

Alumni Tracer for BEED-SPED 2007-2013 Graduates

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ABSTRACT

Tracer Study is one of the important tools used in evaluating the products of the program of the Teachers College of the University of Bohol and in assessing quality of education. The study aimed to look into the significant factors as to relevance, usefulness and appropriateness of the SPED program of the University of Bohol in shaping the success of many SPED graduates in the job market today. The respondents of the study were the BEED major in Special Education graduates from batch 2007 2012. It utilized frequencies, percentages in going over the personal, educational and professional profiles of graduates with BEED-SPED majors and weighted mean in classifying the extent that the personal, interpersonal intellectual and specific skills as perceived as important and the extent of possessing those categories of skills. Almost all of the BEED major in SPED graduates are LET passers and majority are employed as teachers in private institutions and a small percentage at government offices. There is a need to inform the curriculum planners as regards the results of the study for the enhancement of the Special Education program of the Teachers College of the University of Bohol.

KEYWORDS

Management, Tracer Study, Teacher Education, Special Education Majors, Descriptive Design, Philippines

INTRODUCTION

As one of the premier universities in Visayas, Philippines, the University of Bohol has produced thousands of graduates since its foundation in 1946. True to its vision to be a “premier university of transforming lives for a great future,” the institution offers various courses including Special Education (SPED) of the Teacher’s College as one of its programs.

Thus, the researchers perceived the need to evaluate the SPED program to assess the university’s guarantee of maintaining and enriching the quality of education by conducting a Tracer Survey. The success and failure of many graduates in the job market today marks the effectiveness, relevance and appropriateness of the curriculum.

The study has three-pronged purposes; First, to assess if the objectives of the college are translated into realities. Second, to give feedback to stakeholders the results and recommendations of this study. Third, the results would provide quality assurance of the SPED program as prerequisite for accreditation.

Hence, this study on Alumni Tracer Among SPED Graduates, Teachers College, University of Bohol, 2009-2013 seeks to answer the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1 Personal
 - 1.1.1 Age
 - 1.1.2 Sex
 - 1.1.3 Civil Status
 - 1.1.4 Residence
 - 1.2 Educational
 - 1.2.1 year graduated
 - 1.2.2 academic performance
 - 1.2.3 honors received
 - 1.2.4 scholarship grants
 - 1.3 Professional
 - 1.3.1 eligibility

- 1.3.2 preparation for licensure examination
 - 1.3.3 number of takes for licensure examination
 - 1.3.4 employment/unemployment rate
 - 1.3.5 type of employment
 - 1.3.6 status of employment
 - 1.3.7 position held
 - 1.3.8 means of finding jobs
 - 1.3.9 length of time in finding job
2. To what extent the following areas are perceived important by the alumni-respondents:
 - a) personal abilities
 - b) interpersonal abilities
 - c) intellectual abilities
 - d) specific skills and knowledge
 3. To what extent do the alumni-respondents perceive that they possess the following categories of skills and competencies.
 - a) personal skills
 - b) interpersonal skills
 - c) intellectual skills
 - d) specific skills
 4. To what extent do the alumni respondent perceive the usefulness of the curriculum in their professional career?
 5. What areas of the curriculum should be improved?

The theoretical underpinning of this study is based on Career Edge Theory proposed by Pool and Sewell 2007 where they stipulated the elements that contributed to a sturdy foundation of alumni's ability and skills to secure employability after completing their courses. They indicated in the model the importance of five elements, namely, career (development learning), experience (work and life), degree subject (knowledge, skills and understanding), generic skills and emotional intelligence.

As defined by Hillage and Pollard 1998, employability refers to the capacity of acquiring and persisting in a certain work. It is the ability to be self-sufficient in the work force and be part of those who realize their potentials and sustain their employment, as well (Pool & Sewell 2007).

According to a survey conducted by Azri and Petrus Communication 2005, alumni tracking has been placed high and with the strategic importance of mostly 60% of educational institutions in Europe and gave them benefits as to implementing initiatives for lifelong learning, helping with job placements of the graduates, funding research, funding projects, gathering information about what happened to the graduates, and promoting the institution itself.

