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Tracer Study of the Bachelor of Science in Psychology and Bachelor of Arts in Psychology of the Adventist University of the Philippines From 2013-2018

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Abstract

Higher education institutions have the responsibility to ensure the employability of their graduates. Thus, this study assessed the employability of the psychology graduates of the Adventist University of the Philippines (AUP). A descriptive design was used to assess the lag between graduation and employment and the alignment of graduates' jobs with their field of study. Names of graduates were gathered from the Records and Admission Office's list of psychology undergraduates from 2013-2018 who were contacted to provide profiles and employment information via Facebook-Messenger and email addresses. There were 88 graduates from 2013 -2018. Of the 88 graduates, 45 were traced. There were four (4) from 2013 as well as in 2014, ten (10) from 2015, twelve (12) from 2016, eight (8) from 2017, and seven (7) from 2018. The data were analyzed using frequency and percentage. Thirty (67%) out of 45 psychology graduates were able to get a job within a timeframe of six months. Psychology graduates within the last six years have found a job or a career goal aligned with their chosen field. The findings imply that AUP psychology graduates are easily employed and have the necessary skills, knowledge, and positive attributes needed in the national and international labor market. Further studies may investigate the competencies learned at the university and their relevance to the workplace.

Keywords: *employability, lag time, specialization and job alignment*

Ensuring that students are well-equipped for post-graduate work is a key aspect of higher education. Producing graduates who are employable and are ready for future undertakings is very important in a higher education institution (HEI). Focusing on employability will help schools and universities attract and maintain high quality students and maintain a competitive advantage in the global market as a result. Thus, it is important to investigate if students were able to find a job, how long they were able to find one, if their employment is aligned with their field of study, etc. Job search duration, employed or further study, work characteristics (part time/full time), and income are some objective indicators of professional success (Guggenberger, 2011; Schomburg & Teichler, 2011). A tracer study was used to investigate significant data on employability among the graduates. According to Badiru and Wahome (2016), tracer studies involve "identification and follow-up of graduates from higher education institutions (HEIs) worldwide, spurred by the need to give careful consideration to how graduates view the experiences they underwent during their degree" (p. 174). The general objective is to evaluate medium to long-term impact of education programs. Moreover, it is to improve the education and training content and study conditions, improve the transition of graduates from education to the labor market, and better match the supply of skills with the demand for them (Schomburg, 2016).

The Psychology Program of AUP was started in the summer of 1985 (April–May) by Dr. Armand T. Fabella, who also became the first chairperson. It was approved by the Academics Committee of Philippine Union College (now AUP), located at Puting Kahoy, Silang, Cavite. In 1988, the Bachelor of Science in Psychology program was opened up by the same founding father to prepare interested students to pursue a medical degree.

The Psychology Department developed and grew, undergoing different evaluations and accreditations from the Accrediting Association of Seventh-day Adventist schools, colleges, and universities (AAA) and the Association of Christian Schools, Colleges, and Universities Accrediting Agency, Inc. (ACSCU-AAI).

The Bachelor of Arts Program was granted Level IV Accredited Status in accordance with Memorandum Order Number 1, Series of 2005, of the Commission on Higher Education (CHED) from the ACSCU-AAI which was given on September 24, 2012. The Bachelor of Arts Program was also given a certification of Level IV Accreditation Status on the 22nd day of August, 2014, by the same accrediting agency, ACSCU-AAI.

The Psychology Program was granted Candidate Status on April 24, 2015, by ACSCU-AAI. This year, 2017, it was granted Level I status by the same accrediting agency, which is a member of the Federation of Accrediting Agencies of the Philippines (FAAP).

A Government Recognition No. 702, Series of 1955, to operate a Four-Year liberal arts course leading to the degree of Bachelor of Arts (A. B.) was granted on the 1st day of June, 1955, to Philippine Union College (now the Adventist University of the Philippines), located in Baesa, Caloocan City. The Four-Year Course in Science leading to the degree of Bachelor of Science (B.S.) was granted on the 15th day of June, 1953, by the government No. 646 Series of 1953.

The Adventist University of the Philippines-Psychology Department was founded by Dr. Armand T. Fabella in 1984. He also served as the first chairperson until 1989, when Dr. Gilieto Peñaranda took charge from 1989-1993. Ms. Emeflor Monebit then followed from 1993-2000. For three years, in 2000-2003, Dr. Neda June D. Salazar took over the chairmanship, while Dr. Jocelyn P. Mercado led the department for seven years, in year 2003-2009. For the years 2009-2013, Dr. Jezamine R. De Leon also served the department, followed by Dr. Eva T. Castillo in the years 2013-2016. Dr. Mylene S. Gumarao took on the responsibility for a year in 2016-2017 after which Ms. Myrtle C. Orbon served from 2017 up to the present. The Psychology Department has gone through many setbacks and countless challenges, but through it all, it stands strong as the years go by. The people who have served as chairpersons, as well as the

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faculty of this department, have contributed to the success of each graduate.

The department had documented its accomplishments through the years, but one significant accomplishment to note was when Ms. Ferry Irish May H. Santiago, a senior student then, was awarded the Most Outstanding Psychology Student in 2012. This was sponsored by the Cavite Center for Mental Health (CCMH) - Region IV. The criteria include GPA, training, panel interviews, and an exam covering psychology major courses. Ms. Santiago's average is 95%.

Moreover, another important accomplishment worth mentioning is the passing rate of the first licensure examination for psychometricians held in October 2014. The institutional passing percentage was 78.57%, against the national passing percentage of 39.31%.

The following year, 2015, as for the Licensure Examination for Psychometricians, the overall institutional passing percentage was 55.56% against the national passing percentage of 46.15%. In addition, the department was exuberant, as Mr. Ronnel R. Asumbrado got 7th place.

In 2016, the overall passing percentage was 63.16%, against the national passing percentage of 50.46%. In 2017, the institutional passing percentage for psychometricians was 73.33%, against the national Passing rate of 56.97%. Moreover, Ms. Danielle Elinore C. Ardeza garnered the 6th place. On 2018, the Institutional Passing Percentage for Manila is 27.27% against the National Passing Percentage of 47.73%. As for Baguio only, the Institutional Passing Percentage is 100% agains the passing percentage of 54.46%.

There has been no tracer study yet conducted to track the employability of the graduates of the Adventist University of the Philippines for the last five years (2014-2018). Therefore, this study was conducted to assess the employability of the Bachelor in Psychology graduates of AUP in terms of the lag time between graduation, current employment, and the alignment of their job to their field of study.

Methodology

This tracer study used a descriptive design to assess the lag time between graduation and employment and the alignment of jobs with the field of study of psychology graduates. Names were gathered from the Registration and Admission Office's list of psychology graduates from 2013–2018. The graduates were contacted to fill out a form with their employment information via Facebook Messenger and email. There were 88 graduates, and of the 88 graduates, 45 were traced. The data were analyzed using descriptive statistics.

Results and Discussion
Lag Time Between Graduation and Employment of Psychology Graduates

The graph depicts that 67% (n = 30) of the participants in the tracer study waited for 1-6 months before they were positioned in their chosen area. Additionally, at least 15% (n = 7) of the participants waited for 7–12 months before proceeding to their field of choice, while only 1% (1) waited for more than one year. Moreover, 16% (7) of the participants reported that they had not waited and immediately got a job after graduation. The results are shown in Figure 1.
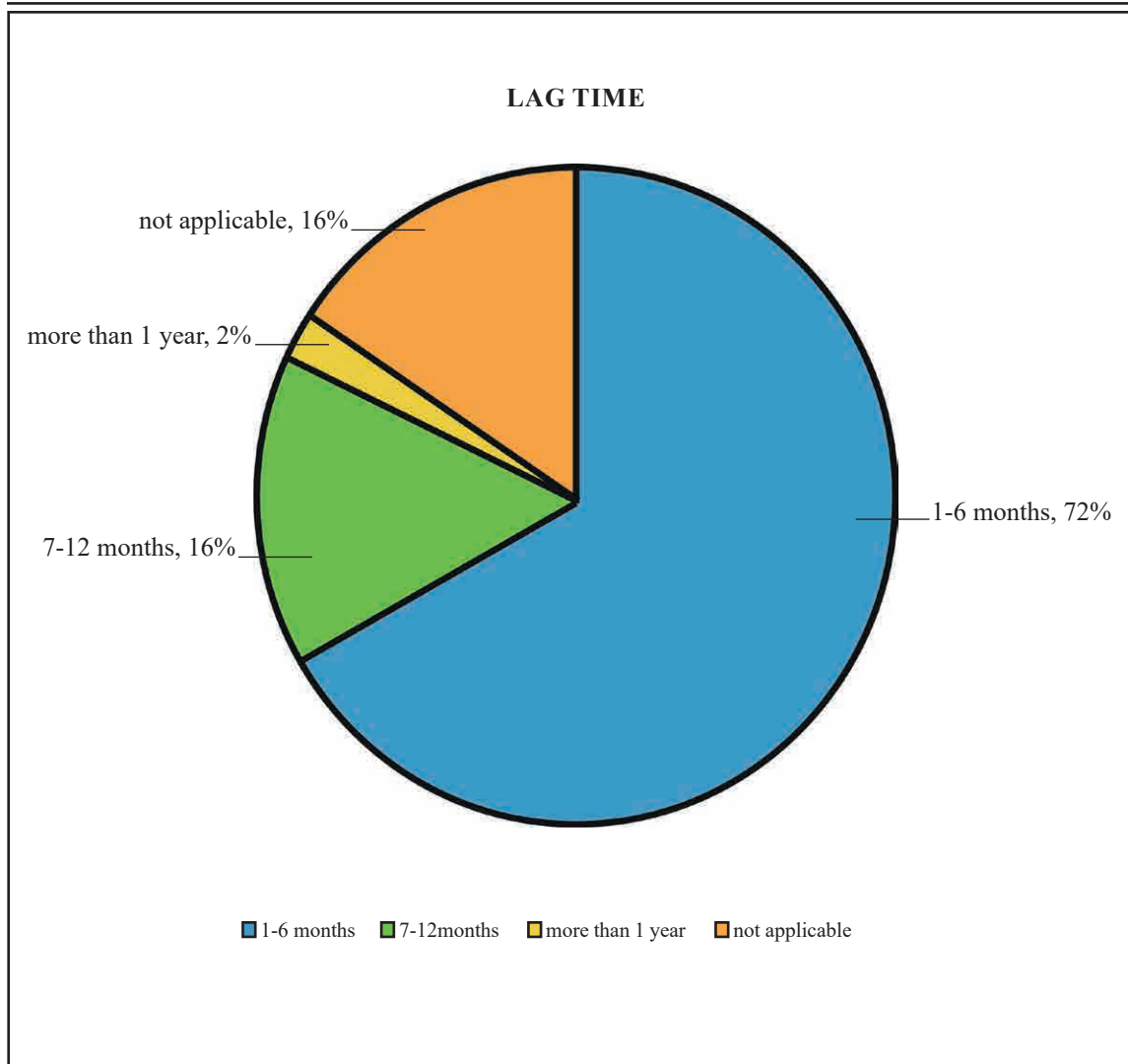
LAG TIME

Figure 1. *Distribution of Psychology Graduate's Lag Time Between Graduation and Employment (n = 45)*

Type of Work During First Employment

The graph shown in Figure 2 shows that 38% (n = 17) of the population are doing academic-related functions such as being the guidance coordinator, psychometrician, or instructor of a particular educational institution during their first employment. Additionally, 29% (n = 13) of the participants preferred significant experiences in the clinical psychology field handling various types of clinical cases. Moreover, it has been found that 20% (n = 9) of the population have primarily chosen industrial or organizational-related duties and responsibilities, while 13% (n = 6) have taken the path of continuing their professional qualification by enrolling in post-graduate studies in psychology or medicine after graduation.

TYPE OF WORK DURING FIRST EMPLOYMENT
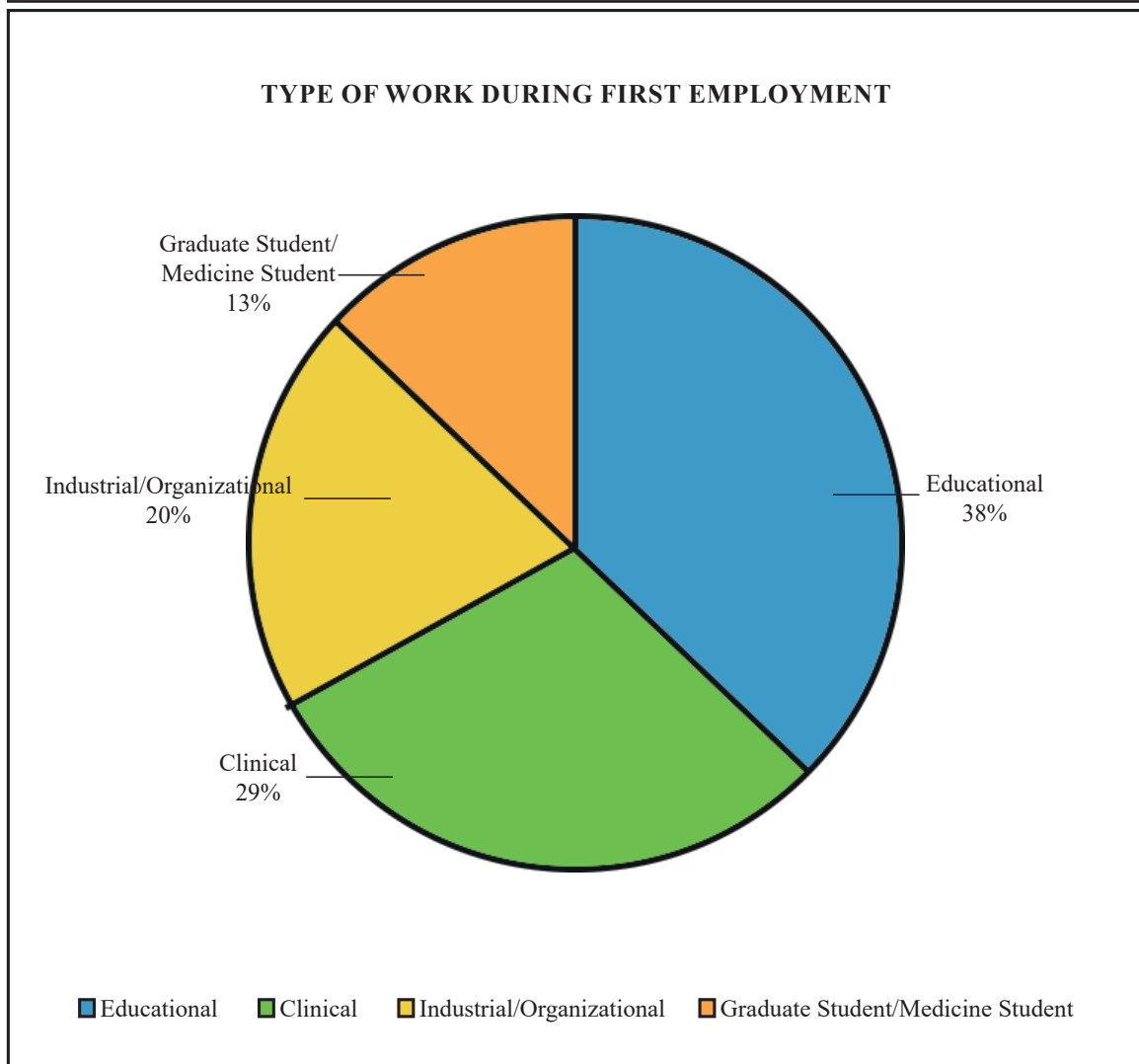
Figure 2. *Distribution of Psychology Graduate's Type of Work During First Employment (n = 45)*

Present Type of Work

The graph shows that 36% (n = 16) of the psychology graduates are currently working in an educational setting, with designations as guidance coordinators, psychometricians, instructors, and other academic-related responsibilities. It is then followed by the 24% (n = 11) presently doing post-graduate studies in psychology or medicine. 20% (n = 9) of the psychology graduates are exploring relevant clinical psychology experience involving caring or service roles with clients in rehabilitation centers or mental health clinics. Also, 20% (n = 9) are doing several industrial or organizational-related duties, such as being the HR officer, HR supervisor, HR generalist, and other HR-related responsibilities in a reputable company or organization. The results are shown in figure 3.
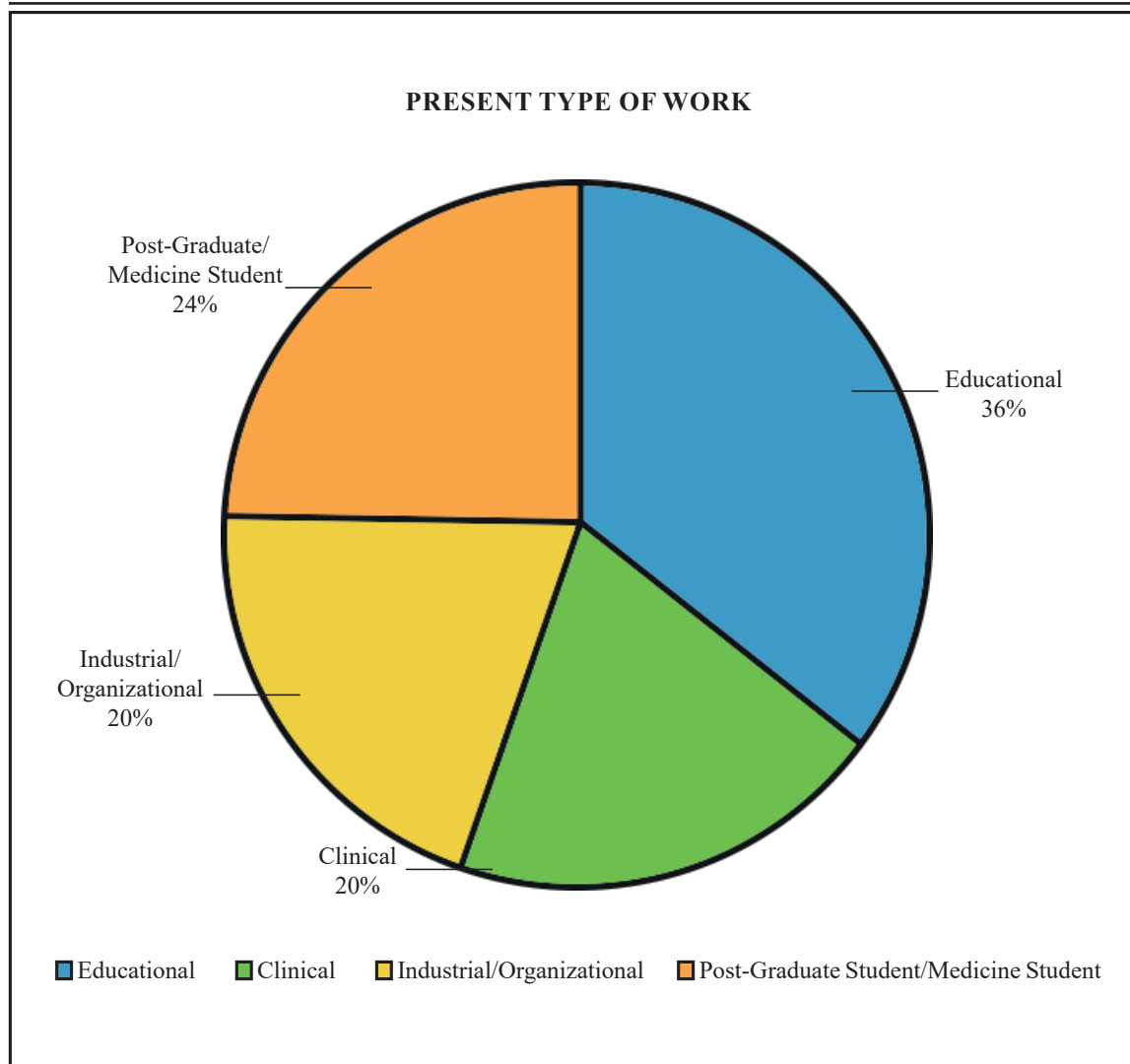
Figure 3. *Distribution of Psychology Graduate's Present Type of Work (n = 45)*

Professional Examination

    Figure 4 shows that 67% (n = 30) of the participants in the tracer study have passed the Board Licensure Examination for Psychometricians (BLEP), administered by the Professional Regulation Commission of the Republic of the Philippines. On the other hand, 33% (n = 15) are not yet licensed as psychometricians.
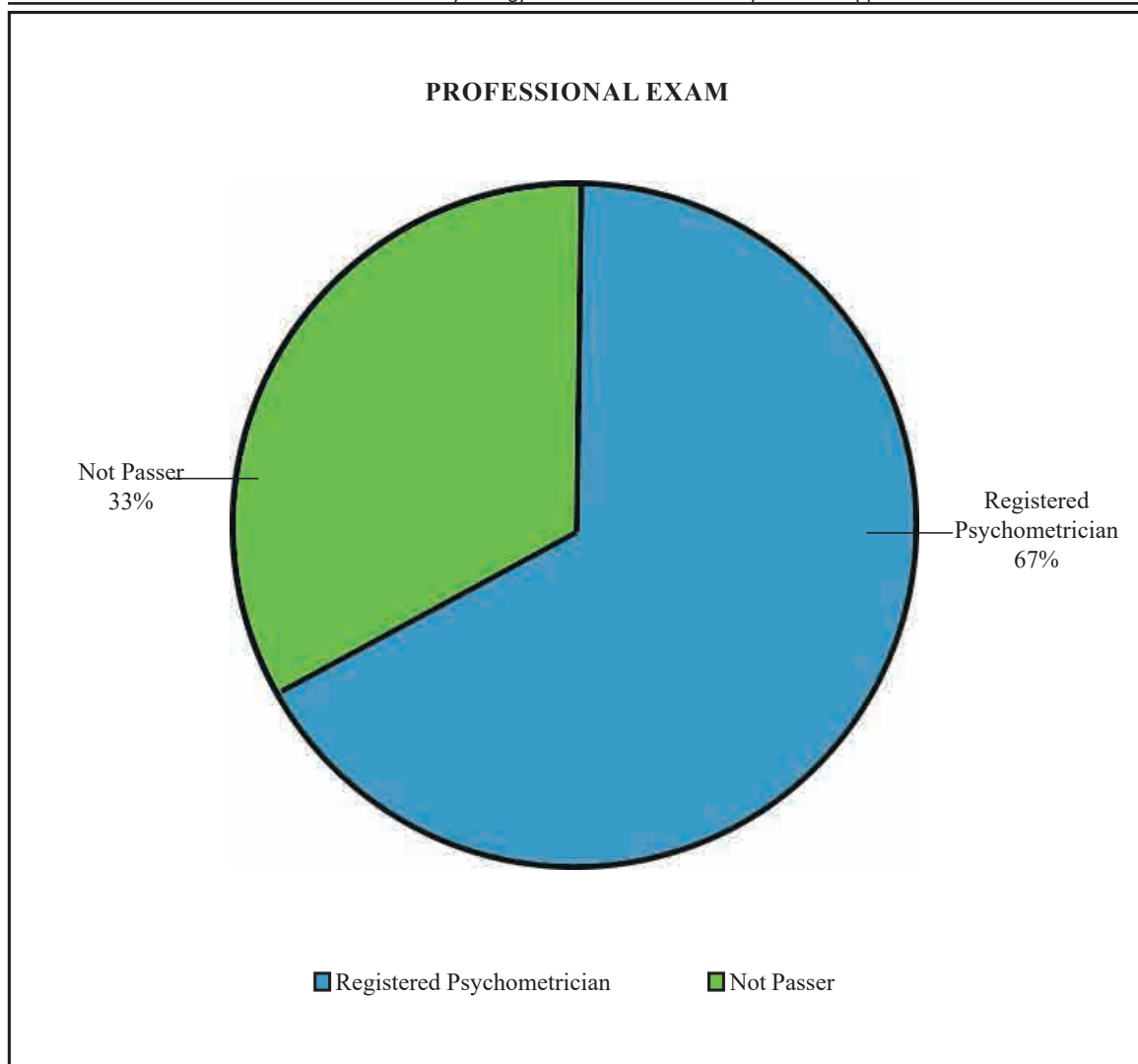
PROFESSIONAL EXAM

Figure 4. *Distribution of Results of Board Exam*

Objective indicators of professional success include short job search duration, employment, or further study (Schomburg, 2016). Tracing the lag time between graduation and employability is informative on how easy or difficult it is for graduates to find a job (Bolane, Chuma, Toteng, & Molwane, 2010). In the case of Psychology graduates, there are various factors that could impact lag time, such as reviewing for and taking the BLEPP (Board Licensure Examination for Psychometricians and Psychologists), wanting to take a rest after graduation, wanting to continue post-graduate studies, etc. Nonetheless, most of the psychology graduates were able to find a job within six months. This implies that the majority of psychology graduates are capable of getting and keeping fulfilling work. The skills, sufficient knowledge, and in-depth understanding of human behavior or cognitive processes they have acquired during their undergraduate years, along with their personal positive characteristics, may have helped them a lot.

