful | 61 | 12.66 |
| Not Successful | 21 | 4.36 |
| Total | 482 | 100.00 |

The results show that the majority of graduates (82.99%) perceived themselves as moderately or very successful in their careers, indicating positive professional outcomes. These findings suggest that most graduates have successfully integrated into their professional roles and achieved career development aligned with their academic preparation.

Conclusions

Based on the findings of this tracer study, it can be concluded that graduates of the College of Arts and Sciences at Notre Dame of Midsayap College from Batch 2018–2023 generally demonstrate favorable employability and career outcomes. Most graduates successfully transitioned into the workforce within a reasonable period, with many securing employment related to their academic programs and reporting that their college-acquired skills were relevant to their professional roles. Additionally, most graduates perceived themselves as moderately to very successful in their careers, indicating positive professional integration and development. However, the presence of unemployment, underemployment, and degree–job mismatch among a portion of the graduates suggests the need for continued efforts to enhance curriculum alignment, strengthen career preparation, and expand employment support services. Overall, the findings highlight the importance of tracer studies in providing evidence-based insights to guide institutional planning, curriculum improvement, and initiatives to enhance graduate employability and career success.

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