A research study was undertaken by Fentiman 2007 entitled “Tracer Study of Former Namcol Learners” which aimed to find out what happened to the learners of Namibian College of Open Learning after completing their courses. The study reported that NAMCOL played a significant role in the contribution to the educational development of its former learners. They responded that they were satisfied with the kind of teaching-learning experience they had at the university. However, they suggested that the said university should give programs in assisting to meet the needs for graduates in securing employment by specifically including career guidance and further education and training.

The Asian Institute of Technology was also one of the universities in Thailand that conducted alumni tracer study. It covered graduates of the Urban Environmental Management from the Department of School of Environment, Resources and Development. As graduates who took the said course as their major, the results showed a great connection in their professional career with the subjects taken in their major subjects. An addition to their recommendation is to organize activities that would promote increasing knowledge and experience for the graduates such as workshops, brain storming or group discussions and field report or field visits that would promote performance satisfaction in the work field (Regmiet al., 2006).

A study conducted by Volante-Yabut 2009 about *Enhancing Employability Through Quality Assurance: The Centro Escolar University Experience* referred quality assurance in education as “national concern and international issue through academic, political and commercial developments associated in globalization, such as the rise of market forces in tertiary education and the emergence of a global market for skilled professionals and graduates.” The study also stated that to ensure accreditation, quality assurance system of the said university includes “curriculum validation and evaluation, practicum or on-the-job training, mock employment test (Pre-Employment), jobs and career fair and Alumni Tracer Study.”

Another tracer study being done by Mercado 2011 at Manuel S. Enverga University, it was found out that greater number of students are employed permanently and mostly working in companies related with education and

business. Furthermore, the graduates indicated that interpersonal skills are very relevant to their current work field specially communication skills. Some others were not employed for reasons such as family-related concerns or they personally chose not to look for jobs after graduation. A percentage of graduates also landed jobs not related to their courses due to salary and benefit factors.

METHODOLOGY

This study utilized a normative, descriptive method using survey questionnaire as a tool of investigation. The first part of the questionnaire consisted of personal and educational information of the alumni-respondents. The second part focused on the professional information on the alumni-respondents.

The third part was a checklist on the usefulness of the curriculum and the important skills for career success. The last part validated the extent to which the alumni-respondents possessed the abilities, namely personal, interpersonal, intellectual and specific skills.

This section made some modifications of the Employers Survey tool of Dr. Mahsood Shah from the University of Newcastle with his full consent. The responses were processed according to the derived values and weight equivalents.

DERIVED VALUE	DESCRIPTION	DEFINITION	WEIGHTED EQUIVALENT
VU	Very Useful	Very Important	4
U	Useful	Important	3
LU	Less Useful	Important but of little value	2
NU	Not Useful	Not important	1

For the responses of the survey questionnaire pertaining to the perceived important skills, the equivalents are as follows:

DERIVED VALUE	DESCRIPTION	DEFINITION	WEIGHTED EQUIVALENT
EI	Extremely Important	Very Significant	4
MI	Moderately Important	Significant at a regular basis	3

SI	Slightly Important	Significant but not as always	2
NI	Not Important	Insignificant	1

Responses on the extent to which the alumni-respondents possess the abilities

DERIVED VALUE	DESCRIPTION	DEFINITION	WEIGHTED EQUIVALENT
E	Excellent	Has possessed the skill more than enough	4
VG	Very Good	Had possessed enough skill	3
G	Good	Had possessed fair enough	2
P	Poor	Not Possessed	1

A list of the SPED graduates since 2007 was secured from the Office of the University Registrar. To gather the needed data, questionnaires were disseminated in three ways: (1) personal meet-ups with the alumni-respondents working within the city and nearby towns, (2) through creation of website and social networking sites. The alumni-respondents filled-up electronic questionnaires. The researchers sent them the link of the e-questionnaires through their Facebook accounts.

After retrieving the survey questionnaires, the answers were processed and analyzed.