The findings of this study revealed that the majority of psychology graduates are able to find a job or a career goal aligned with their chosen field within six months. The result indicates that the psychology program at AUP has carefully prepared them in a number of specialized fields in psychology, including educational, industrial, and clinical, where they were trained to develop the necessary skills needed in their chosen field in the labor market. Moreover, the program prepares them and provides more opportunities when they have taken BLEPP or have taken post-graduate

courses in psychology or medicine for enhancing professional competencies, increasing their employability, and earning a higher salary.

The results of the study may help the AUP Psychology Department maintain or raise its educational standards to produce graduates who are highly skilled and competent in the national and international labor market. Efforts have been utilized to provide all students with a quality Christian education, like providing effective classroom activities, psychology facilities, and instructional materials, as well as improving learning experiences to ensure that psychology graduates obtain the necessary skills and knowledge that will prepare them to meet various challenges in their chosen profession. Further studies may be conducted to explore and determine the experiences of psychology graduates in the workplace. It is also recommended that the curriculum be regularly revisited and enhanced to meet quality standards.

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Tracer Study of AB English Graduates of Adventist University of the Philippines from 2016 to 2022

Michael S. Naidas

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Abstract

It is the responsibility of Higher Education Institutions (HEIs) to ensure that their graduates are employable. Thus, this study assessed the employability of the Bachelor of Arts in English graduates of the Adventist University of the Philippines (AUP). It used a descriptive design to assess the lag time between graduation and employment and the alignment of graduates' jobs to their field of study. The list of AB English undergraduates from 2016–2022 was requested from the Records and Admission Office (RAO). There were 37 graduates who were contacted and agreed to provide employment information via their social media accounts. The data were analyzed using frequency and percentage. Thirteen (35.13%) graduates found a job within six months after their graduation; 15 (40.54%) were employed within one year after graduation; five (13.51%) found jobs three months after graduation; two (5.40%) joined the military service; and another two (5.40%) opted to proceed to obtaining a Juris Doctor degree. The majority of the AB English graduates found a job aligned with their specialization. The findings imply that AUP AB English graduates are easily employed and that language practitioners are in demand nationally and internationally. Future studies may investigate the matching of competencies learned and their relevance in the workplace.

Keywords: *employability, lag time, specialization and job alignment*

Producing graduates equipped for their future is every higher education institution's (HEI's) key responsibility. It is, therefore, important to investigate if graduates are able to find a job, how long they were able to find one, if their employment is aligned with their field of study, etc.

A tracer study provides all this information, which relates to the HEIs' quality of education. It is recognized globally as a tool to trace graduates' employability or professional success. Graduate tracer studies, according to Badiru and Wahome (2016), "involve identification and follow-up of graduates from higher education institutions (HEIs) worldwide, spurred by the need to give careful consideration to how graduates view the experiences they underwent during their degree" (p. 174). European universities used tracer studies as early as towards the end of the 20th century to accredit study programs, find the link between study programs and industry, and suggest decisions to policymakers for improvements to the quality of education and services of HEIs (Schomburg & Ulrich, 2011).

There has been no tracer study yet conducted to track the employability of the graduates of the Bachelor of Arts in English program at the Adventist University of the Philippines within the last six years (2016–2022). Thus, this study was conducted to assess the employability of the AB English graduates of AUP in terms of the lag time between graduation and employment and the alignment of their job to their field of study.

The AB English program traces its humble beginnings to the then-Philippine Union College (PUC), was granted by the Philippine government through the Department of Instruction to offer four-year Liberal Arts courses on March 4, 1948, by virtue of Resolution Number 140, series of 1948. On June 1, 1955, PUC was given consent by the Philippine government through the Department of Education (DepEd) to offer a four-year program leading to the degree of Bachelor of Arts major in English by virtue of Resolution Number 702, Series of 1955, thus the birth of the AB English program.

The Arts program was subjected to voluntary accreditation in 1985 through the leadership of Dr. Miriam S. Tumangday, the Vice President for Academic Affairs then, and Dr. Engrasia A. Rasa as Dean of the College of Arts and Sciences. It was granted candidacy status up to 1986. A Formal visits for Level 1 and resurvey visits for Level 2 continued up to 1995. After which, it was invited by ACSCU-ACI to apply for Level 3. The Arts program enjoyed Level 3 accreditation status from 1995–2010. A resurvey visit was done in 2010. Due to its excellent performance through the leadership of Dr. Miriam P. Narbarte, the then Vice President for Academics: Dr. Flor Villa P. Marticio, the then Dean of the College of Arts and Humanities, Dr. Michael S. Naidas, Dr. Jesse R. Songcayawon, Dr. Mylene S. Gumarao, and Dr. Myrtle Orbon as department chairs. The arts program was granted Level 4 up to 2015 and then reaffirmed up to 2021. The success of the accreditation journey is supported by Dr. Ruben T. Carpizo, Accreditation Director, and Dr. Jolly S. Balila, Research Director, Eunice M. Carpizo, CES Director, Dr Michelle Carbonilla, Director of Libraries, Dr. Julio Amurao, Vice President for Student Services, and Engr. Jesreel Y. Lagariza, Facilities and Campus Development Director.

Methodology

This tracer study used a descriptive design to assess the lag time between graduation and employment and the alignment of jobs to the field of study of AB English graduates.

The list of graduates from 2016–2022 was requested from the RAO. Then, the graduates were each contacted to fill out a form with their employment information via Facebook. There were 37 graduates within the last five years traced in this study. The data were analyzed using descriptive statistics, particularly frequency and percentage.

Results and Discussion

Lag Time Between Graduation and Employment of AB English Graduates

Thirteen (35.13%) graduates from 2016–2022 were able to get a job within a timeframe of six months after their graduation; five (13.51%) did so after three months, while two (5.40%) pursued a law degree and another two (5.40%) joined the military immediately after graduation. The rest (40.54%) were able to find a job within 8 months. The results are shown in Figure 1.
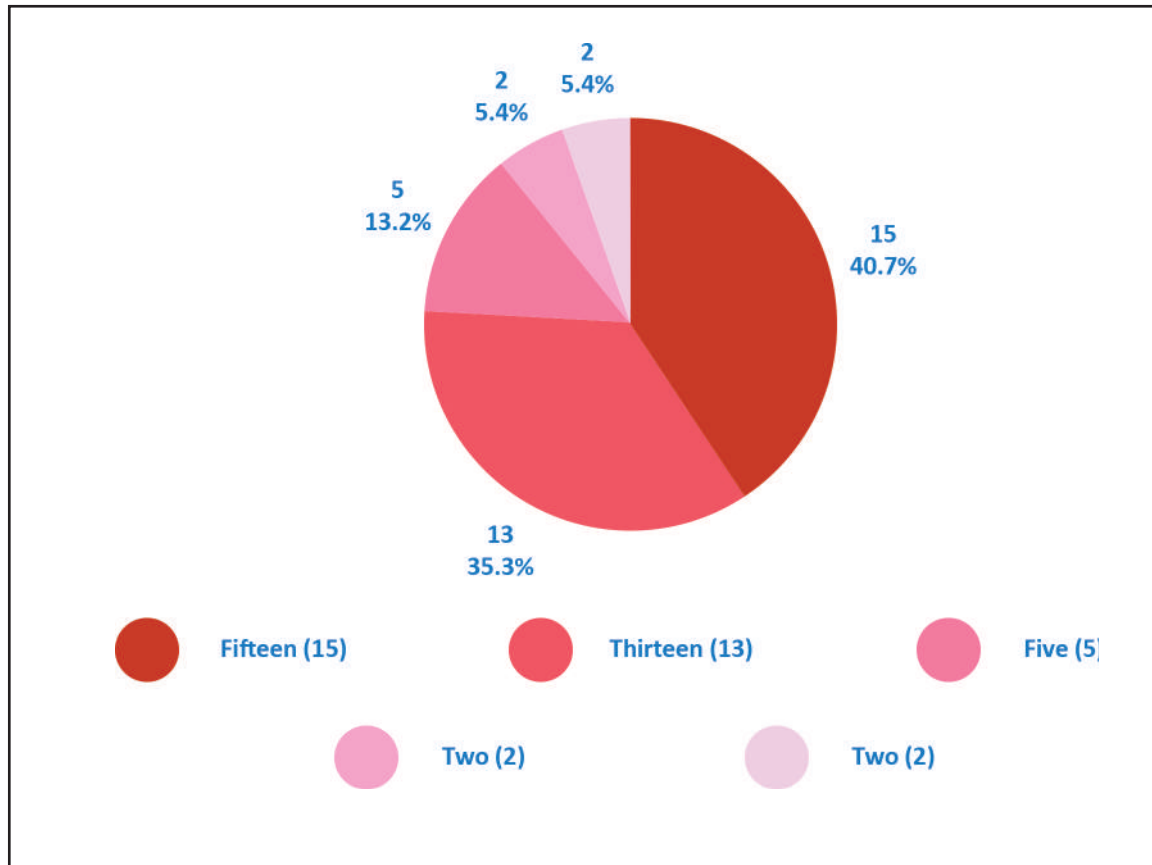
Figure 1. *Distribution of Lag Time Between Graduation and Employment of AB English Graduates*

Short job search durations, employment, or further study are objective indicators of professional success (Schomburg, 2014). The lag time between graduation and employment is informative on how easy or difficult it is for graduates to find a job after graduation (Bolaane et al., 2010). In the case of AB English graduates of AUP, most of them are employed immediately after graduation, which could mean that the training, skill, and degree they have are what employers are looking for.

Alignment of Graduates' Job to Their Field of Study

Twenty-two (59.45%) AB English graduates from 2016–2022 found a job related to their degree and specialization. They either become English teachers, writers, editors, or ESL practitioners. Although holding another position, nine, or 24.32%, are employed in jobs that are still related to language use (flight attendant, customer relations, NGO representative, and pre-school principal). The rest decided to upgrade (by taking up law) and/or join mandatory military service instead of working immediately after graduation. The results are shown in Figure 2.
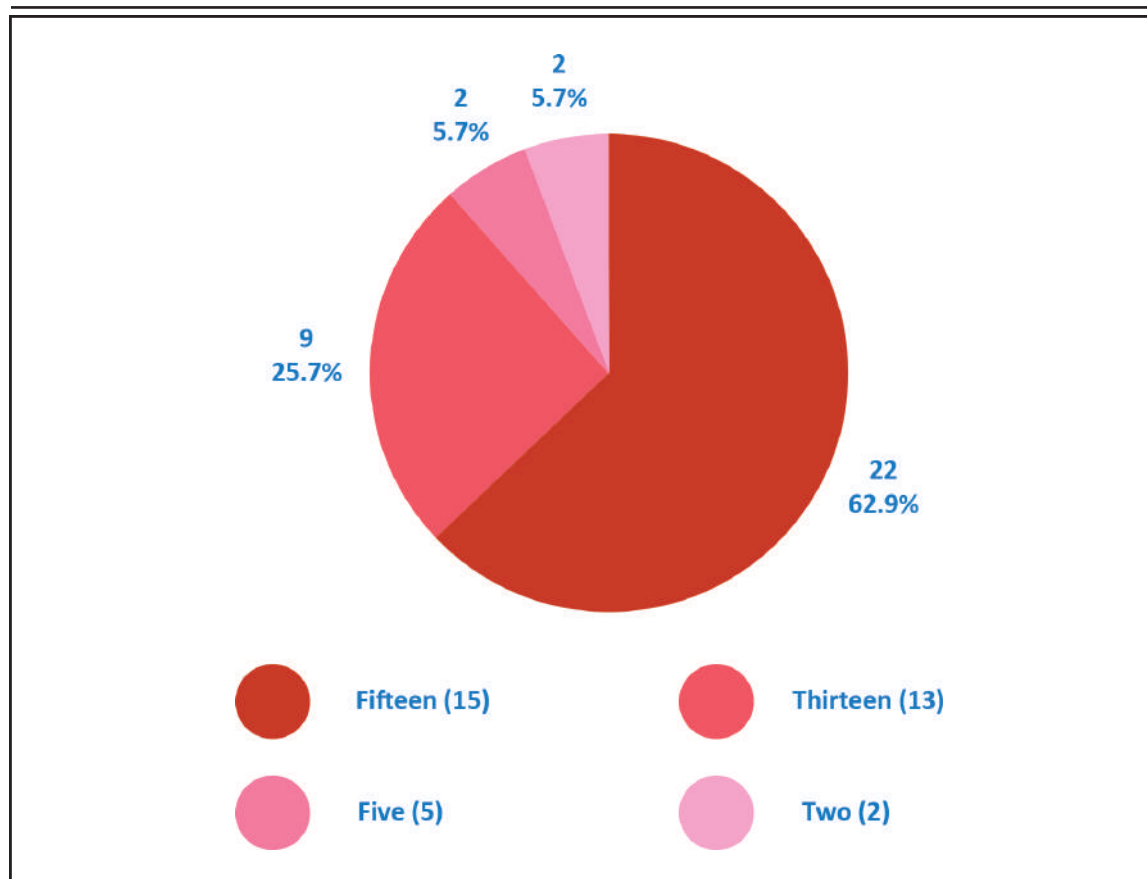
Figure 2. *Distribution of Alignment of Graduates' Job to Their Field of Study*

The results show that the majority of the AB English graduates found a job aligned with their field of study. The findings also imply that AB English as a degree is in demand, and AUP graduates help fill the need of the industry, especially with the lack of language practitioners not only in the country but worldwide. Granirer (2022) reported that the English language market has seen a massive dip in those who are prepared to get back in the game and teach in person. In the Philippines, there has been a backlog of 6,157 for basic education for 7 years now, and also 8,618 for senior high school (Uy, 2017). Thus, AB English graduates have bigger opportunities, as Schimdt (2021) posited:

The rising demand for English teachers worldwide has provided Filipinos with much-needed employment opportunities and significantly affected other ESL (English as a Second Language) industry stakeholders. Large corporations profit from the Philippines' competitive labor rates and the high global demand for English language instructors. (para.1)

The findings of this study reveal that AUP's AB English graduates are able to find a job related to their field of study within 6 months after graduation. Further tracer studies may include the assessment of competencies learned at the university and their relevance in the workplace. This will help improve the curriculum to be aligned with the needs of the industry.

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Tracer Study of Graduates of Bachelor of Arts Major in History of Adventist University of the Philippines from 2017 to 2022

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Abstract

Higher Education Institutions (HEIs) have the responsibility to ensure that their graduates are employable. Thus, this study assessed the employability of the Bachelor of Arts in History (AB History) graduates of the Adventist University of the Philippines (AUP). It used a descriptive design to assess the lag time between graduation and employment and the alignment of graduates' jobs to their field of study. Ten graduates of AB History during 2016–2022 participated in the study. The data were analyzed using frequency and percentage. Seven of the ten graduates found a job within six months after their graduation. The participants confirmed that they found jobs that were related to the degree. They either become history teachers or researchers in government or non-government institutions. Future studies may investigate the matching of competencies learned and their relevance in the workplace.

Keywords: *employability, lag time, specialization and job alignment*

Every higher education institution (HEI) has an obligation to produce employable graduates. Investigating whether graduates are able to obtain employment, how long it took them to do so, if their position is related to their subject of study, etc., is crucial. All of this data about the educational quality of the HEIs is provided via a tracer study. It is acknowledged on a global scale as a means of tracking graduates' professional progress or employability.

As per Badiru and Wahome (2016), tracer studies entail the process of identifying and monitoring alumni from higher education institutions (HEIs) around the globe. This is driven by the necessity of carefully considering the perspectives of graduates on the experiences they had while pursuing their degree.

Tracer studies were employed by European universities as early as the end of the 20th century to certify study programs, identify the connection between study programs and industry, and assist policymakers in making decisions that would enhance the standard of instruction and HEI services. (Schomburg & Ulrich, 2011).

The emergence of an urgent demand for historians on a local and worldwide scale led to the founding of the History Program. On March 4, 1948, the Philippine government issued Resolution Number 140, Series of 1948, allowing the Philippine Union College (PUC), now AUP, to provide a Liberal Arts Program via the Department of Education (DepEd). The DepEd gave PUC permission to offer a four-year curriculum in 1995 that leads to a Bachelor of Arts degree majoring in history.

Under the direction of Dr. Miriam S. Tumangday, the Vice President for Academic Affairs at the time, and Dr. Engrasia A. Rasa, the Dean of the College of Arts and Sciences, the arts program underwent voluntary accreditation in 1985. Up until 1986, it had candidacy status. Up to 1995, Level 1 formal visits and Level 2 resurvey visits were conducted. Following that, ACSCU-ACI asked it to submit an application for Level 3. From 1995 to 2010, the arts program held Level 3 certification. In 2010, a resurvey visit was conducted. Owing to its outstanding performance under the direction of Dr. Flor Villa P. Marticio, dean of the College of Arts and Humanities, Dr. Miriam P. Narbarte, vice president for academics, and Dr. Michael S. Naidas, Dr. Jesse R. Songcayawon, and Dr. Mylene S. Gumarao as department chairs, the Arts program was granted Level 4 up to 2015 and then reaffirmed up to 2021. Dr. Ruben T. Carpizo, Director of Accreditation; Dr. Jolly S. Balila, Director of Research; Eunice M. Carpizo, Director of CES; Mila H. Sales, Director of Libraries; Dr. Winifredo C. Paez, Vice President for Student Services; and Engr. Director of Facilities and Development, Jesreel Y. Lagariza, are also part of the success of the accreditation.

The AB History program has been recognized by the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities Accrediting Agency, Inc. (ACSCU-AAI) because of its pool of competent instructors and strong research activity. The program was certified by the Federation of Accrediting Agencies in the Philippines and awarded Level IV accreditation status by the AACSCU-AAI in 2005.

The program was granted Level IV accredited status by the Association of Christian Schools, Colleges, and Universities Accrediting Agency in 2005, as certified by the Federation of Accrediting Agencies in the Philippines. Further, it also received government recognition by virtue of Resolution No. 153-2000, Series of 2000, effective academic year 2014-2015.

Since its foundation, the program has produced graduates who have become lawyers, teachers (basic and tertiary levels), employees, and managers in government and non- government institutions locally and internationally. The program continues to develop both students and faculty by providing a wide array of professional training, even during the pandemic.

To spread its sphere of influence, the AB History students organized a national webinar titled Kabilang Ka to educate voters in the coming May 2022 election on August 22, 2022. The History program also organized the 1st ASEAN Virtual Extemporaneous and Modified Poster Making Contest held on November 21, 2022, with seven ASEAN countries, including Cambodia, Indonesia, Malaysia, Myanmar, Thailand, Vietnam, and the Philippines. The theme of the international event was *Understanding Cultures and Promoting Interconnectedness Across Southeast Asian Countries Amid the Pandemic.*

In the recent six years (2016–2022), no tracer research has been carried out to monitor the employability of Adventist University of the Philippines (AUP) AB History degree holders. In light of this, the purpose of this study was to evaluate the employability of AUP AB History graduates in terms of the time gap between graduation and employment as well as the fit between their career and academic program.

Methodology

This tracer study used a descriptive design in assessing the lag time between graduation and employment and the alignment of jobs to the field of study of AB History graduates.Names of graduates AB History from 2016-2022 were requested from the Records and Admission Office. The survey form was sent to the social media accounts. There were 10 graduates who responded to the survey. The data were analyzed using descriptive statistics, particularly frequency and percentage.

Results and Discussion

Lag Time Between Graduation and Landing in Their First Job

Seven (70.00%) graduates from 2016-2022 were able to get a job within a timeframe of 6 months after their graduation: one (10.00%) after 19 months, one (10.00%), while the other one (10.00%) pursued a masters degree. The results are shown in Figure 1.
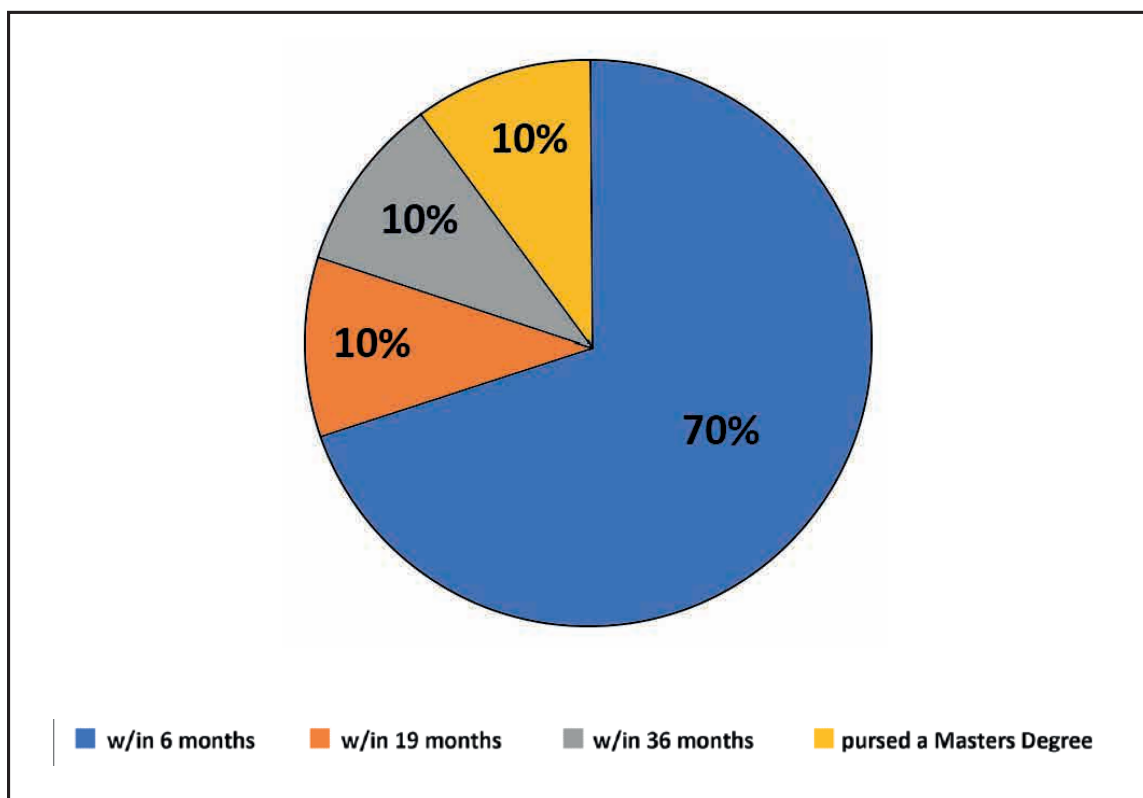
Figure 1. *Distribution of Lag Time Between Graduation and Landing in Their First Job*

Short job search times, employment, or more education are objective measures of success in the workplace. The amount of time it takes for graduates to obtain work after graduation might provide insight into how simple or difficult that process is (Bolaane et al., 2010). Given that the majority of AUP AB History graduates find employment right away following graduation, it's possible that companies value their degree, training, and experience.

Alignment of Graduates' Job to Their Field of Study

Four (40.00%) AB History graduates from 2016–2022 found a job related to their degree and specialization. They either become history teachers or researchers in government and non-government institutions. Although holding another position, five, or 50.00%, are employed in jobs that are characterized by other related skills (administrative, office or human relations positions, editors, and sales representatives). The other one (10.00%) decided to upgrade (by taking up a Master's degree). The results are shown in Figure 2.
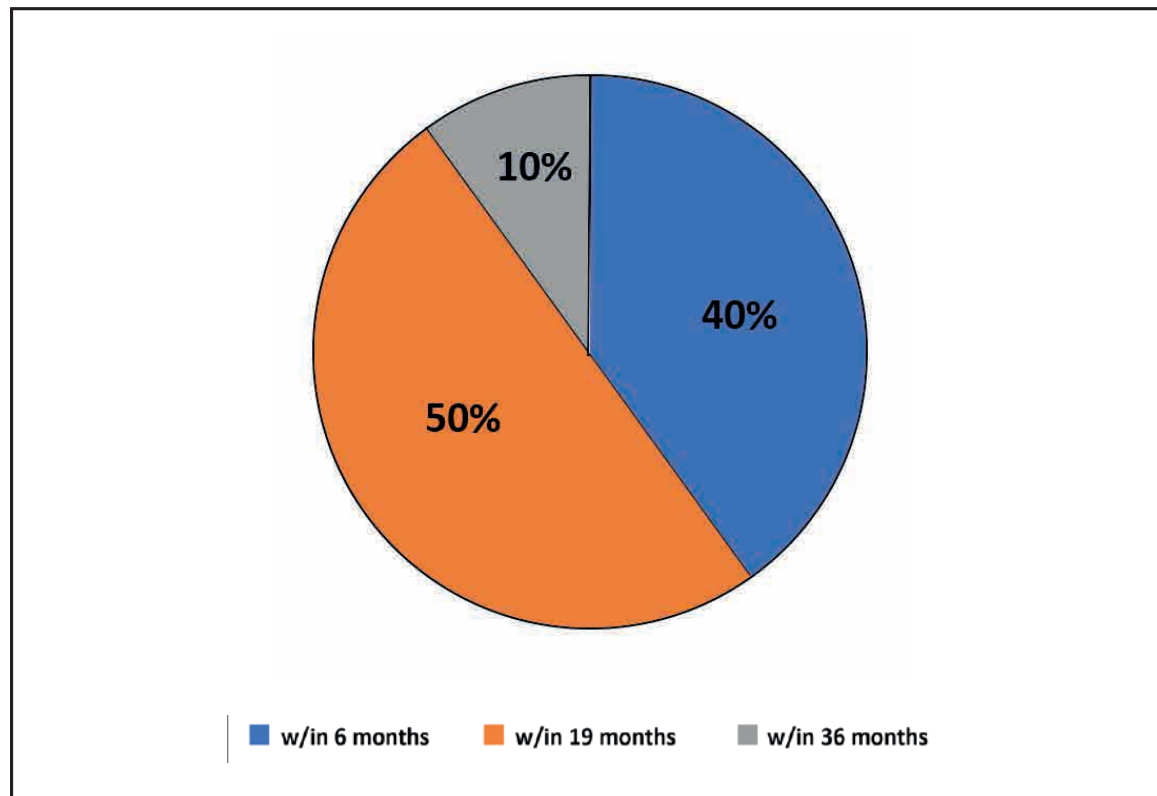
Figure 2. *Distribution of Alignment of Graduates' Job to Their Field of Study*

The results show that the majority of the AB History graduates found a job aligned with their field of study. The findings also imply that AB History as a degree is in demand, and AUP graduates help fill the need of the industry, especially with the lack of historians not only in the country but worldwide. In the Philippines, there has been a backlog of 6,157 for basic education for 7 years now, and also 8,618 for senior high school (Uy, 2017).

The findings of this study reveal that AUP's AB History graduates are able to find a job related to their field of study within 6 months after graduation. Further tracer studies may include the assessment of competencies learned at the university and their relevance in the workplace. This will help improve the curriculum to be aligned with the needs of the industry.

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Employment Profile, Usefulness, Professional Competencies and Program Outcomes of Information Technology Graduates from Adventist University of the Philippines

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Abstract

Employment in the Philippines and abroad has become very competitive. That is why employability becomes a crucial consideration when schools define their curriculum and their policies on recruitment, entrance, and retention. A descriptive research design was employed to describe the employment profile. usefulness of the program, and assessed the levels of professional competencies and the practice of program outcomes among the Information Technology (IT) graduates from Adventist University of the Philippines. Results show that the IT graduates work as programmers, IT support, educators, helpdesk support, and sales administrators. However, eight of these graduates have jobs that are not related to their program. Referrals, walk-ins, online job openings, and being approached by employees were among the top four methods of finding employment. The results also indicated that the graduates consider their degree program as a useful tool in finding a job and that their obtained degree has contributed a lot to their soft skills, particularly in their critical thinking, work ethics, problem-solving, and research. Lastly, the level of professional competencies among the graduates and the practice of program outcomes are average, and the practice of program outcomes is moderate. Therefore, the IT program is effective in preparing graduates for their future jobs.

Keywords: *information technology. tracer study, professional competencies, and program outcomes*

Schools have to ensure that their graduates are employed after graduation. Schools provide training that meets the standards employers set for their workforce. Industries may have different standards, but they always have a set of characteristics they expect their applicants to possess that would boost institutional objectives. Whether employers seek graduates whose skills are either related or not aligned to their field of specialization, they will always look for their standards.

The Philippine Statistics Authority (PSA) revealed in 2019 that the unemployment rate in the Philippines in January 2019 was estimated at 5.2%. "Of the total unemployed, the age group 15–24 years comprised 43.7%, while the age group 25–34 comprised 30.6%. By educational attainment, 20.9% of the unemployed were college graduates, 8.2% were college undergraduates, and 28.2% have completed junior high school. Graduates of junior high school include those high school graduates in the old curriculum".

The information technology (IT) industry is constantly evolving and has become a vital component of many organizations. As such, IT programs have become more popular in higher education institutions as they aim to prepare graduates for the workforce. The usefulness of IT programs for job placement has been extensively studied, and several studies have shown that IT programs are effective in helping graduates find jobs in the field. One study by Hossain and Hasan (2019) examined the relationship between the effectiveness of IT programs and the job readiness of graduates. The study found that IT programs that provided practical training, including internships and project-based learning, were more effective in preparing graduates for employment in the IT field. Similarly, a study by Beccue and Cianciolo (2019) found that students who completed internships during their IT program were more likely to find employment after graduation.

Another study by Kucuk and Bayraktar (2019) investigated the factors that influence job placement for IT graduates. The study found that the quality of the program, the reputation of the institution, and the skills of the graduates were all important factors in determining their employability in the IT industry.

Information Technology (IT) has become an integral part of modern workplaces and has significantly impacted the development of soft skills. Soft skills refer to the personal attributes that enable individuals to communicate effectively, work collaboratively, and solve problems efficiently. Recent studies have highlighted the contribution of IT to the development of soft skills among individuals in the workforce.

In addition, a study by Khattak et al. (2021) investigated the impact of IT on the development of soft skills among employees in the hospitality industry. The study found that the use of IT tools, such as online training modules and mobile learning applications, helped employees develop better communication and collaboration skills. The study also found that the use of IT enhanced the problem-solving abilities of employees and fostered their creativity.

Overall, the literature suggests that IT has made a significant contribution to the development of soft skills in various sectors of the workforce. The use of IT tools has enabled individuals to communicate more effectively, work collaboratively, and solve problems efficiently. The development of soft skills through IT is particularly relevant in the current digital age, where virtual communication and collaboration have become the norm.

Professional competencies refer to the knowledge, skills, and abilities that are essential for success in a particular profession. For IT graduates, these competencies are crucial, as the field is constantly evolving and demands a range of technical and non-technical abilities. Recent literature has highlighted several professional competencies that are essential for IT graduates to possess.

Professional competencies are essential skills, knowledge, and abilities required by IT graduates to meet the demands of the industry. These competencies enable IT graduates to perform their job roles efficiently and effectively, and they vary depending on the area of specialization. Studies have identified the importance of professional competencies for IT graduates. For example, a study conducted by Katukuri et al. (2018) found that communication skills, problem-solving skills, and teamwork are critical professional competencies required of IT graduates. Similarly, a study by

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of Information Technology Graduates from Adventist University in the Philippines

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Fatima et al. (2019) found that technical skills, communication, teamwork, and project management are essential competencies that IT graduates must possess.

Studies have identified the importance of program outcomes in IT education. For example, a study by Adeniran et al. (2017) found that technical skills, analytical and problem-solving skills, communication, and ethical and professional behavior are critical program outcomes for IT graduates. Similarly, a study by Ahmed et al. (2018) found that technical skills, analytical and problem-solving skills, communication, ethical and professional behavior, and lifelong learning are essential program outcomes for IT graduates.

This study aimed to determine the employability of information technology graduates (BSIT) of a faith-based university in Cavite in 2017–2022. Specifically, this study sought to address the following questions:

1. What is the graduate's employment profile?
2. How do IT graduates assess the following?
   a. Usefulness of the IT program for job placement
   b. Extent of contribution to soft skills
   c. Their professional competencies
   d. Their program outcomes

Methodology

Research Design

This tracer study used descriptive research and was conducted among IT graduates at an autonomous faith-based university in Silang, Cavite, Philippines. This faith-based university offers BSIT under the College of Business. Aside from the College of Business, the school has eight other colleges: the College of Arts and Humanities, College of Dentistry, the College of Education, College of Health, College of Nursing, College of Sciences and Technology, College of Theology, and College of Medicine.

Research Sample and Sampling

There were 22 samples who responded to the questionnaire sent through Google Form. Those who were not reached by the Google form were not considered respondents to the study. The gathering of data was done during the first and second semesters of the years 2021–2022.

Instrumentation and data analysis

The data-gathering instrument used in this study to get the needed information is the standard Graduate Tracer Study (GTS) developed by the Commission on Higher Education (CHEd) of the Philippines. Institutional outcome items were added to enhance the information for this tracer study. The data generated from the Google Form was processed, organized, and analyzed using the Statistical Package for Social Science (SPSS) version 25. Frequency, percentages, mean, and standard deviation were used to organize the data.

Ethical consideration

The researchers provided the consent form to ensure the voluntary participation of the IT graduates in the study. The researchers protected the respondents' identities from the data generated through Google Forms. The IT graduates were informed that they could withdraw their participation at any time if they felt their privacy was violated.

Results and Discussion

Profile of the IT Graduates

Employment Status of IT Graduates

The results in Table 1 present the employment status of IT graduates. Half of the respondents to the study were regular workers (11, or 50%), which means they are currently employed and only one was unemployed. The other IT graduates work as contractual, freelance, project-based, self-employed, and virtual assistants.

Table 1

Employment Status of IT Graduates

	Frequency	Percent
Contractual	4	18.2
Freelance	1	4.5
Project Based	1	4.5
Regular	11	50.0
Self-employed	3	13.6
Unemployed	1	4.5
Virtual Assistant	1	4.5
Total	22	100.0

Type of Work During the First Employment

Furthermore, the IT graduates work as programmers (7 or 31.8%), software engineers (2 or 9.1%), IT support (2 or 9.1%), educators, helpdesk support, and sales administration. Eight (36.4%) of these graduates have worked unrelated to their program (Table 2).

Table 2

Type of Work During the First Employment

	Frequency	Percent
Educator	1	4.5
Helpdesk Support	1	4.5
IT Support	2	9.1
Not related to my course	8	36.4
Programmer	7	31.8
Sales Admin	1	4.5
Software Engineer	2	9.1
Total	22	100.0

Monthly Gross Income of IT Graduates

The monthly gross salaries of IT graduates are presented in Figure 1. They are as follows: P10,001 to P20,000 (14 or 63.6%), P20,001-P30,000 (22.7%), P30,000-P40,000 (2 or 9.1%), and P41,001 and above (1 or 4.5%).
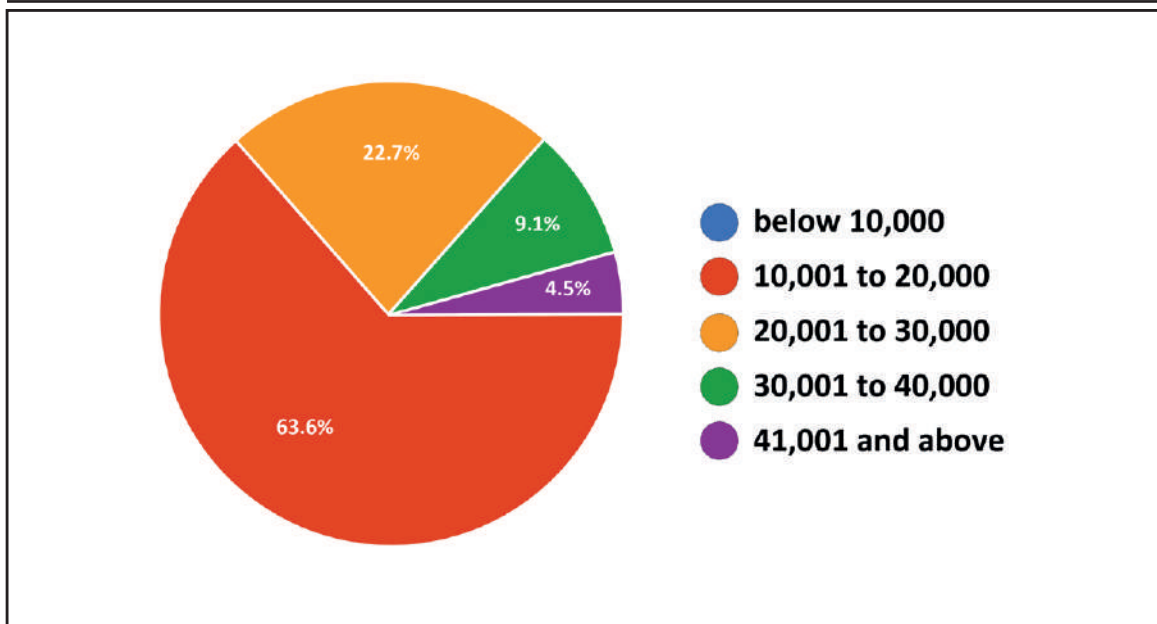
Figure 1. *Monthly Gross Income of IT Graduates*

Length of Time Working

The information on the length of time the IT graduates were already working is presented in Figure 2. Accordingly, 59.1% have worked for 1 to 3 years, 27.3% have worked for less than a year and 13.6% have worked for 4 to 5 years.
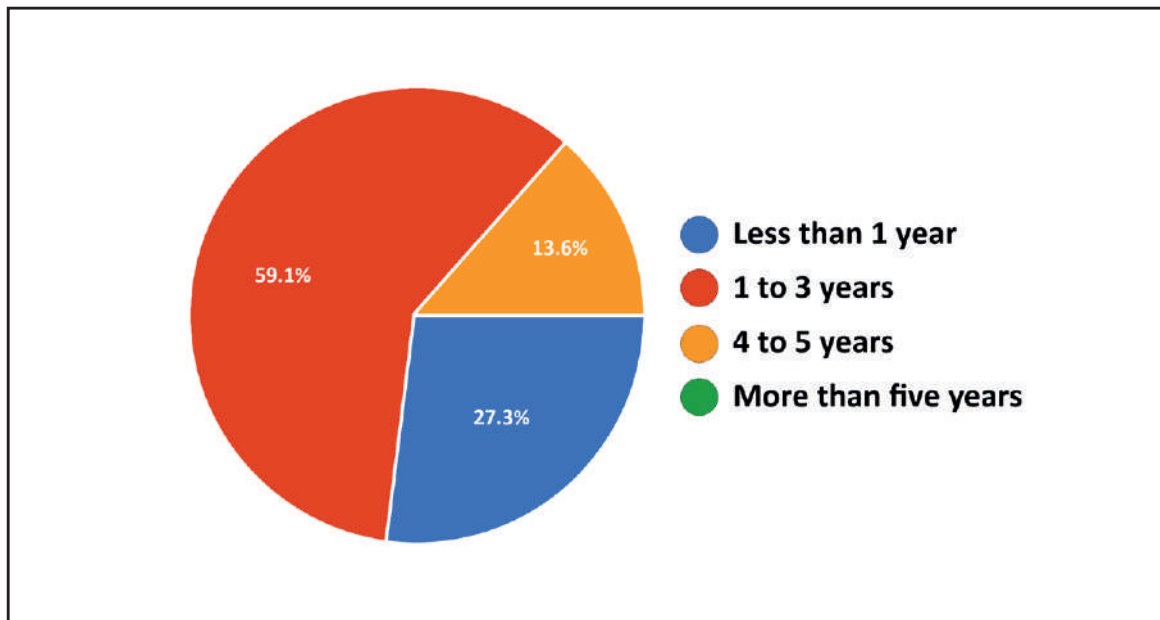
Figure 2. *Length of Time Working*

Period to Find the First Employment After Graduation

Figure 3 presents the period it takes to find the first employment after graduation. Out of 22 graduates 18 or 81.1% of the IT graduates were able to find the first employment 1 to 6 months after graduation, 9.1% find the first employment 7 to 12 months after graduation, and 9.1% find the first job more than one year after graduation.
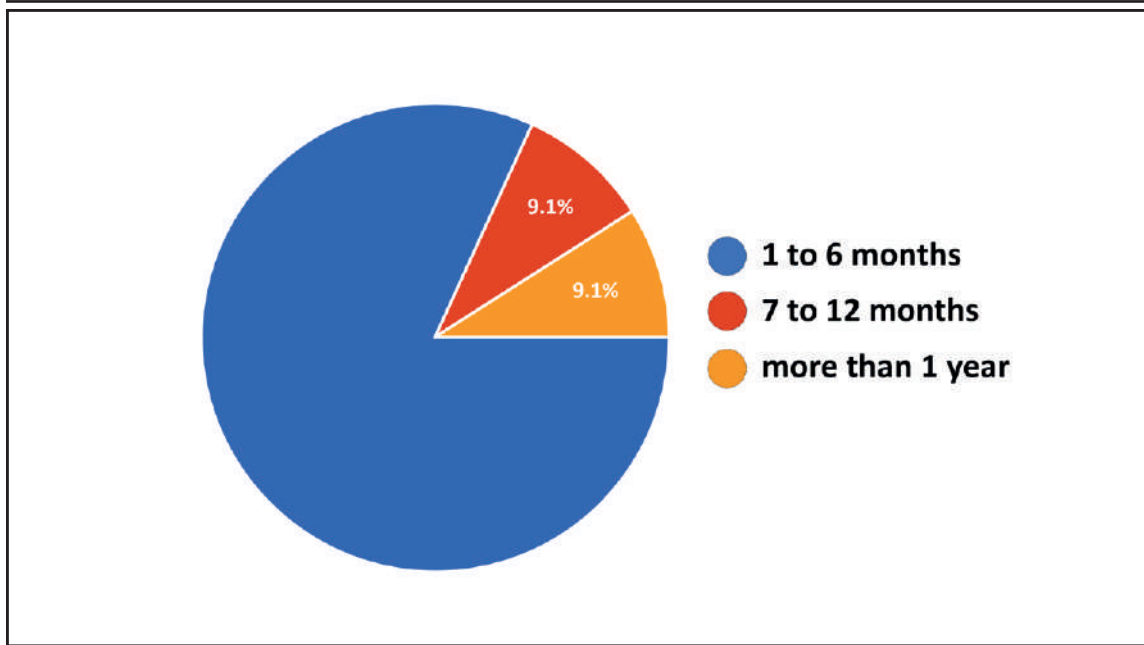
Figure 3. *Period to Find the First Employment After Graduation*