RESULTS AND DISCUSSION

1.1 Personal Profile

Table 1. Personal Profile of the Respondents

	Category	Frequency	Percentage
Age	21-23	15	50.00%
	24-26	11	36.67%
	27-30	3	10.00%
	31 and above	1	3.33%
	Total	30	100.00%

Sex	Female	25	83.33%
	Male	5	16.67%
	Total	30	100.00%
Civil Status	Married	1	3.33%
	Single	29	96.67%
	Total	30	100.00%
Residence	Tagbilaran City	9	30.00%
	Outside Tagbilaran within Bohol	8	26.67%
	Outside Bohol but within the Philippines	10	33.33%
	Outside the country	3	10.00%
	Total	30	100.00%

Table 1 illustrates that the study involved a total of 30 alumni-respondents. It showed that, fifty percent 15 (50%) of the graduates were in the age range of 21-23 years old. The respondents were mostly females, 25 (83.33%) and 5 (16.67%) were males. Majority of them, 29 (96.67%) were single. A third of them resided outside Bohol, but within the Philippines.

1.2 Educational Profile

Table 2. Number of Alumni-Respondents Graduated Per Year

Year Graduated	F	Percent
2009	2	6.67%
2010	8	26.67%
2011	8	26.67%
2012	10	33.32%
2013	2	6.67%
Total	30	100

Table 2 showed the number of alumni graduates per year. School Year 2012 had the most number of graduates that consisted a third of the total number respondents. School Year 2009 had the least number of graduates which were less than a tenth.

1.3 Professional Profile

Table 3. Academic Performance in Relation to LET Results and Professional Standing

Academic Performance	f	%	Preparations for LET		Eligibility		Number of Takes			Professional Info				
			Self-Review and Re-fresher	Re-fresher and Review Center	LET Passer	About to take the LET	1	2	3	Employed	Unemployed	Employment related to the course	Employment not related to the course	
Excellent (1.0-1.50)	6	20%	0	6	6	0	6	0	0	0	0	6	0	0
Very Good (1.6-2.0)	19	63.33%	7	12	16	3	15	1	0	17	2	16	1	1
Good (2.1-2.5)	5	16.67%	3	2	3	2	1	0	2	5	0	4	1	1
Fair (2.6-3.0)	0	0%	0	0	0	0	0	0	0	0	0	0	0	0
Poor (3.1-5.0)	0	0%	0	0	0	0	0	0	0	0	0	0	0	0
Total	30	100%	30	30	25	5	25	25	30	30	28	28	28	28

Table 3 illustrates the academic performance of graduates and outcomes of LET and employability. Based upon the data gathered, all respondents who had excellent academic performance (GPA's that ranged from 1.00-1.5), all took the refresher and enrolled at review centers passed the licensure examination on the first take. These achievers were employed related to their completed degrees. This result is an affirmation to the conclusion made in the Tracer Survey of agricultural graduates Nenita L. Lalican that employers will hire eligible graduates with flying colors.

Majority of the respondents (63.33%) graduated with GPA's rated as Very Good. 16 out of 19 Alumni-respondents took and passed the LET (whom 12 of them took both the refresher and review classes at review centers), and 3 failed. Fifteen of them passed on the first take of the licensure examination, and one of them passed the LET the second time around. As for their employability, 17 of those with very good academic performance were employed, and 16 of them disclosed that their employment was related to the degree they graduated.

A total of 16.67% of the alumni-respondents under this classification is described as having good academic performance. Interestingly, out of 5 respondents, 3 passed the LET. Four (4) of them were currently employed related to their graduated course.

Table 4. Scholastic Honors

Categories	F	Percent
Summa cum Laude	0	0
Magna cum Laude	3	75.00%
Cum Laude	0	0
Dean's Lister	1	25.00%
Total	4	100%

Table 4 depicts the scholastic honors garnered by the alumni respondents. Four of them received scholastic honors. Majority of these achievers graduated Magna cum Laude (75%) while one of them was a Dean's Lister (25%).

Table 5. Recipients of Scholarship

Items	Frequency	Percentage
Academic scholarship	7	43.75%
Work Scholar	5	31.25%
CHED	2	12.50%
Dance Troupe	1	6.25%
Student Publication Scholarship	1	6.25%
Total	16	100.00%

Table 5 gives a complete picture of scholarships enjoyed by the alumni respondents. Recipients of scholarship data showed that among the 30 respondents, 16 of them were recipients of scholarships. The majority were academic scholars 7 (43.75%), followed by work scholars 5 (31.25%), and recipient of CHED scholarship 2 (12.5%).