Reasons for the Period Gap from Graduation and First Employment

Several reasons were identified as the reasons for the time gap from obtaining the degree and the first employment after graduation (Fig 4). The top three reasons include the following: no vacancies/job offering/hiring (7 or 31.8%), did not apply for any job (18.2%), and not accepted for the job applied for (13.6%). The rest of the reasons were indicated in the graph (1 or 1.5%).
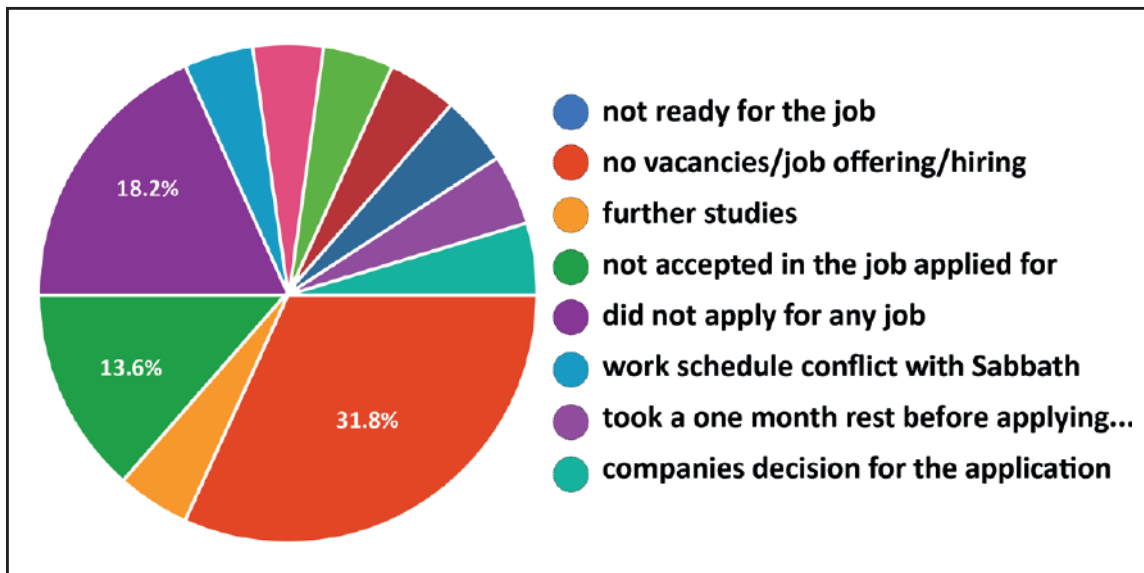
Figure 4. *Reasons for the Period Gap Between Graduation and First Employment*

Methods of Finding the First Employment

Figure 5 presents the methods for finding the first job. Referral (8 or 36.4%), walk-in (6 or 27.3%), online job vacancy, (3 or 13.6%) and approached by employees (2 or 9.1%) were among the top four methods of finding the first employment.
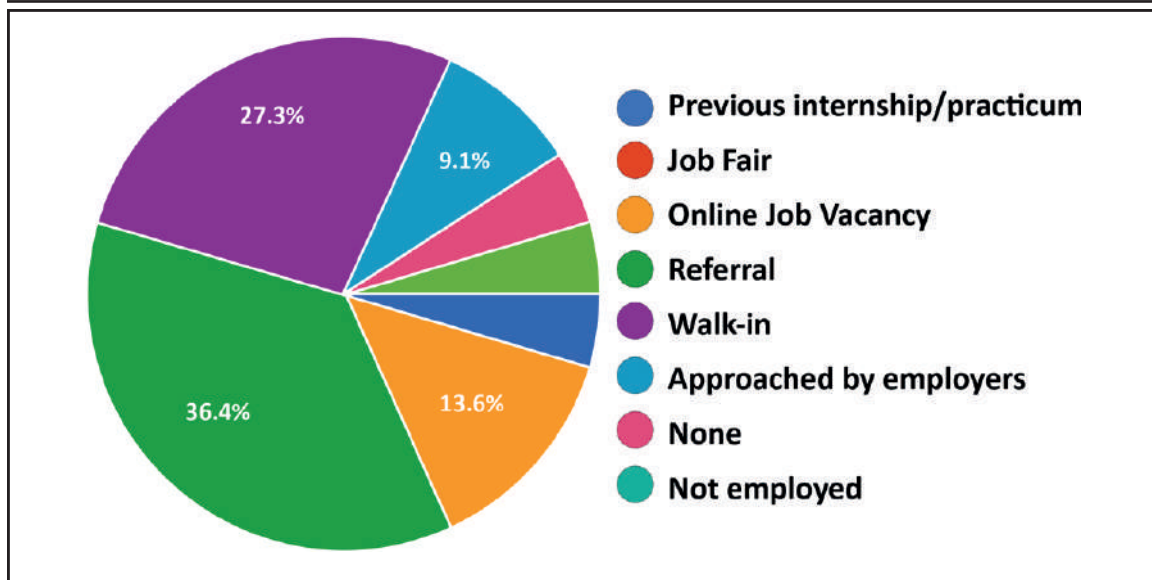
Figure 5. *Methods of Finding the First Employment*

Usefulness of the IT Program

Table 3 presents the usefulness of the IT Program for the job placement of IT graduates. There were more graduates who claimed the usefulness of their program on the job placement. The mean of 2.24 (SD=.634) further supports the result of the frequency distribution. Two of the highest-rated items in this category are "improvement of personality" and "economic development of my country".

Table 3

Usefulness of Studies for Job Placement

My studies are useful for:	Fairly Useful f(%)	Useful f(%)	Very Useful f(%)	Mean
1.fulfilling the present tasks	4(18.2)	10(45.5)	8(36.4)	2.18
2.fulfilling the present tasks	3(13.6)	11(50.0)	8(36.4)	2.23
3.professional/career development	3(13.6)	11(50.0)	8(36.4)	2.23
4. improvement of personality	2(9.1)	12(54.5)	8(36.4)	2.27
5. economic development of my country	3(13.6)	10(45.5)	9(40.9)	2.27
Overall Mean				2.24 (Useful)

Legend: 1-1.50 Fairly Useful; 1.51-2.50 Useful; 2.51-3.00 Very Useful

A study by Sowmya and Bhat (2020) investigated the impact of industry certifications on job placement for IT graduates. The study found that graduates who obtained industry certifications, such as CompTIA A+ or Cisco Certified Network Associate (CCNA), were more likely to find employment in the IT industry.

The Extent of the Contribution of the IT Program on Soft skills

The IT graduates rated the extent of the contribution of the IT program based on their soft skills. The majority of the IT graduates claimed that their program contributed "very much" to their soft skills, particularly in their critical thinking, work ethics, problem solving, and research. These results were based on the item with the highest frequency. The overall mean is 2.43 (SD =.434), interpreted as "very much," as presented in Table 4.

Table 4

The extent of the contribution of the IT program on soft skills

Indicators	A Little f(%)	Useful f(%)	Very Much f(%)	Mean	SD
1. Enhanced Knowledge	1(4.5)	10(45.5)	10(45.5)	2.41	.590
2. Widened Perspectives	2(9.1)	11(50.0)	9(40.9)	2.32	.646
3. Critical Thinking		11(50.0)	15(68.2)	2.68	.477
4. Problem-Solving Skills		12(54.5)	13(59.1)	2.59	.503
5. Research Skills		10(45.5)	13(59.1)	2.59	.503
6. Communication Skills	1(4.5)		8(36.4)	2.32	.568
7. Leadership and Management Skills	4(18.2)		5(22.7)	2.05	.653
8. Team Spirit	3(13.6)		8(36.4)	2.23	.685
9. Work Ethics/Values			15(68.2)	2.68	.477
Overall Mean				2.43(Much)	.434

Legend: 1 – 1.50 A Little; 1.51-2.50 Much; 2.51 Very Much

Professional Competencies of the IT Graduates

As presented in Table 5, the IT graduates were able to demonstrate and apply much of what they had learned from the program offered by the university. Fourteen out of 22 claimed that they were able to "demonstrate theoretical knowledge in information technology" and "demonstrate skills to solve problems in an employment context". The overall mean of 2.32 (SD =.541) revealed "average" professional competencies" for the IT graduates.

Table 5

Professional Competencies

Indicators	A Little f(%)	Useful f(%)	Very Much f(%)	Mean	SD
1. Demonstrate theoretical knowledge in Information Technology	1(4.5)	10(45.5)	10(45.5)	2.41	.590
2. Demonstrate skills to solve problems in an employment context	2(9.1)	11(50.0)	9(40.9)	2.32	.646
3. Apply Information Technology theories and skills learned in employment		11(50.0)	15(68.2)	2.68	.477
4. Demonstrate understanding of the ethical dimensions of the use of information technology		12(54.5)	13(59.1)	2.59	.503
5. Undertake higher-level competencies through formal graduate education or in an employment context		10(45.5)	13(59.1)	2.59	.503
Overall Mean	1(4.5)		8(36.4)	2.32	.568

Legend: 1 – 1.5 A Little (Low); 1.51-2.5 Much (Average); 2.51 Very Much (High)

Practice of Program Outcomes

Table 6 presents how the AUP-COB Information Technology Department prepared IT graduates for their program outcomes. The highest program outcome is "Apply complex problems and identify and define the computing requirements appropriate to their solution". Around 13 or 59.1% of the IT graduates rated this item "very much" However, only 2 or 9.1% rated "very much" on the program outcome "practice a balanced, healthy lifestyle spiritually, mentally, physically, and socially". The majority of them claimed that the IT department "a little" or "much" prepared them

for this particular program outcome. The overall mean of IT graduates' program outcomes is 2.32 (SD =.470),) which is interpreted as moderate. This result implies the IT department moderately prepared the IT graduates for the aforementioned program outcomes for IT professionals.

Table 6
Program Outcomes of IT graduates

Indicators	A Little f(%)	Useful f(%)	Very Much f(%)	Mean	SD
1. Apply knowledge of computing, science, and mathematics appropriate to the discipline		15(68.2)	7(31.8)	2.32	.477
2. Understand best practices and standards and their applications	1(4.5)	14(63.6)	7(31.8)	2.27	.550
3. Apply complex problems and identify and define the computing requirements appropriate to their solution.		2(9.1)	13(59.1)	2.23	.612
4. Identify and analyze user needs and take them into account in the selection, creation, evaluation and administration of computer-based systems	1(4.5)	14(63.6)	7(31.8)	2.27	.550
5. Design, implement and evaluate computer-based systems, processes, components, or programs to meet desired needs and requirements under various constraints	1(4.5)	14(63.6)	7(31.8)	2.27	.550
6. Integrate IT-based solutions into the user environment effectively.	7(31.8)	8(36.4)	7(31.8)	2.47	.516
7. Apply knowledge through the use of current technologies, skills, tools, and practices necessary for the IT profession	7(31.8)	8(36.4)	7(31.8)	2.47	.516
8. Function effectively as a member or leader of a development team, recognizing the different roles within a team to accomplish a common goal.	7(31.8)	11(50.0)	4(18.2)	2.27	.458
9. Assist in the creation of an effective IT project plan	7(31.8)	11(50.0)	4(18.2)	2.27	.458
10. Communicate effectively with the computing community and with society at large about complex computing activities through logical writing presentations and clear instructions.	7(31.8)	11(50.0)	4(18.2)	2.27	.458
11. Understand professional, ethical, legal, security and social issues and responsibilities in the utilization of information technology.	7(31.8)	11(50.0)	4(18.2)	2.27	.458
12. Understand professional, ethical, legal, security and social issues and responsibilities in the utilization of information technology	7(31.8)	9(40.9)	6(27.3)	2.40	.507
13.Recognize the need for and engage in planning self-learning and improving performance as a foundation for continuing professional development.	7(31.8)	9(40.9)	6(27.3)	2.40	.507

{table continues on the next page}

14. Practice a balanced healthy lifestyle spiritually, mentally, physically, and socially	7(31.8)	13(59.1)	2(9.1)	2.13	.352
Overall Mean				2.32 Moderate	.470

Legend: 1 – 1.5 A Little (Low); 1.51-2.5 Much (Average); 2.51 Very Much (High)

Professional competencies are vital for the success of IT graduates. Technical skills, problem-solving, communication, project management, collaboration, and continuous learning are essential competencies that IT graduates must possess to succeed in the industry. This study was able to determine that the professional competence of IT graduates is average.

Program outcomes are the knowledge, skills, and attitudes that students are expected to attain upon graduation from an IT program. These outcomes are essential to ensure that IT graduates are well-prepared to meet the demands of the industry and contribute to the development and growth of the field. In this study, the program ou

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Employment Profile of the College of Dentistry Graduates from 2017-2022: A Case in Adventist University of the Philippines

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Abstract

This tracer study determined the employment profile of the College of Dentistry graduates of Adventist University of the Philippines. In addition, it determined the employment profile of the College of Dentistry (COD) Program of Adventist University of the Philippines (AUP) in terms of a) first job after graduation, b) time period to find first employment after passing the board exam, c) current employment status, c) type of current employer, d) current employment location, e) primary method of finding first employment, f) strengths of the College of Dentistry Program, and g) areas for improvement of the College of Dentistry program. A total of 31 Dentistry graduates were assessed in this study using a university-wide survey questionnaire. The results were analyzed using descriptive statistics. The results revealed that the first jobs of the COD graduates six months after graduation include being Associate dentists and dentists. Most of them were able to find a job six months after graduation. Furthermore, the COD graduates were able to find jobs within six months or even less after graduation. These graduates' statuses were regular, contractual, and self-employed. The majority were currently working at a private, non-SDA institution. It was also found out that the primary method of finding the first employment of COD graduates was through referrals. The strengths and areas for improvement were also determined. The strengths of the COD include a high-standard Dentistry Program, better facilities, good learning environment, and competent professors and clinical instructors. The areas for improvement include proper mentoring of students so that they can graduate on time, and the attitude of the CIs, faculty, and staff was perceived to be strict. Recommendations were made based on these results.

Keywords: *employment profile, tracer study for dentistry graduates, dentistry program*

Employment of graduates is one of the education institutions' successes, making this an essential component of providing quality education to the community (De Castro et al., 2021). Dentistry graduates should acquire skills and qualities as passport to employment , a criterion for higher education efficiency that reflects the value and utility of a study program for future jobs and duties (Borbon and Amatus, 2021).

To determine the employability of graduates, a tracer study must be conducted. This tracer study in the College of Dentistry is typically used to track the career paths and professional development of the graduates of the program. The purpose of the study is to gather information about where graduates are working, what types of positions they hold, and what types of continuing education or professional development activities they pursue. This information can be used by the College to improve the curriculum, provide better career guidance to students, and understand the needs of the dental profession. Additionally, it will also help the college gauge the effectiveness of their program in preparing students for the workforce.

According to Felaco et al. (2023), the choice of career is the most important decision in one's life. However, choosing Dentistry as a career is the most challenging and stressful decision and has an obvious impact on an individual's future life pattern (Àlex et al., 2019).

There is no current survey for COD graduates from 2017–2018. Hence, there is a need to determine the employment profile of graduates in more recent years to improve the functionality and relevance of the curriculum to the current setting and employment profile of graduates.

This tracer study determined the following information about the College of Dentistry (COD) graduates of the Adventist University of the Philippines (AUP):
1. Employment profile of the College of Dentistry Program of Adventist University of the Philippines
   a. First job after graduation
   b. Time period to find first employment after passing the board examination
   c. Current employment status
   d. Type of current employer
   e. Current employment location
   f. Primary method of finding the first employment
   g. Strengths of the College of Dentistry Program
   h. Areas for improvement of the College of Dentistry Program

Methodology

Research Design

This tracer study, which is descriptive in nature, aimed to evaluate the employment status of the COD graduates of Adventist University of the Philippines. The respondents of the study were the graduates of Dentistry from 2017–2022. A structured questionnaire was designed to determine the employment status of Dentistry graduates. The online questionnaire was distributed through Google Forms using purposive sampling.

Participants of the Study

A total of 31 Dentistry graduates participated in this study. The ages of the COD graduates range from 24 to 34 years old, with a mean age of 27 (SD = 2.26) years old. The majority of the graduates were female (24, or 77.4%), single (28, or 90.3%), Seventh-day Adventist (25, or 80.65%), and the rest were Born-again Christians, Iglesia ni Cristo, and Roman Catholic. The graduates were full-time students during their years of study at AUP.

Instrument

A university-wide tracer study instrument was used in this research. The questionnaire assessed the employment profile of the respondents, which was measured in terms of the following: 1) employment profile; 2) first job after graduation after taking the board examination; 3) time period to find first employment after passing the board examination; 4) current employment status; 5) type of current employer; 6) current employment location; 7) primary method of finding first employment; 8) strengths and areas for improvement of the College of Dentistry Program at AUP.

Data Gathering Procedure

Before the graduates responded to the survey questionnaire, they were given a consent letter for their affirmation that they would share the information needed for this study. The graduates were assured of the confidentiality and anonymity of their personal information since the data was gathered online.

Data Analysis

The data was collected and tabulated using SPSS version 23. Percentage and frequency were used to present the information needed for this study. Thematic analysis was used to determine the strengths and areas for improvement of the College of Dentistry Program at AUP.

Results and Discussion

The results of the study revealed the following information about the COD graduates: first job after graduation after taking the board examination; time period to find first employment after passing the board examination; current employment status; type of current employer; current employment location; primary method of finding first employment; strengths of the College of Dentistry Program at AUP; and room for improvement.

First Job Six Months After Graduation

Most of the COD graduates were able to find jobs within six months after graduation. Most of these graduates worked as associate dentists (13), dentists (12), and six were not able to land a job after graduation and/or after the board examination.

Table 1

First Job Six Months After Graduation

Job After Graduation	Frequency (%)
Associate Dentist	13 (41.94%)
Dentist	12 (38.71%)
None	6 (19.35%)
Total	31 (100%)

Time Period to Find First Employment After Passing the Board Examination

Based on the results, 25 or 80.65% were able to land a dental-related job 6 months or less after passing the board examination, and seven (19.3%) were not employed after 6 months after taking the board examination. Furthermore, the Dentistry graduates were able to state the reasons for the delay in getting their first job. One of them did not apply because he felt that he was not ready for work yet, and there were no job openings or hiring during that time when he applied for work.

Table 2
Time Period of First Employment

	Frequency	Percent
6 months or less	25	80.65
Has not been employed yet	6	19.3
	31	100.0

Current Employment Status

Table 3 presents the employment status of the College of Dentistry graduates. Most of the graduates were regular (12 or 38.7%), and the others were contractual/probationary (5 or 16.13%), self-employed (4 or 12.9%), students for postgraduate studies for further skills (2 or 6.5%), volunteer workers (1 or 3.2%), and project-based employed (1 or 3.2%).

Table 3
Employment Status

	Frequency	Percent
Contractual/Probationary	5	12.9
Project-based	1	3.2
Regular	12	38.7
Self-Employed	4	12.9
Student	2	6.5
Volunteer	1	3.2
Unemployed	6	19.3
Total	31	100.0

Dentistry graduates have a wide scope of job opportunities. They can choose and employ themselves in one or more tracks they want to pursue. Borbon and Amatus (2021) found out in their study that the majority of the Dentistry graduates (58.8%) of 2013–2018 were self-employed professionals locally, but in the case of AUP, most of the COD graduates were regulars in the work. The percentage of employed AUP-COD graduates was high compared to their findings.

According to CHED CMO No. 3, "A graduate of the Doctor of Dental Medicine can lawfully pursue general dental practice after passing the dental board examination and is offered a wide variety of roles and career options, such as being a general dental practitioner, academician, researcher, dental scientist, innovator, pharmaceutical and allied-industry consultant, and entrepreneur" (CHED CMO No. 3, as cited in Bobon & Amatus, p. 78, 2021).

Type of Current Employer

The COD graduates practice their profession in the government (1 or 3.2%), private non-Seventh-day Adventist institutions (17 or 54.8%), and private Seventh-day Adventist institutions (7 or 22.6%). The other graduates were not employed during the course of the study. The graduates who answered "none, not applicable, others" did not specify the reason, but according to Dalanon et al., (2017), most dentists who graduated from a six-year General Dentistry program pursue general practice in their own clinic, and the rest are either private employees or government employees. Some were able to specialize, especially in orthodontics.

Table 4
Type of Current Employer

	Frequency	Percent
Government	1	3.2
Not applicable/Others	6	19.3
Private Non-SDA Institution	17	54.8
Private SDA Institution	7	22.6
Total	31	100.0

Primary Method of Finding Graduates First Employment

Based on the result in Table 5, the top five primary methods of finding the first employment of the dentistry graduates of AUP were through referrals (14 or 45.16%), online job vacancies (4 or 12.90%), self-employment (4 or 12.90%), heritage from the family (2 or 6.4%), dental outreach (1 or 3.22%), and none (19.35%).

Table 5
Primary Methods of Finding Graduates' First Employment

Job After Graduation	Frequency	Percent
Dental outreach/mission that I participated in	1	3.22
Heritage from the family	2	6.45
None	6	19.35
Online job vacancy	4	12.90
Referral	14	45.16
Self-employed	4	12.90
Total	31	100.0

Current Employment Location
Table 6
Current Employment Location

	Frequency	Percent
Abroad	1	3.22
Local	24	77.42
Not employed	6	19.35
Total	31	100.0

The dentistry graduates of AUP were employed locally, and only one of them worked abroad. These young graduates did not seek interest in or passion for dentistry. They then tried to search for other alternatives for career growth. For those who want to pursue MDS but cannot look overseas as an option, after an initial period of struggle, the opportunities and returns are better. Countries like Australia, the USA, and the UK are popular destinations for dental graduates. Most of these countries will require clearing a licensing exam and a few years of study. However, in this tracer study, only one was working abroad.

Strengths of the College of Dentistry Program at AUP

    This tracer study was able to identify the strengths of the COD Program of the Adventist University of the Philippines. The strengths were summarized as high standard dentistry program, improved facilities, good learning environment, and competent professors and clinical instructors. The graduates further described the strengths of the program in Table 7.

Table 7
Strengths of the COD Program

High-standard Dentistry Program	It is easy to find a stable job. Better than the other schools Good clinical practice Inclusion of missionary spirit values in the curriculum The program is a very good one. Everywhere I go I feel like I'm a star among other colleagues.
Good facilities	Better, good facilities Good clinical practice
Good learning environment	Good learning environment
Competent professors and clinical instructors	We're able to be trained well especially with case discussions in handling patients. Teaches theory and how to practice it Teachers focus on achieving goals. Ability to communicate well with others Good teaching Competent with treatments Have knowledge and skills Hands-on to the patient Confident with treatments Our clinical instructors are very hands-on and very patient to help us learn. Prepare us to be competent enough to work in the real world Professors, consultants and clinical instructors who are well versed and striving in their fields

Proper Mentoring of COD students

    The areas for improvement of the COD program are summarized in Table 8. These areas include proper mentoring of students and attitude of faculty and staff. COD graduates believed that planning and proper mentoring of faculty helped the students to graduate on their expected year of graduation. Thus, they perceived that their clinical instructors were strict and toxic.