Table 6. Eligibility Status of Graduate Respondents

	F	Percent
Sub- Prof, Prof and LET	3	12.00%
Prof and LET	8	32.00%
LET	14	56.00%
Total	25	100.00%

****Multiple answers***

Table 6 reveals the eligibility status among graduate respondents. The eligibility of the alumni-respondents showed among the total number of respondents (30), five of them were still planning to take the Licensure Exam for Teachers. The majority of these 25 eligible respondents (56%) were LET passers, while 32% passed both the Civil Service Professional Examination and LET. 12% passed the Civil Service Sub-Professional, Professional categories and LET examinations.

Table 7. Preparation for Licensure Examination and Number of Takes

		F	Percentage
Preparation	Self-Review	7	28.00%
	Refresher	25	100%
	Review Center	18	60%
No. of Takes for LET	Take One	22	88.00%
	Take Two	1	4.00%
	Take Three	2	8.00%
	Total	25	100%

Table 7 shows the respondents' preparation for licensure examination and number of takes. All of them took the Refresher course since it was a requirement of the course. But only 60% enrolled in review centers while a fourth (26%) chose to have self-review.

Based on the result of the LET, majority (88%) of them took the exam once while 2 respondents (8%) took the exam thrice and one of them (4%) took it thrice.

Table 8. Employment/Unemployment Rate of the Alumni-Respondents

STATUS	FREQUENCY	PERCENTAGE
EMPLOYED	28	93.33%
UNEMPLOYED	2	6.67%
TOTAL	30	100%

Table 8 exemplifies the employment and unemployment rate of the alumni respondents. Twenty-eight out of 30 respondents (93.33%) were employed while 2 (6.67%) were unemployed.

Table 9. Profile of Employed Graduate Respondents

	F	Percent
Type of Employment		
Government	5	17.86%
Private	23	82.14%
Total	28	100.00%

Status of Employment		
Contractual	12	42.86%
Probationary	8	28.57%
Permanent	6	21.43%
Seasonal	2	7.14%
Total	28	100%
Position Held		
Teacher	26	92.86%
Customer Associate	1	3.57%
Au Pair	1	3.57%
Total	28	100%
Length of Time in Finding the First Job		
Right after Graduation	12	42.86%
3-6 Months	14	50.00%
7-9 Months	2	7.14%
Total	28	100.00%
Means of Finding the Job		
Info from relatives	18	64.28%
Employer contacted me	2	7.15%
Info from DepED	2	7.15%
Advertisement, online source	1	3.57%
Advertisement from newspapers	1	3.57%
Contacted by SPS	1	3.57%
Information from employer	1	3.57%
Information from friends	1	3.57%
Surfed online for job advertisement	1	3.57%
Total	28	100.00%

Table 8 indicates employment profile of employed graduate respondents. As to type, majority of them (82.14%) were employed in private institutions and 17.86% were working in the government. As to status, 42.86% of them were on

contractual bases, 27.59% were probationary, 28.57% were on permanent status while 7.14% seasonal workers. As to the positions held, 92.86% were teachers, 3.57% each worked as *au pair* and 3.57% Customer Associate.

As to span of time the alumni-respondents got jobs, 50% answered they were employed 3-6 months after graduation, 42.86% got jobs right after the graduation, while 7.14% were hired 7-9 months after.

As for their means of finding their jobs, 64.28% got the information from their relatives, 7.15% were contacted by employers, and another 7.15% got the information from the Department of Education. The remaining six, 3.57% each, found their jobs from advertisement, online source, newspapers, contacted by SPS, information from the employer, information from friends.

Table 10. Personal Skills: Perceived Importance and Extent that Graduates Possessed Those Skills

Items	Perceived Importance for Career Success			Extent to which Graduates Possess the Skills		
	WM	DV	R	WM	DV	R
Personal Skills						
1. Being willing to face and learn from errors and listen openly to feedback	4.00	EI	3	2.83	VG	4
2. Understanding personal strengths & limitations	3.97	EI	7	2.90	VG	1
3. Being confident to take calculated risks and take on new projects	3.90	EI	12.5	2.70	VG	8.5
4. Being able to remain calm under pressure when things go wrong	3.97	EI	7	2.87	VG	2
5. Having the ability to defer judgment and not to jump in too quickly to resolve a problem	3.90	EI	12.5	2.63	VG	13
6. A willingness to persevere when things are not working out as anticipated	3.97	EI	7	2.83	VG	4
7. Wanting to produce as good a job as possible	4.00	EI	3	2.70	VG	8.5
8. Being willing to take responsibility for projects, including how they turn out	3.90	EI	12.5	2.70	VG	8.5

9. Having an ability to make a hard decision	3.93	EI	9.5	2.70	VG	8.5
10. A willingness to pitch in and undertake menial tasks when needed	3.90	EI	12.5	2.67	VG	11
11. Having a sense of humor and being able to keep work in perspective	3.93	EI	9.5	2.63	VG	13
12. A commitment to ethical practice	4.00	EI	3	2.83	VG	4
13. A commitment to sustainable practice	4.00	EI	3	2.73	VG	6
14. Being flexible and adaptable	4.00	EI	3	2.63	VG	13
COMPOSITE MEAN	3.95	EI		2.74	VG	

LEGEND:

WM- weighted mean 1.00-1.74 - Not Important (NI)
 DV - derived value

3.25-4.00 - Excellent(E)

2.50-3.24 –Moderately Important (MI)

3.25-4.00 – Extremely Important (EI)

2.50-3.24 – Very Good (VG)

1.75-2.49 – Good (G)

1.00-1.74 – Poor (P)

Table 9 depicts the Personal Skills perceived important and extent possessed by the respondents. The top five items considered Extremely Important (EI) were *Being willing to face and learn from errors and listen openly to feedback* (4.0), *Wanting to produce as good a job as possible* (4.0), *A commitment to ethical practice* (4.0), *A commitment to sustainable practice* (4.0), and *Being flexible and adaptable* (4.0).

At the bottom were shared by the following items rated as Extremely Important: *Being confident to take calculated risks and take on new projects* (3.90), *Having the ability to defer judgment and not to jump in too quickly to resolve a problem* (3.90), *Being willing to take responsibility for projects, including how they turn out* (3.90), *A willingness to pitch in and undertake menial tasks when needed* (3.90). .

As to the extent to which the graduates possessed the skills, the top rank was *Understanding personal strengths & limitations* (2.90) which was rated as Very Good (VG). There seemed to be a gap because they put the item as rank 7 although they considered this as importance to career success. Next is *Being able to remain calm under pressure when things go wrong* (2.87) with a rating of VG. When this item is compared to the degree of importance, the graduate respondents put this item on rank 7. Three items were tagged at the bottom of the list which were all rated as Very Good (VG). These were: *Having a sense of humor and being able to keep work in perspective* (2.63). There is a little difference as to the degree of importance because it is ranked closer to the trailing end which is 9.5. *Having the ability to defer judgment and not to jump in too quickly to resolve a problem* (2.63) which also has a small gap as to the degree of importance because it is ranked as 12.5. *Being flexible and adaptable* (2.63) belonged to the bottom list as to the extent to which they rated that they possessed the skill, but then, a great disparity can be noticed because as to the perceived degree of importance, they rated this item as top rank (3.0).

Table 10. Interpersonal Skills: Perceived Importance and Extent that Graduates Possessed Those Skills

Items	Perceived Importance for Career Success			Extent to which Graduates Possess the Skills		
	WM	DV	R	WM	DV	R
Interpersonal						
The ability to empathize with and work productively with people from a wide range of backgrounds	3.93	EI	5	2.67	VG	5
A willingness to listen to different points of view before coming to a decision	3.97	EI	2.5	2.77	VG	1
Being able to develop and use networks of colleagues to help solve key workplace problems	3.93	EI	5	2.70	VG	4
Understanding how the different groups that make up the organization operate and how much influence they have in different situations	3.93	EI	5	2.60	VG	6

Being able to work with senior staff without being intimidated	4.00	EI	1	2.73	VG	2.5
Being able to give constructive feedback to work colleagues and others without engaging in personal blame	3.97	EI	2.5	2.73	VG	2.5
COMPOSITE MEAN	3.96	EI		2.70	VG	

Table 10 provides a clear picture of the interpersonal skills as to perceived importance and extent that graduates possessed the skills. All items were rated as Extremely Important (EI) for career success. Top rank was *Being able to work with senior staff without being intimidated* (4.00). Such an item is ranked 2.5 as to the extent to which the graduate respondents rated their skills. Second in rank are shared by the two items, *A willingness to listen to different points of view before coming to a decision* (3.97) which has a close gap as they rated the it 2.5 as to the extent they possess such skill. *Being able to give constructive feedback to work colleagues and others without engaging in personal blame* (3.97). No disparity was found as to the extent that they possessed such skill.