Table 8
Areas for Improvement of the COD Program and Related Concerns

Proper mentoring of students	Students cannot graduate on time. Dentistry is a six-year program, but almost all couldn't graduate on time. We need planning and mentoring to implement graduation on time.
Attitude of clinical instructors and staff	The department chair was toxic during my college years. Some CI's are unreasonably strict., Inconsiderate faculty and staff The Faculty of College of Dentistry is strict with students.

The COD program at AUP aims to train students to become skilled professionals and missionary graduates capable of practicing dentistry on a level that is consistent with the expectations of the university they graduated from. Through this tracer study, it was found out that the first jobs of the COD graduates six months after graduation were associate dentists and dentists. Furthermore, the COD graduates were able to find a job within six months or even less after graduation. These graduates were employed as regular or contractual, and some were self-employed. Most of them were working in private, non-SDA institutions. Moreover, it was found out in this tracer study that the primary method of finding first employment for the COD graduates was through referrals and that they were working in the Philippines.

The strengths and areas for improvement were also determined. The strengths of the COD program include a high-standard dentistry program, better facilities, good learning environment, and competent professors and clinical instructors.

The areas for improvement include proper mentoring of students so that they can graduate on time, and the attitude of the clinical instructors, faculty, and staff was perceived to be strict.

Based on the results of this tracer study, the following recommendations were generated:

1. The COD can maintain their current practices in dealing with their students since the employment profile of the graduates is commendable.
2. The COD should create a job fair for COD graduates to cater to their employment-related needs.
3. COD faculty should revisit their academic mentoring program to ensure that the COD students will graduate on their specified schedule.
4. COD faculty and staff should be made aware of the results of student evaluations for teachers, particularly the open-ended comments, so that the teachers can use the results to improve their teaching and their attitude toward their students as well.

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Tracer Study for Nutrition and Dietetics Graduates from 2017-2022

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Abstract

This descriptive study aimed to determine the employment profile of the Bachelor of Science in Nutrition and Dietetics graduates of Adventist University of the Philippines from 2017–2022. A questionnaire was sent through Google Forms to the graduates. Nineteen graduates participated in the study. Frequency and percentages were used to describe the employment profile of the graduates. The results show that the majority of them were able to find a job within six months or even less after graduation. These graduates were employed as regulars or contractuals. All of them are working in the Philippines, and most of them work in private, non-SDA institutions. Moreover, it was found in this tracer study that the primary method of finding employment among BSND graduates was through referrals. The strengths of the BSND program include good career immersion and a holistic curriculum with committed professors. On the other hand, it was recommended that more exposure to outside institutions be given to students. The BSND program should maintain its ability to prepare students for their future careers.

Keywords: *nutrition and dietetics, tracer study, employability of graduates*

The world economy is significantly suffering because of the long-term effects of the global recession that started in 2008 and the quite recent pandemic emergency. One of the long-term effects of a contracting global economy is a decline in the spending power of the ordinary person, which in turn reduces output and, ultimately, employment creation. Thus, graduate employability has been and will remain a hot topic in the debate for the foreseeable future. Many nations will see fewer jobs than new graduates due to a variety of shifting conditions, at least for the next few years, until the national economies resume their normal growth (Hosain et al., 2021).

Employability has emerged as a crucial idea in higher education around the globe. It is an important task for higher education institutions (Casanova & Paguia, 2022). The increased focus on employability can be attributed to a variety of issues, including worries that graduates would not be as likely to find jobs in the public and private sectors as they previously were because of the massification of higher education (Sin and Neave, 2016, as cited by Cheng et al., 2022).

Every academic institution aspires to create graduates who are capable and well-educated and who will eventually be able to compete on a local and international level (Cuadra et al. 2019). Tracer studies are conducted by higher education institutions to monitor the changes in their graduates and evaluate their programs (Simister, 2017). Tracer studies assess the success and ability of higher institutions to produce a work-ready human force. Hence, tracer studies have been utilized as performance indicators for higher institutions of learning.

A well-trained and employed nutrition workforce is an important strategy to reduce the burden of disease, but there has not been any investigation into whether these standards describe critical foundations for employment and employability. Recent work has emphasized the role of all tertiary-educated nutrition professionals in improving nutrition outcomes for the population, calling for an inclusive approach to the workforce (Barber et al., 2022).

The Bachelor of Science in Nutrition and Dietetics (BSND) is one of the four-year programs offered by the Adventist University of the Philippines. This program aims to produce graduates who will be licensed to practice in the following specific professions: dietary director, chief nutritionist dietitian (ND), therapeutic ND, administrative ND, clinical ND, quality control ND, test kitchen ND, food service manager, educator consultant, and healthcare leaders in the Seventh-day Adventist Church, hospitals, local government units, non-government organizations, corporate industries, health organizations, and academic institutions in the Philippines and other parts of the world (*Bachelor of Science in Nutrition and Dietetics | Adventist University of the Philippines*, 2023).

A nutrition degree equips a person with the information and abilities to assist individuals in making the best dietary decisions because nutrition is an essential component of overall health (*What Can I Do with a Nutrition Degree*, 2023). This tracer study determined the following employment profile of the graduates of the Bachelor of Science in Nutrition and Dietetics program of the Adventist University of the Philippines (AUP) from 2017 to 2022:

1. First job after graduation after taking the board examination.
2. Time period to find first employment after passing the board examination.
3. Current employment status
4. Type of current employer
5. Current employment location
6. Primary method of finding the first employment
7. Strengths of the Bachelor of Science in Nutrition and Dietetics Program
8. Area for improvement of the Bachelor of Science in Nutrition and Dietetics Program

Methodology

Research Design

This tracer study is descriptive in nature. It was intended to assess the employment status of the BSND graduates of the Adventist University of the Philippines. The respondents of the study were the graduates of the program from 2017-2022. A structured questionnaire was designed to determine the employment status of graduates. The questionnaire was distributed through Google Forms using purposive sampling.

Participants of the Study

A total of 19 BSND graduates responded to the invitation to participate in the study. The respondents are 23–32 years old. Of the 19 respondents, 15 (78.9%) are female and 4 (21.1%) are male. Additionally, 4 (21.1%) of them are married, while 15 (78.9%) are single. In terms of religion, 15 (78.9%) are Seventh-day Adventist, 2 (10.6%) are Catholic, and 2 (21.1%) belong to other religious affiliations. Further, 13 (68.4%) of them were full-time students when they were taking the program, and the other 6 (31.6%) were working students.

Instrument

A university-wide tracer study instrument was used in this research. The questionnaire assessed the employment profile of the respondents, which was measured in terms of 1) employability profile; 2) first job after graduation after taking the board examination; 3) time to find first employment after passing the board examination; 4) current employment status; 5) type of current employer; 6) current employment location; 7) primary method of finding the first employment; and 8) strengths and areas for improvement of the BSND Program at AUP.

Data Gathering Procedure

Before the graduates responded to the survey questionnaire, they were given a consent letter for their affirmation that they would share the information needed for this study. The graduates were assured of the confidentiality and anonymity of their personal information since the data was gathered online.

Data Analysis

The collected data were tabulated and analyzed using Jamovi Project version 2.3. Percentage and frequency were used to present the information needed for this study. Thematic analysis was used to determine the strengths and areas for improvement of the BSND at AUP.

Results and Discussion

The results of the study revealed the following information about the Nutrition and Dietetics graduates: first job after six months after graduation, period to find first employment, current employment status, type of current employer, current employment location, and primary method of finding first employment.

First Job After Passing the Board Exam

Table 1 presents the jobs of the respondents after passing the board exam. Most of them were employed as nutritionists or dietitians (12 or 63.2%), some as teachers (3 or 15.8%), others as secretaries (1 or 5.3%), and MDRRMO staff (1 or .3%). Two (10.5%) of them were not employed after taking the board exam.

Table 1

First Job After Passing the Board Exam

Job	Frequency	Percentage
Nutritionist-Dietitian	12	63.2%
Teacher	3	15.8%
MDRRMO Staff	1	5.3%
Secretary	1	5.3%
None	2	10.5%
Total	19	100.0%

Based on the results, BSND graduates' first job is varied. Yet, being a nutritionist or dietitian remains to be the most common first job of the graduates.

Length of Time to Find First Employment

Table 2 presents the time it took the graduates to find their first job after taking the board examination. Ten (52.6%) of them were able to land a job within 6 months or less. Three (15.8%) found a job within 7 to 12 months. The other 4 (21.1%) were employed after more than a year. On the other hand, 2 (10.5%) have not been employed.

Table 2

Length of Time to Find First Employment

Period	Frequency	Percentage
6 months or less	10	52.6%
7 to 12 months	3	15.8%
Has not been employed yet	2	10.5%
More than a year	4	21.1%
Total	10	52.6%

Current Employment Status

Table 3 presents the employment status of the graduates of BSND. Among the 19 who responded, 6 (31.6%) are already regular employees, 4 (21.1%) are contractual or probationary, 3 (15.8%) are self-employed, 2 (10.5%) are students, 2 (10.5%) are presently unemployed, and another 2 (10.5%) are volunteers.

Table 3

Current Employment Status

Status	Frequency	Percentage
Regular	6	31.6%
Contractual/Probationary	4	21.1%
Self-Employed	3	15.8%
Student	2	10.5%
Unemployed	2	10.5%
Volunteer	2	10.5%
Total	19	100.0%

Type of Current Employer

The BSND graduates practice their profession in the government (1 or 5.3%), private non-Seventh-day Adventist institutions (8 or 42.1%), and private Seventh-day Adventist institutions (2 or 10.5%). The other 8 (42.1%) graduates answered "none, not applicable, others" and did not specify the reason.

Table 4
Type of Current Employer

Employer	Frequency	Percentage
Government	1	5.3%
Not applicable	8	42.1%
Private Non-SDA Institution	8	42.1%
Private SDA Institution	2	10.5%
Total	19	100.0%

Primary Method of Finding First Employment

Based on the result presented in Table 5, the primary method of finding the first employment of the BSND graduates of AUP was through referrals (9 or 47.4%), followed by walk-in applications (4 or 21.1%), online job vacancies (2 or 10.5%), career placement assistance from the AUP guidance office (1 or 5.3%), and job fairs (1 or 5.3%).

Table 5
Primary Methods of Finding Graduates' First Employment

Method	Frequency	Percentage
Career Placement Assistance by AUP Guidance Services Center	1	5.3%
Not Applicable	2	10.5%
Job Fair	1	5.3%
Online Job Vacancy	2	10.5%
Referral	9	47.4%
Walk-in Application	4	21.1%
Total	19	5.3%

Current Employment Location

Table 6 shows that 17 or 89.5% of the 19 graduates are currently working in the Philippines. The other 2, or 10.5%, are not working at present.

Table 6
Current Employment Location

Location	Frequency	Percentage
Local	17	89.5%
Not Applicable	2	10.5%
Total	19	100.0%

Strengths of the BSND Program

According to the results, the BSND program is perceived to offer *good career opportunities* for its graduates. The graduates of the program at AUP were prepared to work in any health or food related field of work, such as research, community/public health, hospitals, and food service/ food companies. The program helps to raise awareness about maintaining an individual's optimum health status.

The BSND program at AUP offers a *holistic curriculum*. It gives broad information/knowledge about food science and health related issues. The program also provides internships to expose students to their future careers.

Lastly, the BSND program at AUP is also equipped with committed professors who are willing to listen to students and guide them to become better people. Professors are committed to providing students with various activities and exposure to real life scenarios.

Table 7
Strengths of the BSND Program

Good Career Immersion	Equip students to work in any health or food related field of work (research, community/public health, hospitals, food service/food companies). Nutrition and dietetics help to widen awareness of maintaining an individual's optimum health status. It can be clinical, food service, or community (public health).
Holistic Curriculum	Gives broad information/knowledge in food science and health related issues. It penetrates to help everyone not just decide what food to eat or what food to avoid but also keep us spiritually, mentally, socially, and physically balanced. The program prepares students for their chosen career. Good preparation for internships Professors are more focused with the students, various activities, and exposure to real life scenarios
Committed Professors	Guide students to be better people. Teachers are willing to listen to students.

Areas That Need Improvement in the BSND Program

Though graduates of the BSND program recognized the holistic curriculum and activities that are provided, they believed that students should be more exposed outside of the university. They asked for exposure outside the university, especially when it comes to food variations. They also believed that students should be required to have hospital/clinical involvement and to include business subjects in the curriculum.

The BSND program at AUP aims to train students to become skilled professionals and missionary graduates who are consistent with the expectations of the university. Through this tracer study, it was found out that the first job of the BSND graduates after taking the board examination was as a nutritionist or dietitian, which is in line with their academic preparation. Furthermore, most of the BSND graduates were able to find a job within six months or even less after graduation. These graduates were employed as regulars or contractuals. All of them are working in the Philippines, and most of them are working in private, non-SDA institutions. Moreover, it was found in this tracer study that the primary method of finding employment among BSND graduates was through referrals.

The strengths and areas for improvement were also determined. The strengths of the BSND program include good career immersion and a holistic curriculum with committed professors. Yet, the participants suggested that more exposure to outside institutions should be given to students.

Based on the results, it is recommended that the BSND program maintain its ability to prepare students for their future careers. The curriculum can be enhanced by integrating more internships outside of the university and giving students the option to enroll in elective classes in business.

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A Tracer Study Among Graduates of the College of Nursing From 2017 to 2020

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Abstract

Atracer study is a type of research that seeks to track the trajectories of individuals or groups of people after they have completed a certain program or intervention. It is an important research tool that provides valuable information on the effectiveness of programs and interventions, identifies areas for improvement, and creates informed policy decisions. This tracer study determined the employability profile of the College of Nursing Program graduates of 1917-2022 of Adventist University of the Philippines in terms of first job after taking the board examination, period it took for the graduates to find first employment, current employment status, type of current employer, current employment location, and primary method of finding the first employment. The university-wide tracer study tool developed by the research office was used in this study with 40 nursing graduates using the purposive sampling technique. Using frequency and percentages, the results revealed that the nursing graduates of AUP were 50% employed after the board examination, and 40% were able to find a job after 6 months or less after graduation. The first job of the nursing graduates was aligned with their degree, and a majority of those who were currently employed were regular workers. These graduates worked in private non-SDA, private SDA, and government institutions. The majority of the employed nursing graduates worked in the Philippines. This study further found that the primary method of finding the first job was through referral, walk-in applications, and online job vacancies.

Keywords: *employability, tracer study, nursing graduates*

A tracer study is a systematic process of tracking and monitoring the career and employment paths of graduates from an educational institution. Tracer studies are essential tools for evaluating the effectiveness of nursing education programs and tracking the career outcomes of graduates. According to a study by the World Health Organization (WHO), tracer studies are important for evaluating nursing education programs and identifying areas for improvement (World Health Organization, 2010). The WHO recommends that tracer studies be conducted regularly to monitor the effectiveness of nursing education programs and improve the quality of nursing care.

The College of Nursing, like many other colleges and universities, conducts tracer studies to gather information about the outcomes of its graduates in the workforce. By following the career trajectories of nursing graduates, tracer studies can help identify areas for improvement in nursing education and inform workforce planning and development. By conducting this tracer study of graduates from the College of Nursing, the researchers hope to contribute to the ongoing improvement of nursing education and ensure that our graduates are well-equipped to meet the demands of the healthcare industry.

This study focuses on the graduates of the College of Nursing at the Adventist University of the Philippines from 2017 to 2022. The study aims to identify the current employment status, job satisfaction, and career trajectory of the nursing graduates from the college. Additionally, the study explores the relevance of the nursing education provided by the college in relation to the job market demands and expectations of the healthcare industry.

This tracer study focuses on the graduates of the College of Nursing from the years 2017–2022, with the aim of assessing their current employment status, job satisfaction, and career progression. Through this tracer study, the college hopes to assess the effectiveness of its nursing programs and curricula and identify areas for improvement. The results of the study will also provide valuable insights to the college administration, faculty, and students, as well as the healthcare industry, policymakers, and other stakeholders. Overall, this tracer study will contribute to the continuous improvement of the nursing education provided by the College of Nursing and help ensure that its graduates are equipped with the necessary knowledge, skills, and competencies to excel in their chosen careers. This tracer study determined the following information about the College of Nursing (CON) graduates of the Adventist University of the Philippines (AUP):

1. Employment profile of the College of Nursing Program of Adventist University of the Philippines
   a. First job after graduation after taking the board examination.
   b. Time period to find first employment after passing the board examination.
   c. Current employment status
   d. Type of current employer
   e. Current employment location
   f. Primary method of finding the first employment

Methodology

Research Design

This tracer study determined the employment profile of the College of Nursing graduates of Adventist University of the Philippines from 2017 to 2022. A structured questionnaire from the research office was used to determine the employment status of the nursing graduates. Purposing sampling was used, and the data were gathered through the online survey using Google Forms.

Participants of the Study

Forty nursing graduates gave their consent and returned the questionnaire for this study. All 40 graduates were full-time students when they enrolled in the nursing program.

Instrument

A university-wide tracer study instrument was used in this research. The questionnaire assessed the employment profile of the respondents, which was measured in terms of the following: 1) employment profile; 2) first job after taking the board examination; following the graduation 3) time period to find first employment after passing the board examination; 4) current employment status; 5) type of current employer; 6) current employment location; 7) primary method of finding the first employment; 8) strengths and areas for improvement of the College of Dentistry Program at AUP.

Procedure

A consent form was provided for their affirmation that they would share the information needed for this study. The graduates were assured of the confidentiality and anonymity of their personal information since the data was gathered online.

Data Analysis

Descriptive statistics such as percentage and frequency were used to present the information needed for this study. Thematic analysis was used to describe the strengths and areas for improvement of the program

Results and Discussion

First Job After Taking the Board Exam Following the Graduation

Table 1 describes the first job of nursing graduates after taking the board exam following their graduation . Out of 40 graduates, 9 or 22.5% worked as nurse assistants or contract tracers, 1 or 2.5% worked as recreational therapists, and 20 or 50% worked as registered nurses.

Table 1

First Job After Taking the Board Exam Following the Graduation

	Frequency	Percent
Nurse assistant/contact tracer	9	22.5
Recreational Therapist	1	2.5
Registered Nurse	12	30
Not employed/Student	20	50
Total	40	100.0

The study conducted by Hasan et al. (2020) aimed to identify the factors that influence the first employment of nursing graduates after passing their board examinations. A cross-sectional survey was conducted among nursing graduates in Saudi Arabia, with a total of 431 participants. The study found that the top three factors influencing the first employment of nursing graduates were job availability, job security, and salary. The study also found that previous clinical experience and academic performance were significant predictors of first employment.

At Adventist University of the Philippines, after students have graduated from their baccalaureate degrees, many of them enroll in the medicine program and/or the graduate program. During the data gathering for this study, 50% declared that they were not employed; probably, these students proceeded to take a medical degree.

Period to Find First Employment After Passing the Board Examination

The results in Table 2 show that 16 or 40% were able to find a job 6 months or less after taking the nursing board examination, 2 or 5% were able to find a job 7 to 12 months after the licensure board examination, two or 5% found their first employment after passing the board exam, and 19 or 47.5% have not been employed yet. Many of the nursing graduates are enrolled in the medical school or in the graduate program. These might be the reasons why a great percentage are not employed yet.

Table 2
Time Period to Find the First Job

	Frequency	Percent
6 months or less	16	40.0
7 to 12 months	2	5.0
Has not been employed yet	20	50
More than a year	2	5.0
Total	40	100.0

A study conducted by Blegen and colleagues (2013) found that approximately 50% of nursing graduates in the United States were employed within three months of graduation, while 75% were employed within six months. Another study by Vallerand and colleagues (2017) in Quebec, Canada, found that the majority (80.8%) of newly licensed nurses found employment within six months of graduation. It is worth noting that job search duration may vary depending on several factors, such as the economic conditions of the region, the availability of job openings, the number of applicants, the graduates' qualifications and experience, and the graduates' job search strategies.

Current Employment Status

The current employment status of theeh participant is represented in Table 3. The employment status of the nursing graduates during the conduct of the study was the following: contractual/probationary (4 or 10%), regular (12 or 30%), reviewing for the board examination (3 or 7.5%), and self-employed (1 or 2.5%).

Table 3
Employment Status During the Conduct of the Study.

	Frequency	Percent
Contractual/Probationary	4	10
Regular	12	30.0
Reviewing for board exam	3	7.5
Self-Employed	1	2.5
Unemployed/student	20	50.0
Total	40	100.0

Type of Current Employer

During the course of the study, the nursing graduates were asked about their current type of employer. The results in Table 4 revealed that these graduates were currently working in the government (2 or 5%), private non-SDA institutions, and private SDA institutions. Furthermore, 20 or 50 % were not employed.

Table 4

Type of current employer

	Frequency	Percent
Government	2	5.0
Unemployed/student	20	50.0
Private Non-SDA Institution	11	27.5
Private SDA Institution	7	17.5
Total	40	100.0

Current Employment Location

The current employment location of the participants is presented in Table 5. The results revealed that 13 or 32.5% of the nursing graduates are working abroad, while 27 or 67.5% are working locally.

Table 5

The Employment location of Nursing Graduates

	Frequency	Percent
Abroad	13	32.5
Local	27	67.5
Total	40	100.0

There are several factors that influence why nursing graduates work in the Philippines. One of the primary reasons is the high demand for healthcare services in the country, particularly in rural areas where there is a shortage of healthcare providers. Additionally, the nursing profession is seen as a stable and secure career choice, with good job prospects and opportunities for career advancement.

A recent study conducted by Guinto and colleagues (2021) explored the factors that influence the decisions of Filipino nursing graduates to work in the country. The study found that the main factors that influence their decision to work in the Philippines are financial stability, career growth opportunities, and the desire to serve their country and community. The study also found that the graduates were willing to work in rural areas, despite the challenges they may face, in order to address the shortage of healthcare providers in those areas.

Another study by Basco and colleagues (2020) explored the motivations and aspirations of nursing graduates in the Philippines. The study found that the graduates were motivated by a desire to serve their fellow Filipinos, gain experience in the nursing profession, and contribute to the development of the healthcare system in the country. The graduates also expressed a willingness to work in rural areas, provided that there were opportunities for career advancement and continuing education.

Overall, these studies suggest that nursing graduates in the Philippines are motivated by a desire to serve their country and community, as well as by the financial and career opportunities that the nursing profession offers.

Primary Method of Finding the First Employment

The top three primary methods of finding the first employment were identified by the researchers. Referral, walk in applications, and online vacancy were among the top three primary methods of finding their first employment.