The bottom of the ranking as to their perceived importance to career success were *Understanding how the different groups that make up the organization operate and how much influence they have in different situations* (3.93) which the respondents also ranked 5 as to the extent that they possess such skill (2.67). *Understanding how the different groups that make up the organization operate and how much influence they have in different situations* (3.93) item shared the bottom ranking, which has a very slight difference with their ranking of 6 as to the extent to which they possess this skill. The last item on the bottom was *Being able to develop and use networks of colleagues to help solve key workplace problems* (3.93) which was ranked 4 as to the extent they possess such skill.

Table 11. Specific skills: Perceived Importance and Extent that Graduates Possessed Those Skills.

Items	Perceived Importance for Career Success			Extent to which Graduates Possess the Skills		
	WM	DV	R	WM	DV	R
Specific Skill						
Having a high level of current technical expertise relevant to current work requirements	3.97	EI	6	2.67	VG	5.5
Understanding the role of risk management and litigation in current professional work	3.97	EI	6	2.57	VG	7
Understanding how organizations operate	3.97	EI	6	2.67	VG	5.5
Being able to use IT effectively to communicate & perform key work functions	4.00	EI	2	2.83	VG	1.5
Being able to manage ongoing professional learning and development	3.97	EI	6	2.83	VG	1.5
An ability to chair and participate constructively in meetings	3.97	EI	6	2.63	VG	8
Being able to communicate effectively	4.00	EI	2	2.77	VG	3.5
Knowing how to manage projects into successful implementation	4.00	EI	2	2.77	VG	3.5
COMPOSITE MEAN	3.98	EI		2.72	VG	

Table 11 presents the Specific Skill perceived as important skills for career success and extent to which graduates possess the skills. Topmost rank is shared by three items, namely, *Being able to use IT effectively to communicate & perform key work functions* (4.00) and was directly proportional as to the extent that they possessed this skill, which was also ranked 1.5. Being able to communicate effectively (4.00), and *Knowing how to manage projects into successful implementation* (4.00). These last two items were also ranked 3.5 as to the rate they possessed the skills.

Five items trailed the rank as perceived by graduate respondents as to the degree of importance. The following were: *Having a high level of current technical expertise relevant to current work requirements* (6). It coincided with their rating if they possessed such skill (5.5). *Understanding the role of risk management*

and litigation in current professional work (3.97) which ranked 7 as to how they possessed the skill. *Understanding how organizations operate* (3.97) which ranked 5.5 as they possessed such skill, *Being able to manage ongoing professional learning and development* (3.97) but then it ranked 1.5 that they possessed such skill. *An ability to chair and participate constructively in meetings* (3.97) which also paralleled with their possessed skill(8).

Table 12. Intellectual Skills. Perceived Importance and Extent that Graduates Possessed Those Skills

Items	Perceived Importance for Career Success			Extent to which Graduates Possess the Skills		
	WM	DV	R	WM	DV	R
Intellectual						
Knowing that there is never a fixed set of steps for solving workplace problems or carrying out a project	3.90	EI	9	2.67	VG	6
Being able to identify from a mass of detail the core issue in any situation	3.97	EI	3.5	2.67	VG	6
The ability to use previous experience to figure out what is going on when a current situation takes an unexpected turn	3.93	EI	8	2.80	VG	1
Being able to diagnose what is really causing a problem and then to test this out in action	3.97	EI	3.5	2.63	VG	8.5
An ability to trace out and assess the consequences of alternative courses of action and, from this, pick the one most suitable	3.93	EI	8	2.73	VG	3.5
Being able to readjust a plan of action in the light of what happens as it is implemented	3.97	EI	3.5	2.77	VG	2
Being able to see how apparently unconnected activities are linked and make up an overall picture	3.93	EI	8	2.67	VG	6
Being able to set and justify priorities	3.97	EI	3.5	2.73	VG	3.5
An ability to recognize patterns in a complex situation	3.93	EI	8	2.57	VG	11
Being an independent thinker	3.93	EI	8	2.60	VG	10
Being creative and enterprising	3.97	EI	3.5	2.63	VG	8.5
COMPOSITE MEAN	3.95	EI		2.68	VG	

Table 12 presents the intellectual skills perceived as important and extent that graduates possessed those skills. The five items on this category were: *Being able to identify from a mass of detail the core issue in any situation* ranked 3.5 as to importance, but ranked 6 as to the extent to which they possessed this skill, *Being able to diagnose what is really causing a problem and then to test this out in action* ranked 3.5 as to importance but ranked 8 on they possessed the skill which showed disparity. *Being able to readjust a plan of action in the light of what happens as it is implemented* ranked 3.5 as to importance and ranked 2 which ran parallel with what they perceived as they possessed. *Being able to set and justify priorities* ranked 3.5 as to importance which was in consonance as to what they possessed this skill. *Being creative and enterprising* ranked 3.5 as to importance which ran in contrary as to what they possessed which was ranked 8.5.

Table 13. Usefulness of the curriculum in the professional career

Items	VU (4)		U (3)		LU (2)		NU (1)		WM	DV	RANK
	F	WV	F	WV	F	WV	F	WV			
General Education	18	72	12	36	0	0	0	0	3.60	VU	3
Non Credit Academic Subjects	8	32	19	57	3	6	0	0	3.17	U	4
Professional Courses	26	104	3	9	1	2	0	0	3.83	VU	2
Major Subjects	27	108	3	9	0	0	0	0	3.90	VU	1
COMPOSITE MEAN									3.63	VU	

Legend:

1.00-1.74 – Not Useful (NU)

1.75-2.49 - Less Useful (LU)

2.50-3.24 –Useful (U)

3.25-4.00 –Very Useful (VU)

Table 13 depicts the usefulness of the curriculum in their professional career. The top three were the major (3.90), professional (3.83) and general education subjects (3.6) which were all rated as Very Useful. Bottom rank was the Non-Credit Academic Subjects which was rated as Useful. These results were in consonance with the Tracer Study of BSCS Graduates of Lyceum of the Philippines University from 2004-2009 conducted by Luisa Macatangay, as she concluded that Professional and Major subjects are found very useful in

doing and accomplishing the respondents' daily tasks while General Education subjects, such as English, are found important because employers nowadays are hiring employees that excel in oral communication.

This finding was in agreement with Yabut 2009 in her study on Employability Through Quality Assurance: A Centro Escolar Experience that it is a must for the Higher Education Institution to go through quality assurance to guarantee the employability of its products; for such quality that has to be enhanced and maintained would certify that an institution is worth appreciate.

Figure 1. Areas of the Curriculum that Needs to be Improved.

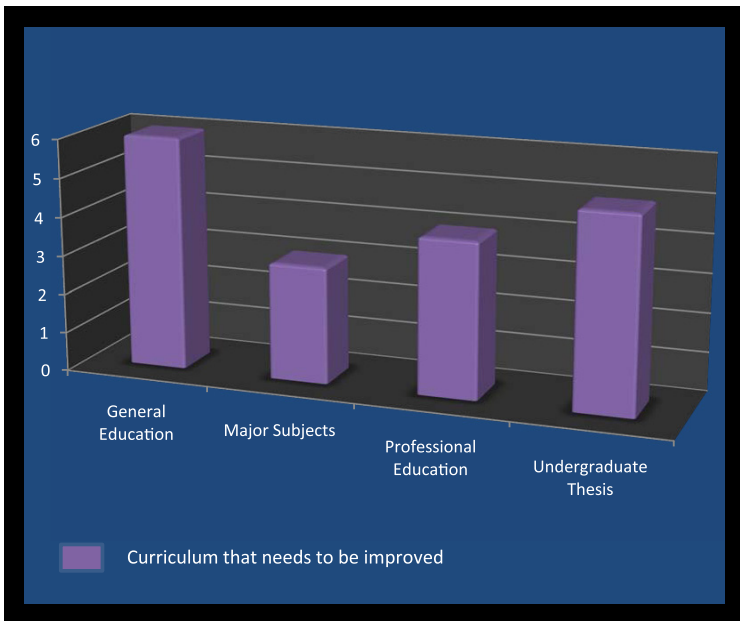


Figure 1 provides a clear picture on the areas of the curriculum that needs to be improved. Top answers were general education, undergraduate thesis and professional education subjects.