Table 6

Primary method of finding the first employment

		Frequency	Percent
Valid	Former job before becoming an RN	1	2.5
	Has not worked because of continuing education to the masteral program	6	15
	Online Job Vacancy	7	17.5
	Previous Internship/Practicum	4	10.0
	Referral	11	27.5
	Walk-in Application	11	27.5
	Total	40	100.0

Referral-based hiring is a popular method of finding the first employment, and research has shown that it is an effective way to get hired. According to a study by Jobvite, a leading recruiting software company, employee referrals have a 40% chance of being hired, compared to a 7% chance for candidates who apply online without a referral (Blystone, 2020). In addition, a report by iCIMS, a leading talent acquisition software provider, found that 37% of hires in the US come from employee referrals, making it the top source of hires for companies (iCIMS, 2020).

While online job applications have become increasingly popular, walk-in applications are still a viable method of finding the first employment. According to a survey by Jobvite, 22% of job seekers found their first employment through walk-in applications (Blystone, 2020).

One advantage of walk-in applications is that they allow job seekers to make a personal connection with the employer, which can make a positive impression and increase the chances of getting hired. In addition, a study by the National Bureau of Economic Research found that job seekers who applied in-person were more likely to receive a job offer than those who applied online (Bloom et al., 2018).

Online job boards have become the most popular method of finding the first employment. According to the same survey by Jobvite, 45% of job seekers found their first employment through online job boards (Blystone, 2020). Online job boards allow job seekers to search and apply for job openings from the comfort of their home and provide access to a large number of job opportunities in various industries. In addition, they often offer features like resume-building tools and job alerts, which can help job seekers find the right opportunities and stay up-to-date with the latest job openings.

Referral, walk-in applications, and online job boards are the top three primary methods of finding the first employment. Job seekers should use a combination of these methods to increase their chances of success in finding their first employment.

This study was able to determine the employability profile of the College of Nursing Program graduates of 1917-2022 of Adventist University of the Philippines in terms of first job after graduation after taking the board examination, time period to find first employment after passing the board examination, current employment status, type of current employer, current employment location, and primary method of finding the first employment. The nursing graduates of AUP were 50% employed after board examination, and 40% were able to find job after 6 months or less after graduation. The first job of the nursing graduates were aligned with their nursing degree and a majority of those who were employed were regular workers. These graduates worked in private non-SDA, private SDA, and government institutions. Majority of the employed nursing graduates worked in the Philippines. This study further found that the primary method of finding the first job was through referral, walk-in applications, and online job vacancies.

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Tracer Study of AUP Master of Business Administration and Ph.D. in Business Administration Graduates from 2017-2022

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Abstract

This tracer study was conducted to determine the employment profile of the Master of Business Administration (MBA) and Doctor in Philosophy in Business Administration (PhD-BA) graduates of the Adventist University of the Philippines (AUP) from 2017 to 2022. It also determined the strength of the academic program as well as the areas where it could be improved. The university-wide tracer study tool developed by the research office was utilized in this study. There were 11 graduates who participated in this study. The data were analyzed using descriptive statistics (frequency and percentage) to present the employment profile of the participants. Thematic analysis was used to describe the strengths and areas for improvement of the program. The findings show that the graduates have an upward career trajectory, and 82% of the graduates have experienced promotion after completing the academic program. Additionally, 82% confirmed that the program is relevant to their current jobs, and 73% of the graduates are regular employees, while the graduates who are on probationary, self-employed, and temporary got 9% each. The results of the thematic analysis showed that participants consider areas of research and class schedules that do not interfere with their work. Furthermore, the academic program is equipped with proficient and qualified professors. On the other hand, the participants recommend improvement in the process of defense and dissertation.

Keywords: *tracer study, business administration, employment*

Tracer studies are characterized as after-the-fact examinations of graduates by a uniform survey that is administered at some point following graduation. Graduate surveys, alumni surveys, and graduate tracking are other names for tracer studies. Evaluating the medium- and long-term effects of educational initiatives is the main goal. More specific goals include enhancing the curriculum and study environments for education and training, facilitating the seamless transfer of graduates from academia to the workforce, and better balancing the supply and demand of skills (ETF-Cedefop-ILO, 2016).

Tracer studies are used in various fields that involve tracking and analyzing the activities and outcomes of people over time. In the field of education, tracer studies are used to track the progress of graduates from educational institutions. Tracer studies are a key factor in identifying the areas of the program that need to be enhanced to effectively approach the needs of educational institutions.

The Adventist University of the Philippines offers graduate programs in various fields. The Master of Business Administration (MBA) is one of the programs that is being offered by the university (*Adventist University of the Philippines | Excellence | Character | Service*, 2019) . It has received the highest level of accreditation (level IV).

An advanced degree that offers both academic and practical instruction in business or investment management is the master of business administration (MBA). The goal of an MBA program is to provide a deeper comprehension of broad business management duties (Kagan, 2023).

The university also offers a Doctor of Philosophy in Business Administration (PhD-BA). The program has received level III accreditation. In general, the purpose of this program is to provide research and change management skills that business administrators, management academics, and other professionals in the business and public management arenas need to advance their theoretical foundation and professional development. It does this by broadening their knowledge base and theoretical perspective in important areas of business administration related to promoting humanistic, socially responsible, and sustainable business (*Doctor of Philosophy in Business Administration (PHD)| Program Offerings | DLSU - Dasmariñas*, 2018).

In the pursuit of identifying the employment profile of the graduates and identifying the areas where these programs can be improved, this study was conducted. This study focuses on the graduates of the MBA and PhD-BA programs from 2017 to 2022. Furthermore, this study was conducted to determine the effectiveness of the program in preparing its graduates in various identified aspects. Specifically, it aims to address the following objectives:

1. To determine the employment profile of the respondents in terms of:
   a. Present employment status
   b. Type of current employer
   c. Current job title
   d. Current employment location
   e. Relevance of the Graduate Degree Program to the current job
   f. Experienced promotion after completing the graduate degree in AUP
2. To determine the strengths of the academic program.
3. To determine the areas of the program that need improvement

Methodology

Research Design

This study used a descriptive research design. It was intended to assess the employment status of the MBA and PhD-BA graduates from 2017–2022 at the Adventist University of the Philippines. A structured questionnaire was distributed to the graduates. A link for the Google Forms was sent to their Facebook accounts or email addresses.

Participants of the Study

There were eleven respondents who participated online. Among the eleven, eight (73%) are male and three (27%) are female. The age of the respondents ranged from 28 to 53 years old. Most of the respondents are Filipino (82%), but there were also respondents from Ghana (9%) and Kenya (9%).

Instrument

A university-wide tracer study instrument was utilized in this study. The questionnaire assessed the employment profile of the respondents, which was measured in terms of 1) present employment status; 2) type of current employer; 3) current job title; 4) current employment location; 5) relevance of the completed degree to the present job; and 6) promotion after completing the graduate degree in AUP. Open-ended questions were used to identify the strengths of the program as well as the areas that need improvement.

Data Gathering Procedure

A consent form was provided to ask about the participants' willingness to provide the information needed for this study. The graduates were assured of the confidentiality and anonymity of their personal information, even if the data was gathered online.

Data Analysis

The data were analyzed using descriptive statistics (frequency and percentage) to present the employment profile of the participants. Thematic analysis was used to describe the strengths and areas for improvement of the program.

Results and Discussion

Respondents' Employment Profile

Present Employment Status, Type of Current Employer, and Current Job Title

Figures 1 and 2 present the current employment status and the type of current employer of the MBA and PhD-BA graduates. For employment status, 73% of the graduates are regular employees, while the graduates who are probationary, self-employed, or temporary got 9% each. As to the type of current employer, 46% belong to a private academy, college, or university, while 18% are working in a public educational institution. The remaining 36% are working in the private sector.
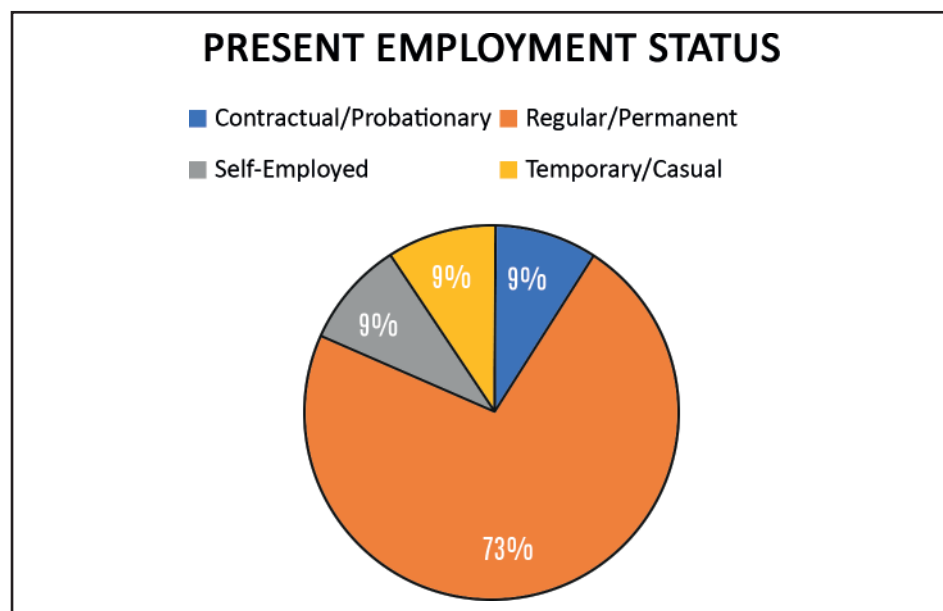
Figure 1. *Present Employment Status*
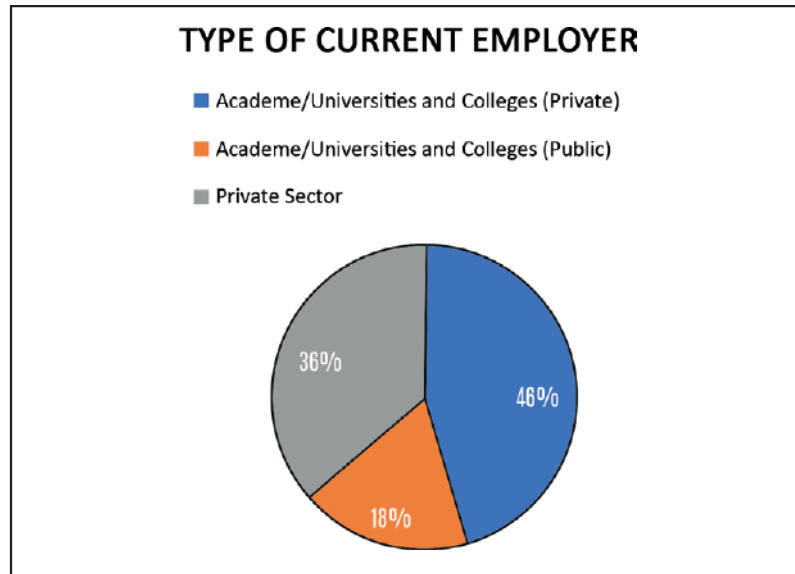
Figure 2. *Type of Current Employer*

Figure 3 presents the current job titles of the graduates. Results show that 28% of the graduates are medical directors; the others are instructor 1, human resource director, faculty, chief operations officer, associate professor, associate professor IV, assistant VP/HR director, and assistant professor, each contributing 9%.
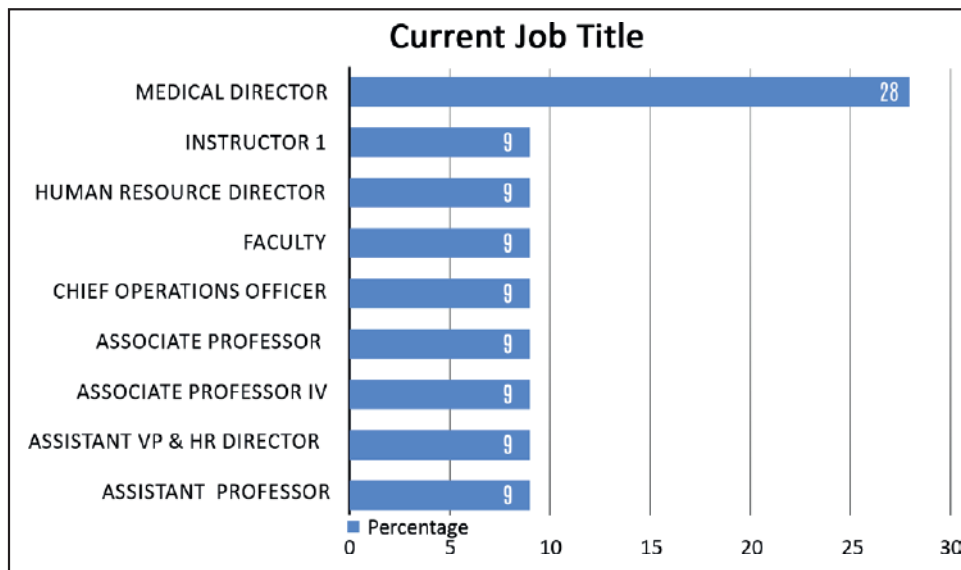
Figure 3. *Current Job Title*

Current Employment Location

Figure 4 presents the current employment location of the graduates. Results show that 82% are working in the Philippines, while 18% are working abroad. The respondents who work abroad are in Kenya (9%) and Ghana (9%).

Job Related to the Graduate Degree Program

Figure 5 presents the graduate degree program's relevance to the graduates' jobs. Among the participants, 82% have responded that the program is relevant to their current job, while 18% negate it.

Promotion After Completing the Graduate Degree

Most of the graduates have experienced a promotion after completing the graduate degree program, as shown in Figure 5. Accordingly, 82% of the graduates were promoted, while 18% were not.
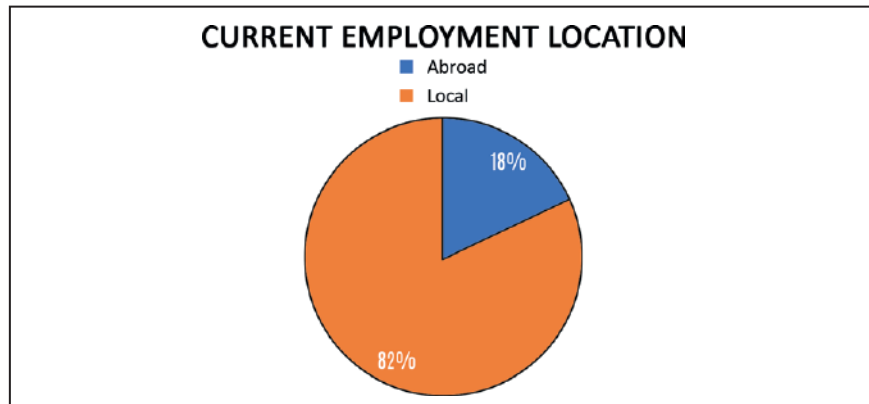
Figure 4. *Employment Location*
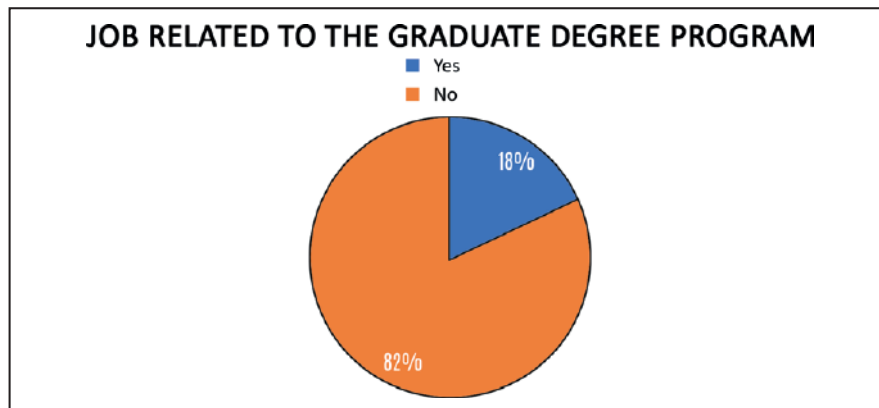
Figure 5. *Job Related to the Graduate Degree*
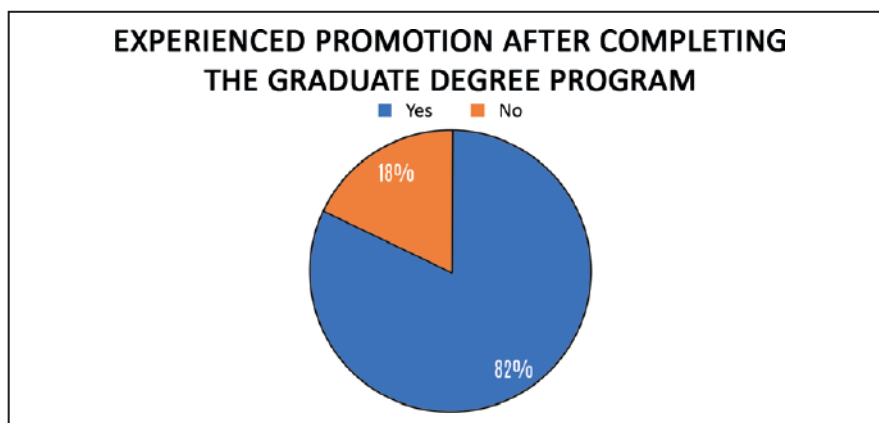
Figure 6. *Promotion After Completing the Degree*

Strengths of the Academic Program

As cited by the respondents, the strength of the academic program is that it has clustered time that does not interfere much with their work. The graduate school understands that most of its students are working professionals who want to upgrade their education for various reasons; thus, it has considered the class schedule to somehow be amenable and available to its students.

As stated in the mission of the AUP University Research Office (RO), it is committed to facilitating the discovery of knowledge among faculty and students by publishing and applying research findings for the benefit of humanity. It has been true to its mission, as the respondents have cited that one of the strengths of the program is the exposure of students to research and the effective and helpful professors. The RO provides platforms for students to showcase their research through research forums or conferences.

It has also been cited that the academic program has been effective as it has been relevant to the job position and area of employment of the graduates. Collectively, the respondents revealed that the program is equipped with proficient and qualified faculty.

Areas in the Academic Program that Need Improvement

The participants of the study have recommended promoting the MBA major in Human Resource Management to encourage more students to enroll. Respondents have also recommended exposing the faculty to the actual business world. Meanwhile, others have suggested improving the dissertation and defense processes. Lastly, participants have recommended a longer period for the students to finish their degree programs.

Based on the results of the study, it is clear that the university has been effective and successful in providing immense skills and knowledge to the graduates of MBA and PhD-BA. The skills and knowledge gained have been evident in the graduates' upward career trajectory, as most of them have experienced being promoted after completing the degree program.

The employment profile of the respondents presents the high relevance of the degree program to the graduates' jobs and to the areas of their employment. Furthermore, most of them have been in mid-level and director-level positions.

The results of the thematic analysis showed the strength of the academic program, specifically in the areas of research and clustered schedules. Furthermore, the academic program is equipped with proficient and qualified professors. On the other hand, the participants recommend improvement in the process of defense and dissertation.

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Tracer Study for AUP MSN Graduates From 2017-2022

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Abstract

This tracer study described the employment profile of Master of Science in Nursing (MSN) graduates of the Adventist University of the Philippines from 2017 to 2022. In addition, the reasons to pursue their graduate program at AUP were also gathered. The advantages of taking a graduate degree for the respondents were also determined. Their suggestions for the improvement of the MSN program were also gathered. A total of nine MSN graduates responded to a structured questionnaire to obtain the needed information for the study. The quantitative data were analyzed using frequency and percentage. Thematic analysis was employed to determine the reasons for choosing AUP to pursue MSN, the advantages of getting this degree, and the areas that need improvement. The employment profile of the respondents suggests that they are currently employed in a job that is related to the graduate degree that they have taken. Moreover, some of them received a higher salary and promotion after their graduation. Results of the thematic analysis confirm that the participants have chosen AUP because it provides quality Christian education that offers programs that are suitable to the needs of the students. Furthermore, the university is equipped with qualified and skilled, humble, and sympathetic professors who serve as good models of Christian character and give support to the students. Yet, the participants recommend improvement in the communication of necessary information and that technology-based learning should be enhanced.

Keywords: *profile, employability, nursing graduates*

According to the Philippine Statistics Authority (PSA, 2019), the unemployment rate in the country was estimated at 5.2%. Of the unemployed individuals, 43.7% are aged 15–24 years old, and another 30.6% are aged 25–34 years old. In terms of educational attainment, 20.9% of the unemployed were college graduates, 8.2% were college undergraduates, and 28.2% had completed junior high school.

Based on this data, even after college graduation, an individual can still be unemployed, so he needs to enhance his skills to become more equipped to keep up with the competition. According to HigherGrad (2017), increasing job prospects is one of the reasons to pursue graduate studies. Moreover, taking graduate studies increases earning potential, enhances personal growth, expands someone's network, and allows them to earn additional specialized skills.

Adventist University of the Philippines is a faith-based institution located in Silang, Cavite, that offers graduate programs in numerous fields. The university offers a Master of Science in Nursing (MSN), which aims to produce advanced nurse practitioners, nurse educators, clinical instructors, research collaborators, middle nurse manager/supervisor, and entrepreneurial nurses in Seventh-day Adventist nursing schools and health-care institutions, in public and private hospitals, in healthcare and other allied health facilities, and in nursing educational institutions in the Philippines and abroad.

The educational process is more than the transfer of knowledge and the development of skills. Higher Education Institutions (HEIs) should guarantee that their graduates are prepared for their future jobs. Moreover, educational organizations should make sure that their graduates are employable (Albina & Sumagaysay, 2020). Thus, there is a need to regularly assess their programs to strengthen the employability of their graduates.

The absorption factor of graduates has become one of the markers of graduates' profile quality. Thus, tracer studies are conducted to gather data on the employment profile of its graduates.

This tracer study aimed to determine the employment profile of the graduates of the MSN program from 2017 to 2022 at Adventist University of the Philippines. Furthermore, it also endeavors to gather feedback on the strengths and areas that need improvement in the MSN program. Specifically, it answers the following research questions:

1. What is the employment profile of the graduates in terms of:
   a. Present employment status
   b. Current job title
   c. Type of current employer
   d. Current employment location
   e. Academic Rank
   f. Promotion experience after graduation
   g. Awards received after graduation
   h. Relevance of the completed degree to the present job
2. What are the reasons for choosing AUP to pursue their MSN degree?
3. What are the perceived advantages of taking the MSN degree?
4. What are the strengths of the MSN program?
5. What are areas of the MSN program that need improvement?

Methodology

Research Design

This tracer study employed a descriptive design to determine the employment profile of the graduates of the MSN program. A structured questionnaire was designed by the Research Office to determine the employment status of university graduates.

Participants of the Study

Nine graduates from the MSN program responded to the online questionnaire that was sent to their social media accounts. The age of the respondents ranged from 28 to 56 years old. Among the

participants, 8 (88.9%) are female and 1 (11.1%) is male. Moreover, 6 (66.7%) of the participants are married, and 3(33.3%) are single. Seven (77.8%) of the participants are Filipinos, and two (22.2%) are Indonesians. All the participants are Seventh-day Adventists (SDA) and graduates of the Bachelor of Science in Nursing.

Instrument

A university-wide tracer study instrument was used in this research. The questionnaire assessed the employment profile of the respondents, which was measured in terms of the following: 1) present employment status; 2) current job title; 3) type of current employer; 4) current employment location; 5) academic rank; 6) promotion experience after graduation; 7) awards received after graduation; and 8) relevance of the completed degree to the present job. Open-ended questions are used to identify the strengths of the program as well as the areas that need improvement.

Procedure

A consent form was provided to secure the participants' commitment to provide the data needed for this study. The graduates were guaranteed the confidentiality and anonymity of their personal information, even if the data was gathered online.

Data Analysis

Descriptive statistics, specifically percentage and frequency, were used to display the employment profile of the participants. Thematic analysis was used to describe the strengths and areas for improvement of the program.

Results and Discussion

Present Employment Status

Table 1 presents the employment status of the participants. Among the nine participants, 6 (66.7%) are regular or permanent, 1 (11.1%) is a volunteer, 1 (11.1%) is contractual or probationary, and 1 (11.1%) is self-employed.

Table 1
Employment Status

Employment Status	Frequency	Percentage
Regular/Permanent	6	66.7%
Volunteer	1	11.1%
Contractual/Probationary	1	11.1%
Self-Employed	1	11.1%

Current Job Title

Table 2 exhibits the present job title of the participants. Seven (77.8%) are clinical instructor or faculty, 1(11.1%) is a supervisor, and another 1(11.1%) is a business owner.

Table 2
Current Job Title

Job Title	Frequency	Percentage
Clinical Instructor/Faculty	7	77.8%
Supervisor	1	11.1%
Business Owner	1	11.1%

Type of Current Employer

Table 3 shows the distribution of the respondents according to the type of their current employer. Most of the participants work in private (14, or 66.7%) and public (2, or 9.5%) colleges and universities. The remaining 5 (23.8%) are serving in non-government organizations.

Table 3
Type of the Current Employer

Current Employer	Frequency	Percentage
Private Sector	3	33.3%
Academe/Universities and Colleges (Private)	5	55.6%
Academe/Universities and Colleges (Public)	1	11.1%

Current Employment Location

Table 4 presents the current employment location of the participants. Many of the participants are Indonesians; hence, 16 (76.2%) work abroad and 5 (23.8%) are in the Philippines.

Table 4
Location of the Current Employment

Location	Frequency	Percentage
Abroad	16	76.2%
Local	5	23.8%

Academic Rank

Table 5 shows the academic ranks of the participants. At present, 7 (33.3%) are classified as instructors, 6 (28.6%) are categorized as teachers, 2 (9.5%) are principals, 1 (4.8%) is a professional teacher certified by the Indonesian Government, 1 (4.8%) is an assistant professor, and 1 (4.8%) is an administrator.

Table 5
Present Academic Rank

Academic Rank	Frequency	Percentage
Instructor	7	33.3%
Teacher	6	28.6%
Principal	2	9.5%
Associate Professor	1	4.8%
Professional teachers certified by Indonesian Government	1	4.8%
Assistant Professor	1	4.8%
Administrator	1	4.8%

Promotion Experience After Graduation

Table 6 presents whether the participants received promotion after graduation. It shows that 16 (76.2%) affirmed being promoted, while 5 (23.8%) were not.

Table 6
Promotion Experience After Graduation

Location	Frequency	Percentage
Yes	16	76.2%
No	5	23.8%

Awards Received After Graduation

Table 7 shows the distribution of participants' responses about the award that they have received after graduation. Sixteen (76.2%) confirmed that they have not received awards since graduation. Three (14.3%) of them received salary increases. One (4.8%) of them received a non-government certification. Another 1 (4.8%) was awarded as the best coach for the Philippine Statistics Quiz at the provincial and regional levels. While the remaining 1 (4.8%) was conferred as a model teacher.

Table 7
Awards Received After Graduation

Location	Frequency	Percentage
None	16	76.2%
Salary increases	3	14.3%
Non-Government Certification	1	4.8%
Best Coach: Philippine Statistics Quiz, Provincial and Regional	1	4.8%
Model School Teacher	1	4.8%

Relevance of the Completed Degree to the Present Job

Table 8 confirms that the completed graduate degree of the respondents is relevant to their present job. Twenty (95.2%) answered "relevant", while only one (4.8%) answered "not relevant".

Table 8
Relevance of the Completed Degree to the Present Job

	Frequency	Percentage
Relevant	20	95.2 %
Not Relevant	1	4.8 %

Reasons for Choosing AUP

As cited by the respondents, the one reason why they have chosen AUP to pursue their graduate program is the Christian education that it provides. Many of the participants (Participants 4, 8, 14, 17, 21) are Indonesian teachers in one of the countries under the Southern-Asia Pacific Division (SSD), one of the 13 regional organizations of the General Conference (GC) of the Seventh Day Adventists (Adventist Asia, 2018). AUP collaborates with other universities under the General Conference to provide academic programs to their teachers for upgrading. Thus, teachers are given opportunities to enroll even during their semester break.

Another reason that was given by the respondents is the quality of education (Participant 7) that AUP provides. Participant number 8 highlighted the autonomous status of the university as an indication of quality. Moreover, participants agreed that AUP provides excellent programs that suit their needs (Participants 5, 9, 16, and 21).

The participants also agreed that AUP has qualified and competent professors who helped them gain more knowledge and expertise related to their field (Participant 3). Moreover, they describe their professors as humble, kind, friendly, and considered good models who can build good relationships with their students (Participants 10, 11, and 18).

Meanwhile, two of the participants (Participants 6 and 20) have chosen AUP because of the scholarship they have availed of. According to YouScholars (2022), because of its accreditation status, AUP has been presented with scholarships from different providers.

Advantages of Taking a Graduate Degree

Some advantages cited by the participants in their graduate program are the opportunity given to them to acquire more knowledge, enhance their skills, and empower themselves in the workplace.

(Participants 1, 2, 3, 4, 5, 8, 11, 14, 15, and 17) Other benefits mentioned are to gain a higher job position (Participant 3) and salary (Participant 1). Collectively, for the participants, taking graduate studies offers more opportunities for learning and worthwhile experiences.

Areas of the Program that Need Improvement

The participant in the study identified that communication should be improved. Participant 16 suggests that a clear explanation should be given, especially for new students who are still applying to enter the program. Participant 14 cited that communication and instruction for students who are abroad must be clear. Meanwhile, Participant 13 recommends that digital technology-based learning be utilized by professors. Lastly, Participant 1 suggested including practicum in the curriculum.

Based on the results of the study, it was affirmed that the university has been successful in providing appropriate skills and knowledge to the MSN graduates. The participants became more competent, dedicated, and committed school administrators.

The employment profile of the respondents suggests that they are currently employed in a job that is related to the graduate degree that they have taken. Furthermore, some of them received a higher salary and promotion after their graduation.

Results of the thematic analysis confirm that the participants have chosen AUP because it provides quality Christian education that offers programs that are suitable to the needs of the students. Furthermore, the university is equipped with qualified and skilled, humble, and sympathetic professors who serve as good models of Christian character and give support to the students. Yet, the participants recommend improvement in the communication of necessary information and that technology-based learning should be enhanced.

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Institutional Outcomes of the Master of Business Administration and Doctor of Philosophy in Business Administration Programs Among the Alumni of a Faith-Based Higher Education Institution in the Philippines

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Abstract

Establishing institutional objectives—the intended learning outcomes that a university hopes to accomplish with its curricula—is crucial for a number of reasons. It assists colleges in defining their educational mission and objectives and making sure that their curricula are in line with these objectives. This descriptive study aimed to assess the adequacy of the university programs in obtaining their institutional outcomes and to determine if these attributes are being practiced among graduates of the Master in Business Administration (MBA) and Doctor in Philosophy major in Business Administration programs at Adventist University of the Philippines (AUP) from 2017–2022. According to the study's findings, the training that AUP provided was more than sufficient for creating the institutional outcome in terms of professional competence as well as for active faith, social responsibility, selfless service, and leading a healthy lifestyle. Regarding the institutional outcomes, the MBA and PhD in Business Administration alumni demonstrated a strong commitment to professional competence, as well as active faith, social responsibility, selfless service, and a balanced lifestyle. The findings provide crucial information for the evaluation and potential improvement of the Business Administration PhD and MBA curricula.

Keywords: *institutional outcomes, business administration, impact study*

Determining institutional outcomes, or the desired learning outcomes that a university aims to achieve through its educational programs, is important for several reasons (Wehlburg, 2010). Firstly, it helps universities to clarify their educational mission and goals and to ensure that their programs are aligned with these goals. This, in turn, can improve the quality and effectiveness of the educational experience for students. Secondly, it enables universities to assess the effectiveness of their programs and make improvements where necessary. By measuring how well graduates are achieving the desired outcomes, universities can identify areas for improvement and make changes to their curriculum, teaching methods, or other aspects of their educational programs to better support student learning. Finally, determining institutional outcomes is important for accountability and accreditation purposes. Universities are often required to demonstrate that their programs are meeting certain standards, and having clear outcomes and assessment processes in place can help to provide evidence of this.

Studies on graduates are important in improving study conditions and program designs as well as meeting the real-life situations prescribed by the needs and expectations of industries. However, there was no study conducted on the institutional outcomes of the graduates of the MBA and PhD in Business Administration. Thus, this study was conducted.

This study aimed to determine the perceived adequacy of training received in developing the institutional outcome among the graduates of the Master in Business Administration (MBA) and Doctor in Philosophy major in Business Administration (PhD-BA) programs at Adventist University of the Philippines (AUP) from 2017–2022. Furthermore, it also determines the extent to which the institutional outcomes of an AUP graduate are practiced.

Methodology

Research Design

A structured questionnaire on the institutional outcomes in terms of professional competence, active faith, social responsibility, selfless service, and balanced lifestyle (PASSB) was utilized in this descriptive study. This study aimed to assess the adequacy of the university programs in obtaining their institutional outcomes and to determine if these attributes are being practiced by the graduates of the MBA and PhD-BA programs.

Participants of the Study

There were eleven respondents who participated in the study. Among the eleven, eight (73%) are male and three (27%) are female. The age of the respondents ranged from 28 to 53 years old. Most of the respondents are Filipino (82%), but there were also respondents from Ghana (9%) and Kenya (9%).

Instrument

The institutional outcomes questionnaire along with the university-wide tracer study instrument were utilized in this study. The questionnaire assessed the employment profile of the respondents and the PASSB in terms of the perceived adequacy of training received in developing the institutional and practical outcomes of an AUP graduate.

Procedure

A consent form was provided to ask about the participants' willingness to provide the information needed for this study. The graduates were assured of the confidentiality and anonymity of their personal information, even if the data was gathered online.

Data Analysis

The data were analyzed using descriptive statistics in terms of frequency to present their profile, mean, and standard deviation.

Results and Discussion

Assessment of institutional outcomes is an important process for universities to undertake in order to ensure that their educational programs are effective, aligned with their goals, and meet the needs of their students and stakeholders (Wehlburg, 2010). This study determines the extent of the adequacy of training received at AUP in developing the institutional outcome in terms of PASSB and the extent of practice of this institutional outcome.

The Adequacy of Training Received at AUP in Developing the Institutional Outcome
Professional Competence

This section presents the perceived level of adequacy of training in developing professional competence among the AUP-MBA/PhD graduates. The overall mean score of all the items as shown in Table 1 that assessed the perceived adequacy of training received in developing professional competence among the alumni is 4.60 (SD =.461), which was interpreted as very adequate.

Table 1
Adequacy of Training Received in Developing Professional Competence

	MEAN	SD
1. Effective oral communication	4.64	0.505
2. Effective written communication	4.73	0.467
3. Critical, analytical, and creative thinking	4.73	0.467
4. Application of research skills in relevant areas	4.36	1.027
5. Ability to view the world from both national and global perspectives	4.64	0.505
6. Social-Emotional skills	4.64	0.505
7. Working effectively in a group	4.73	0.467
8. Application of computing and information technology in research	4.18	0.982
9. Ability to responsibly manage the use of technology for personal, professional, social, and spiritual advancement.	4.36	0.674
10. Problem solving (including real-world problems)	4.64	0.674
11. Competence in my profession	4.64	0.674
12. Leadership and management skills	4.73	0.467
13. Engagement in lifelong learning activities (personal or professional development)	4.64	0.505
14. Adherence to ethical and sound principles and values based on Biblical worldview in the practice of my profession	4.82	0.405
Grand Mean	4.60	0.461

Legend: 1.00-1.49: Very Inadequate; 1.50-2.49: Inadequate; 2.50-3.49: Moderately Adequate; 3.50-4.49: Adequate; 4.50-5.00: Very Adequate

Professional competence is defined as the "demonstration of expertise and leadership in academic or professional discipline, continually improving professionally through lifelong learning" (AUP Institutional Outcomes Mapping, 2017, p. 1).

Active Faith

Table 2 presents the perceived level of adequacy of training in developing active faith among the AUP-MBA/PhD graduates. The overall mean score of all the items that assessed the perceived adequacy of training received in developing active faith among the alumni is 4.33 (SD =.934), which was interpreted as adequate.

Table 2

Adequacy of Training Received in Developing Active Faith

	MEAN	SD
1. Communing with God through prayers	4.27	1.104
2. Spending time with God by reading the Bible	4.18	1.079
3. Practicing worships (home, dormitory, or in my residence)	4.27	1.104
4. Attending church worship services (face-to-face or virtual)	4.09	1.136
5. Attending church week of prayer meetings (face-to-face or virtual)	4.00	1.265
6. Commitment to practice my profession with accountability to God	4.45	0.934
7. Commitment to serve God through my profession with integrity	4.45	0.934
8. Living with sound moral values (purity, modesty, chastity, & fidelity)	4.55	0.820
9. Living without vices such as smoking, drinking alcohol, prohibited drugs	4.36	1.120
10. Understanding life and its purpose with a Christian perspective	4.55	0.820
11. Practice healthy relationships grounded in Biblical principles	4.36	0.809
12. Loving God with all my heart, with all my mind, and with all my strength.	4.45	0.934
Grand Mean	4.33	0.938

Legend: 1.00-1.49 - Very Inadequate; 1.50-2.49 – Inadequate; 2.50-3.49 – Moderately Adequate; 3.50-4.49 – Adequate; 4.50-5.00 – Very Adequate

A study conducted by Trim and Santrac (2012) examined the role of faith in the retention of Seventh-day Adventist members. The study found that those who were active in their faith, such as attending church regularly and participating in other church activities, were more likely to remain members of the church.

Social Responsibility

The perceived level of adequacy of training in developing social responsibility among the AUP-MBA/PhD graduates is presented in Table 3. The overall mean score of all the items that assessed the perceived adequacy of training received in developing social responsibility among the alumni is 4.48 (SD =.619), which was interpreted as *adequate.*

Table 3

Adequacy of Training Received in Developing Social Responsibility

	MEAN	SD
1. Volunteerism through community service or outreach activities	4.36	0.674
2. Commitment to help people in the community	4.45	0.688
3. Participation in activities or programs that protect and care for the environment	4.45	0.688
4. Practicing proper waste disposal	4.36	0.924
5. Being considerate of others' welfare	4.45	0.688
6. Showing respect to others with different background (race, culture, tradition, religion)	4.45	0.688
7. Working cooperatively with people from different ethnic backgrounds	4.64	0.505
8. Respect for the diversity of perspectives among people	4.64	0.505
Grand Mean	4.48	0.619

Legend: 1.00-1.49 - Very Inadequate; 1.50-2.49 – Inadequate; 2.50-3.49 – Moderately Adequate; 3.50-4.49 – Adequate; 4.50-5.00 – Very Adequate

Selfless Service

Table 4 shows the perceived level of adequacy of training in developing selfless service among the AUP-MBA/PhD graduates . The overall mean score of all the items that assessed the perceived adequacy of training received in selfless service among the alumni is 4.29 (SD =.879), which was interpreted as adequate.

Table 4
Adequacy of Training Received in Developing Selfless Service

	MEAN	SD
1. Engagement in voluntary service or missionary activities	4.09	0.944
2. Practice of sound values and work ethics (e.g., diligence, honesty)	4.36	0.809
3. Commitment to service and mission	4.36	0.809
4. Serving the church to fulfill God's plan and purposes through my profession.	4.18	1.250
5. Serving the community to be a blessing to others through my profession.	4.36	0.809
6. Commitment to consider others' needs, not only mine.	4.36	0.809
Grand Mean	4.29	0.879

Legend: 1.00-1.49 - Very Inadequate; 1.50-2.49 – Inadequate; 2.50-3.49 – Moderately Adequate; 3.50-4.49 – Adequate; 4.50-5.00 – Very Adequate

Balanced Lifestyle

The perceived level of adequacy of training in developing the balanced lifestyle of the AUP-MBA/PhD graduates is presented in Table 5. The overall mean score of all the items that assessed the perceived adequacy of training received in developing social responsibility among the alumni is 4.28 (SD =.698), which was interpreted as Adequate

Table 5
Adequacy of Training Received in Developing Balanced Lifestyle

	MEAN	SD
1. Eating breakfast regularly	3.73	1.191
2. Practicing balanced plant-based diet	3.91	1.300
3. Exercising for 30 minutes at least three times a week	3.91	1.221
4. Drinking at least 10 glasses of water per day	4.27	0.786
5. Temperance by not drinking soft drinks or caffeinated drinks	4.00	1.265
6. Temperance by not smoking cigarettes	4.27	1.191
7. Temperance by not drinking alcoholic beverages	4.27	1.191
8. Temperance by not taking any prohibited drugs	4.55	0.522
9. Sleeping at least 7 hours per night	3.82	0.982
10. Having healthy relationships in my family	4.64	0.505
11. Balancing time for study, exercise, rest, spiritual development, and relationships (family and others)	4.45	0.522
12. Having a positive outlook in life even during challenging times	4.55	0.522
13. Managing responsibly the use of technology for professional, personal, social and spiritual life advancement	4.45	0.522

{table continues on the next page}

	MEAN	SD
14. Adapting well to changes in life	4.55	0.522
15. Managing emotions in healthy ways	4.55	0.522
16. Understanding the emotional needs/concerns of others	4.55	0.522
Grand Mean	4.28	0.698

Legend: 1.00-1.49 - Very Inadequate; 1.50-2.49 – Inadequate; 2.50-3.49 – Moderately Adequate; 3.50-4.49 – Adequate; 4.50-5.00 – Very Adequate

The Extent to Which the Attributes of Institutional Outcomes of an AUP Graduate are Practice
Practice of Professional Competence
Table 6 shows the extent to which professional competence is practiced among MBA and PhD in Business Administration graduates. The overall mean score is 4.53 (SD=.456), which was interpreted as very high. The majority of the indicators of having professional competence being practiced were rated high or very high. The lowest-rated item that still falls under the high category is item 8, which states, "Application of computing and information technology in research". The findings suggest that alumni have developed and practiced high levels of professional competence.

Table 6
Extent of Practice of Professional Competence

	MEAN	SD
1. Effective oral communication	4.55	0.522
2. Effective written communication	4.73	0.467
3. Critical, analytical, and creative thinking	4.55	0.522
4. Application of research skills in relevant areas	4.27	1.009
5. Ability to view the world from both national and global perspectives	4.36	0.674
6. Social-Emotional skills	4.36	0.505
7. Working effectively in a group	4.64	0.505
8. Application of computing and information technology in research	4.18	1.250
9. Ability to responsibly manage the use of technology for personal, professional, social, and spiritual advancement.	4.55	0.522
10. Problem solving (including real-world problems)	4.73	0.467
11. Competence in my profession	4.55	0.522
12. Leadership and management skills	4.73	0.467
13. Engagement in lifelong learning activities (personal or professional development)	4.64	0.505
14. Adherence to ethical and sound principles and values based on Biblical worldview in the practice of my profession	4.64	0.505
Grand Mean	4.53	0.456

Legend: 1.00-1.49 – Very Low; 1.50-2.49– Low ; 2.50-3.49 – Moderate; 3.50-4.49 – High; 4.50-5.00 Very High

The study conducted among 417 graduates from a university by Van der Heijden et al. (2016) found that graduates who perceived themselves as having higher levels of professional competence were more likely to use this competence in practice, and that work experience and continuing education also played a role in the development of professional competence.

Practice of Active Faith

Table 7 shows the extent to which active faith is practiced among MBA and PhD alumni. The overall mean score is 4.35, which was interpreted as high. From the set of items in Active Faith, three were rated as very high practices of Active Faith, and the remaining items were rated high. These three items include: living with sound moral values (purity, modesty, chastity, and fidelity); *understanding life and its purpose from a Christian perspective; and the programs conducted at the university that were helpful in shaping my values and lifestyle.* These findings suggest that the alumni have developed a strong faith foundation throughout their training under this program of the university.

Table 7
Extent of Practiced of Active Faith

	MEAN	SD
1. Communing with God through prayers	4.36	1.027
2. Spending time with God by reading the Bible	4.09	1.221
3. Practicing worships (home, dormitory, or in my residence)	4.18	1.250
4. Attending church worship services (face-to-face or virtual)	4.18	1.250
5. Attending church week of prayer meetings (face-to-face or virtual)	4.00	1.265
6. Commitment to practice my profession with accountability to God	4.45	0.820
7. Commitment to serve God through my profession with integrity	4.45	0.820
8. Living with sound moral values (purity, modesty, chastity, and fidelity)	4.55	0.688
9. Living without vices such as smoking, drinking alcohol, prohibited drugs	4.27	1.272
10. Understanding life and its purpose with a Christian perspective	4.55	0.688
11. Practice healthy relationships grounded in spiritual values	4.36	0.809
12. Loving God with all my heart, with all my mind, and with all my strength	4.45	0.820
13. Overall, the spiritual development programs and activities at AUP helped me develop a maturing personal faith in God.	4.45	1.036
14. The programs I conducted at the university were helpful in shaping my values and lifestyle.	4.55	0.820
15. The required Bible courses or subjects have been effective in helping me develop a mature spiritual life.	4.45	1.293
16. My college experiences have prepared me for the spiritual challenges of the real world.	4.36	1.286
17. My experiences at AUP helped me become a more mature Christian.	4.27	1.104
Grand Mean	4.35	0.971

Legend: 1.00-1.49 – Very Low; 1.50-2.49: Low ; 2.50-3.49 – Moderate; 3.50-4.49 – High; 4.50-5.00 Very High

A study conducted by Robertson (2013) examined the relationship between active faith and health outcomes among African American Seventh-day Adventists. The study found that those who were more active in their faith had better health outcomes.