Figure 2. Recommendations for Improvement

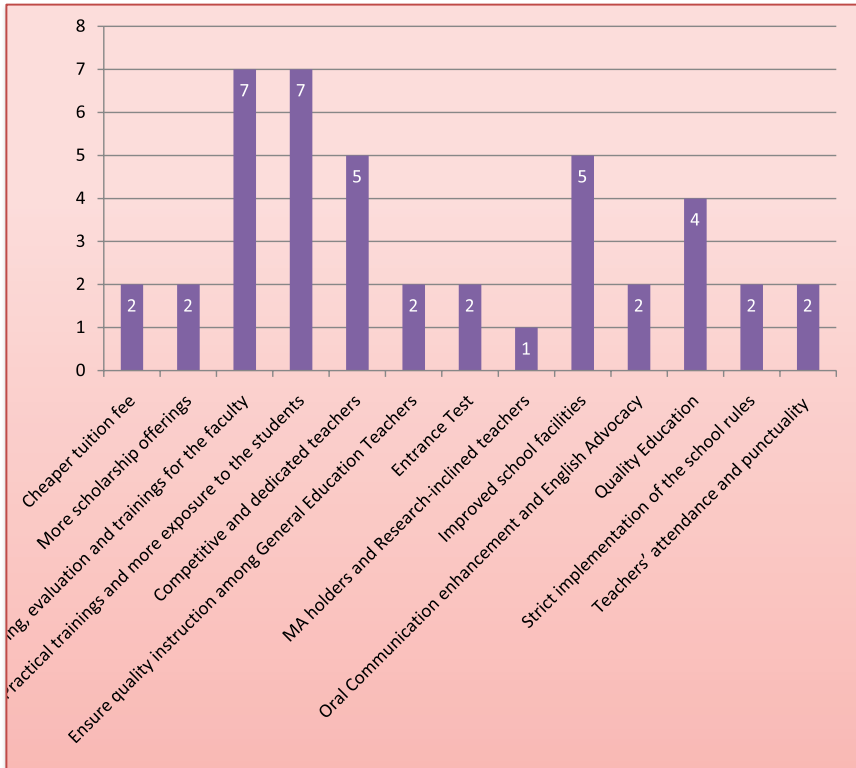


Figure 2 provides the recommendations for improvement given by graduate respondents. *Practical trainings and more exposure to the students* (23.33%) and *Better monitoring and trainings for the faculty* (23.33%). The recommendation affirms to a conclusion of a study conducted by De La Salle University Institutional Testing and Evaluation Office that states that the delivery of a teacher on the course content really matters in achieving the objectives of the curriculum, therefore trainings should be provided to them, just like how to make use of the technology in classroom, where the internet is used as a communication medium (<http://goo.gl/nxOX8f>). The second rank was shared by two items: *Competitive and dedicated teachers* (16.67%) and *Improved school facilities* (16.67%). The third was *Quality Education* with 13.33%.

CONCLUSION

1. Almost all of the alumni respondents were LET passers and passed the examination at first take.
2. Majority among the alumni respondents passed the licensure examination were employed private and government institutions which were related to their field of specialization.
3. Majority of the personal, interpersonal, intellectual and specific skills perceived as important were possessed by the alumni-graduates.
4. Knowledge and skills they acquired in their major subjects, professional education and general education were very useful in their work, however, alumni-respondents recommended that areas of the curriculum such as general education, undergraduate thesis and professional education need improvement.
5. Furthermore, practical trainings, more exposure of the students, better monitoring and trainings for the faculty. There is a need for more competitive and dedicated teachers, improved school facilities, and emphasis on quality education.

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