Extent of Practice of Social Responsibility

The extent to which social responsibility is practiced among MBA and PhD Business Administration alumni is presented in Table 8. The overall mean score is 4.33 (SD=.688), which was interpreted as high. The majority of the indicators of having social responsibility were rated highly; only one was rated very highly (respect for diversity of perspectives among people).

Table 8
Extent of Practice of Social Responsibility

	MEAN	SD
1. Volunteerism through community service or outreach activities	4.27	0.647
2. Commitment to help people in the community	4.18	0.874
3. Participation in activities or programs that protect and care for the environment	4.45	0.688
4. Practicing proper waste disposal	4.27	0.905
5. Being considerate of other's welfare	4.36	0.674
6. Showing respect to others with different background (race, culture, tradition, religion)	4.45	0.688
7. Working cooperatively with people from different ethnic backgrounds	4.45	0.522
8. Respect for the diversity of perspectives among people	4.55	0.522
9. My values for environmental conservation were improved at AUP.	4.09	0.944
10. My practices or engagement in environmental conservation was increased at AUP	4.09	0.944
11. My values and understanding about respecting diversity and different cultures were improved at AUP.	4.36	0.809
12. My practices pertaining to respecting diversity and different cultures were improved at AUP.	4.36	0.809
Grand Mean	4.33	0.688

These findings suggest that the students have developed a strong faith foundation throughout their training under this program at the university. According to the University Institutional Outcomes Mapping (2017), active faith means "developing a growing, transforming relationship with God and applying the biblical truths expressed in the Seventh-day Adventist beliefs and spirituality to a variety of real-world issues". According to Sana (2010), graduates are expected to work in diverse contexts because of changing needs, societal expectations, and socio-economic, political, and cultural factors.

Extent of Practice of Selfless Service
Table 9
Extent of Practice of Selfless Service

	MEAN	SD
1. Engagement in voluntary service or missionary activities	4.27	0.905
2. Practice of sound values and work ethics (e.g., diligence, honesty)	4.45	0.688
3. Commitment to service and mission	4.55	0.688
4. I serve the church to fulfill God's plan and purposes through my profession.	4.36	1.206
5. Serving the community to be a blessing to others through my profession.	4.55	0.688
6. Commitment to consider others needs, not only mine.	4.55	0.688
7. Overall, my involvement in community service or outreach activities helped develop my faith and values.	4.55	0.688
8. The work education programs had a positive impact on my work ethics and values.	4.64	0.505
Grand Mean	4.49	0.702

Legend: 1.00-1.49 – Very Low; 1.50-2.49– Low ; 2.50-3.49 – Moderate; 3.50-4.49 – High; 4.50-5.00 Very High

Table 9 presents the perceived extent to which selfless service is practiced among MBA and PhD Business Administration alumni. The overall mean score is 4.49, which was interpreted as high. The item with the highest mean is item 8 (the work education programs had a positive impact on my work ethics and values) (mean = 4.64, SD = 0.505), and the item with the lowest mean is item 1 (*engagement in voluntary service or missionary activities, mean = 4.27, SD =.702-high*).

The results suggest that the alumni of these programs were service-oriented and had a heart to fulfill God's mission. According to the University Institutional Outcomes Mapping (2017), selfless service means applying knowledge to real-world challenges in the spirit of unselfish service, fulfilling God's calling in their lifework.

Extent of Practice of Balanced Lifestyle
Table 10
Extent of Practice of Balanced Lifestyle

	MEAN	SD
1. Eating breakfast regularly	3.82	1.250
2. Practicing balanced plant-based diet	3.73	1.272
3. Exercising for 30 minutes at least three times a week	3.64	1.206
4. Drinking at least 10 glasses of water per day	3.91	0.944
5. Temperance by not drinking soft drinks or caffeinated drinks	3.82	1.168
6. Temperance by not smoking cigarettes	4.36	1.206
7. Temperance by not drinking alcoholic beverages	4.36	1.206
8. Temperance by not taking any prohibited drugs	4.64	0.505
9. Sleeping at least 7 hours per night	3.55	1.214
10. Having healthy relationships in my family	4.55	0.522
11. Balancing time for study, exercise, rest, spiritual development, and relationships (family and others)	4.27	0.786
12. Having a positive outlook in life even during challenging times	4.55	0.522
13. Managing responsibly the use of technology for professional, personal, social and spiritual life advancement	4.55	0.522
14. Adapting well to changes in life	4.64	0.505
15. Managing emotions in healthy ways	4.55	0.522
16. Understanding the emotional needs and concerns of others	4.64	0.505
Grand Mean:	4.22	0.647

Legend: 1.00-1.49 – Very Low; 1.50-2.49– Low ; 2.50-3.49 – Moderate; 3.50-4.49 – High; 4.50-5.00 Very High

Table 10 presents the extent of balanced lifestyle practice among the MBA and PhD in Business Administration alumni. The overall mean score was 4.22 (SD =.647), interpreted as high. The highest mean score was on items 8, 14, and 16 (temperance by not taking any prohibited drugs, adapting well to changes in life, and understanding the emotional needs and concerns of others, respectively), while the lowest was sleeping at least 7 hours per night (mean = 3.55, SD =.467, moderate). Findings suggest that the alumni have developed a balanced lifestyle. However, there is still room for improvement in aspects of practicing the recommended hours of sleep per night.

There have been several studies conducted on their lifestyle and its impact on their health. According to Lo et al. (2016), short sleep duration is associated with impaired cognitive function, particularly in the areas of attention, memory, and processing speed; that sleep plays a critical role in immune function, with insufficient sleep impairing immune responses and increasing susceptibility to infection (Irwin, 2019); and that sleep deprivation leads to reduced emotional empathy (Killgore, 2006).

The result of this study revealed that the adequacy of training received at AUP in developing the institutional outcome was very adequate in terms of professional competence and adequate for active faith, social responsibility, selfless service, and a balanced lifestyle.

On the practice of the institutional outcomes, the results revealed that professional competence was very highly practiced, while active faith, social responsibility, selfless service, and a balanced lifestyle were highly practiced by the MBA and PhD in Business Administration alumni.

The results are important information to inform the review and possible enhancement of the MBA and PhD in Business Administration curriculum programs. This study did not include program outcomes and program educational objectives; thus, future studies on these aspects should be conducted on a regular basis for further enhancement of the curriculum in graduate programs. This study should also be conducted with the alumni of other graduate programs at AUP.

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Adequacy of Help in Developing the Institutional Learning Outcomes and the Extent of Practice: An Impact Study Among the Master of Arts in Education and PhD in Educational Administration Graduates From 2017-2022

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Abstract

Education should focus on developing learners' capabilities rather than merely imparting knowledge. The goal of outcomes-based education is to create a system of instruction that incorporates the tasks that every student must complete at the end of their learning experiences. In this descriptive study, graduates of the Master of Arts in Education and Doctor of Philosophy in Educational Administration programs from 2017 to 2022 were asked to rate how well the institution supported them in achieving the intended learning outcomes. Additionally, the degree to which the graduates applied these learning outcomes was also examined in this study. The findings indicate that the university has been successful in helping its graduates meet their institutional learning objectives, yet it is advised that it work more to advance professional competence. Among the five traits, active faith gets the highest mean score for being practiced, while a balanced lifestyle has the lowest. This means that students need greater aid in maintaining a healthy lifestyle, notably in cultivating among their pupils the habit of sleeping at least 7 hours a day. The study's findings provided the university with a solid foundation on which to build institutional planning, sustain best practices, and pursue ongoing development to provide high-quality instruction and the intended learning results for its students.

Keywords: *learning outcomes, impact study, graduate education programs*

The challenges brought by globalization encourage the shift from traditional learning to the implementation of lifelong learning. Education is more than just the transfer of knowledge; it should deal with building learner competencies.

Higher Education Institutions (HEIs) in the Philippines are faced with these realities as they are expected to produce graduates who are locally and globally competent. Thus, HEIs are tasked with offering quality degree programs that meet world-class standards and enable their graduates to exhibit lifelong experience. Moreover, HEIs are assumed to develop human resources that will contribute to society by exhibiting different expertise and competencies.

The Commission on Higher Education (CHED) is committed to implementing competency-based learning. Thus, they required colleges and universities, through the CMO 46 series of 2012, to entirely implement outcomes-based education (OBE) to guarantee continuous quality progress.

Outcomes-based education focuses on an educational system that includes those necessary for all students to accomplish after their learning experiences. OBE starts with identifying the essentials that students are supposed to acquire, then organizing and integrating them into the curriculum and instruction, and ensuring that an assessment is done to ascertain that learning successfully took place (Tenedero & Pacadaljen, 2021). CHED defines quality as "fitness for purpose" (CHED Handbook, 2014). Hence, HEIs should put emphasis on transforming their institutional vision, mission, and goals into learning outcomes that support the government's standards and reflect their own institutional requirements. Learning outcomes refer to the requirements of what a student should learn and exemplify after completing a program from an HEI (Aithal & Kumar, 2016). Moreover, they are expected to gain skills and knowledge through the process of gaining skills and knowledge.

Due to this mandate, the Adventist University of the Philippines, a faith-based higher education institution, utilized the Curriculum Planning Model of Ho et al. (2009) as a guide to establish its five institutional outcomes. These include professional competence, active faith, social responsibility, selfless service, and a balanced lifestyle.

This institutional research aimed to assess the adequacy of the university in providing help to achieve the desired learning outcomes among the alumni of the Master of Arts in Education and Doctor of Philosophy in Educational Administration from 2017–2022; rather, this study also measured the extent to which the alumni practiced these learning outcomes.

Methodology

This impact study utilized a descriptive design to determine the adequacy of the university in providing help to achieve the desired learning outcomes among the alumni of the Master of Arts in Education and Doctor of Philosophy in Educational Administration. Additionally, it gauges the extent to which the alumni practice these learning outcomes.

A structured questionnaire was distributed through Google Forms using purposive sampling. Twenty-one graduates from the MAED and PhD in Educational Administration programs gave their consent and returned the questionnaire for this study. The participants are between 29 and 61 years old. Twelve (57%) are male and nine (43%) are female. It took, on average, 15 years after graduating from college before the participants started their graduate degree programs. Additionally, 18 (86%) of the 21 participants are Indonesians, and 3(14%) are Filipinos. Moreover, 11 (58) specialized in administration and supervision, 5 (26%) majored in science education, 2 (11%) focused on English education, and 1 (5%) concentrated in mathematics education. Descriptive statistics using mean and standard deviation were used to measure the adequacy of the university in providing help to achieve the desired learning outcomes and to determine the degree to which the alumni practice these learning outcomes.

Results and Discussion

The sufficiency of the university in providing help to achieve the learning outcomes is presented. The extent to which the participants practice these institutional learning outcomes is also presented.

The Adequacy of Training Received at AUP in Developing the Institutional Outcome
Professional Competence

Table 1 presents the perceived level of adequacy of help in developing professional competence among the alumni. The overall mean score is 4.41, which is interpreted as adequate. The highest mean score is on the item "adherence to ethical and sound principles or values based on Biblical worldview in the practice of my profession" (M = 4.57, SD = 0.926), while the lowest is "social skills" (M = 4.29, SD = 0.902).

Table 1
Perceived Adequacy of Help in Developing Professional Competence

	MEAN	SD	Interpretation
1. Effective oral communication	4.38	0.921	Adequate
2. Effective written communication	4.43	0.978	Adequate
3. Critical, analytical, and creative thinking	4.38	0.921	Adequate
4. Application of research skills in relevant areas	4.38	0.921	Adequate
5. Ability to view the world from both national and global perspectives	4.38	0.921	Adequate
6. Social-Emotional skills	4.29	0.902	Adequate
7. Working effectively in a group	4.33	0.913	Adequate
8. Application of computing and information technology in research	4.48	0.750	Adequate
9. Ability to responsibly manage the use of technology for personal, professional, social, and spiritual advancement.	4.48	0.750	Adequate
10. Problem solving (including real-world problems)	4.33	0.913	Adequate
11. Competence in my profession	4.43	0.926	Adequate
12. Leadership and management skills	4.48	0.928	Adequate
13. Engagement in lifelong learning activities (personal or professional development)	4.48	0.928	Adequate
14. Adherence to ethical and sound principles and values based on Biblical worldview in the practice of my profession	4.57	0.926	Very Adequate
Grand Mean	4.41	0.848	Adequate

Legend: 1.00-1.49 - Very Inadequate; 1.50-2.49 – Inadequate; 2.50-3.49 – Moderately Adequate; 3.50-4.49 – Adequate; 4.50-5.00 – Very Adequate

Professional competencies, as indicated in the Institutional Outcomes Mapping, include the demonstration of expertise and leadership in the academic or professional discipline, continually improving professionally through lifelong learning. Based on the results, the university has adequate means of providing programs to achieve professional competence among its students.

Thus, the university is capable of producing graduates with the ability to view the world from both national and global perspectives, engagement in lifelong learning activities, competence in the profession, working effectively in a group, leadership and management skills, problem-solving,

critical, analytical, and creative thinking, and the ability to manage the use of technology for personal, professional, social, and spiritual purposes.
advancement responsibly, and social-emotional skills.

Active Faith

Table 2 presents the perceived level of adequacy of help in developing active faith. The overall mean score is 4.77, which is interpreted as very adequate. The highest mean score is on the item "attending church week of prayer meetings" (M = 4.86, SD = 0.359), while the lowest is "practicing worships in their residence" (M = 4.67, SD = 0.483). Nevertheless, all the indicators of the adequacy of the university in developing active faith among its learners were deemed very adequate.

Table 2
Perceived Adequacy of Help in Developing Active Faith

	MEAN	SD	Interpretation
1. Communing with God through prayers	4.76	0.436	Very Adequate
2. Spending time with God by reading the Bible	4.71	0.463	Very Adequate
3. Practicing worships (home, dormitory, or in my residence)	4.67	0.483	Very Adequate
4. Attending church worship services (face-to-face or virtual)	4.81	0.402	Very Adequate
5. Attending church week of prayer meetings (face-to-face or virtual)	4.86	0.359	Very Adequate
6. Commitment to practice my profession with accountability to God	4.71	0.463	Very Adequate
7. Commitment to serve God through my profession with integrity	4.76	0.436	Very Adequate
8. Living with sound moral values (purity, modesty, chastity, and fidelity)	4.76	0.436	Very Adequate
9. Living without vices such as smoking, drinking alcohol, prohibited drugs	4.81	0.402	Very Adequate
10. Understanding life and its purpose with a Christian perspective	4.81	0.402	Very Adequate
11. Practice healthy relationships grounded in Biblical principles	4.76	0.436	Very Adequate
12. Loving God with all my heart, with all my mind, and with all my strength	4.81	0.402	Very Adequate
Grand Mean	4.77	0.372	Very Adequate

Legend: 1.00-1.49 - Very Inadequate; 1.50-2.49 – Inadequate; 2.50-3.49 – Moderately Adequate; 3.50-4.49 – Adequate; 4.50-5.00 – Very Adequate

Active faith, as described in the Institutional Outcomes Mapping, includes developing, growing, and transforming relationships with God and applying the biblical truths expressed in Seventh-day Adventist beliefs and spirituality to a variety of real-world issues. Based on the results, the university has a very high adequacy for providing programs to develop active faith among its students.

Social Responsibility

Table 3 presents the perceived level of adequacy of help in developing social responsibility. The overall mean score is 4.60 which is interpreted as very adequate. The several items obtained the highest mean of 4.62 with a standard deviation of 0.498. These include "respect for diversity among people", "showing respect to others with different backgrounds," and "working cooperatively with people from different ethnic backgrounds". While the remaining indicators have a mean of 4.57 and standard deviation of 0.507,

Table 3

Perceived Adequacy of Help in Developing Social Responsibility

	MEAN	SD	Interpretation
1. Volunteerism through community service or outreach activities	4.57	0.507	Very Adequate
2. Commitment to help people in the community	4.62	0.498	Very Adequate
3. Participation in activities or programs that protect and care for the environment	4.57	0.507	Very Adequate
4. Practicing proper waste disposal	4.57	0.507	Very Adequate
5. Being considerate of others' welfare	4.57	0.507	Very Adequate
6. Showing respect to others with different background (race, culture, tradition, religion)	4.62	0.498	Very Adequate
7. Working cooperatively with people from different ethnic backgrounds	4.62	0.498	Very Adequate
8. Respect for diversity of perspectives among people	4.62	0.498	Very Adequate
Grand Mean	4.60	0.490	Very Adequate

Legend: 1.00-1.49 - Very Inadequate; 1.50-2.49 – Inadequate; 2.50-3.49 – Moderately Adequate; 3.50-4.49 – Adequate; 4.50-5.00 – Very Adequate

Social responsibility, as described in Institutional Outcomes Mapping, refers to the commitment and engagement to improve the quality of life of all people and to care for the environment. Based on the results, the university has a very high adequacy for providing programs to develop social responsibility among its students.

Selfless Service

Table 4 presents the perceived level of adequacy of help in developing selfless service. The overall mean score is 4.59, which is interpreted as very adequate. The highest mean score is on the item "serving the community to be a blessing to others through my profession" (M = 4.67, SD = 0.483), while the lowest score is "engagement in voluntary service or missionary activities" (M = 4.13, SD = 0.82).

Table 4

Perceived Adequacy of Help in Developing Selfless Service

	MEAN	SD	Interpretation
1. Engagement in voluntary service or missionary activities	4.52	0.512	Very Adequate
2. Practice of sound values and work ethics (e.g., diligence, honesty)	4.57	0.507	Very Adequate
3. Commitment to service and mission	4.62	0.498	Very Adequate

{table continues on the next page}

	MEAN	SD	
4. I serve the church to fulfill God's plan and purposes through my profession.	4.62	0.498	Very Adequate
5. Serving the community to be a blessing to others through my profession.	4.67	0.483	Very Adequate
6. Commitment to consider others' needs, not our own.	4.52	0.602	Very Adequate
Grand Mean	4.59	0.043	Very Adequate

Legend: 1.00-1.49 - Very Inadequate; 1.50-2.49 – Inadequate; 2.50-3.49 – Moderately Adequate; 3.50-4.49 – Adequate; 4.50-5.00 – Very Adequate

Selfless service, as defined in the Institutional Outcomes Mapping, refers to applying knowledge. to real-world challenges in the spirit of unselfish service, fulfilling God's calling in your lifework. The results indicate that the university has a very high adequacy for providing programs to nurture selfless service among its students.

Balanced Lifestyle

Table 5 shows the perceived level of adequacy of help in fostering a balanced lifestyle. The overall mean score is 4.52, which is interpreted as very adequate. The highest mean score is on the item "temperance by not smoking cigarettes" (M = 4.71, SD = 0.463) and "temperance by not drinking alcoholic beverages" (M = 4.71, SD = 0.463), while the lowest is "sleeping at least 7 hours per night" (M = 4.24, SD = 0.625).

Table 5
Perceived Adequacy of Help in Developing Balanced Lifestyle

	MEAN	SD	Interpretation
1. Eating breakfast regularly	4.57	0.598	Very Adequate
2. Practicing balanced plant-based diet	4.48	0.602	Adequate
3. Exercising for 30 minutes at least three times a week	4.38	0.740	Adequate
4. Drinking at least 10 glasses of water per day	4.38	0.590	Adequate
5. Temperance by not drinking soft drinks or caffeinated drinks	4.57	0.507	Very Adequate
6. Temperance by not smoking cigarettes	4.71	0.463	Very Adequate
7. Temperance by not drinking alcoholic beverages	4.71	0.463	Very Adequate
8. Temperance by not taking any prohibited drugs	4.67	0.483	Very Adequate
9. Sleeping at least 7 hours per night	4.24	0.625	Adequate
10. Having healthy relationships in my family	4.62	0.498	Very Adequate
11. Balancing time for study, exercise, rest, spiritual development, and relationships (family and others)	4.33	0.658	Adequate
12. Having a positive outlook in life even during challenging times	4.52	0.512	Very Adequate
13. Managing responsibly the use of technology for professional, personal, social and spiritual life advancement	4.57	0.507	Very Adequate
14. Adapting well to changes in life	4.52	0.602	Very Adequate
15. Managing emotions in healthy ways	4.57	0.507	Very Adequate
16. Understanding the emotional needs and concerns of others	4.52	0.602	Very Adequate
Grand Mean	4.52	0.456	Very Adequate

Legend: 1.00-1.49 - Very Inadequate; 1.50-2.49 – Inadequate; 2.50-3.49 – Moderately Adequate; 3.50-4.49 – Adequate; 4.50-5.00 – Very Adequate

Having a balanced lifestyle is described in the Institutional Outcomes Mapping is the pursuit of wholeness by maintaining a balance of the spiritual, mental, physical, and social faculties. The results show that AUP programs are very adequate in encouraging practices that promote a balanced lifestyle.

The Extent To Which Institutional Outcomes are Being Practiced
Professional Competence

Table 6 presents the perceived extent of practice of professional competence among the alumni. The overall mean score is 4.63, which is interpreted as very high. The highest mean score is on the item "effective oral and communication" (M = 4.71, SD = 0.463), while the lowest is "application of computing and information technology in research" (M = 4.52, SD = 0.512).

Table 6
The Extent of Practice of Professional Competence

	MEAN	SD	Interpretation
1. Effective oral communication	4.71	0.463	Very High
2. Effective written communication	4.71	0.463	Very High
3. Critical, analytical, and creative thinking	4.67	0.483	Very High
4. Application of research skills in relevant areas	4.62	0.590	Very High
5. Ability to view the world from both national and global perspectives	4.67	0.577	Very High
6. Social-Emotional skills	4.67	0.577	Very High
7. Working effectively in a group	4.67	0.577	Very High
8. Application of computing and information technology in research	4.52	0.512	Very High
9. Ability to responsibly manage the use of technology for personal, professional, social, and spiritual advancement.	4.57	0.598	Very High
10. Problem solving (including real-world problems)	4.57	0.598	Very High
11. Competence in my profession	4.62	0.498	Very High
12. Leadership and management skills	4.57	0.746	Very High
13. Engagement in lifelong learning activities (personal or professional development)	4.62	0.590	Very High
14. Adherence to ethical and sound principles and values based on Biblical worldview in the practice of my profession	4.67	0.577	Very High
Grand Mean	4.63	0.486	Very High

Legend: 1.00-1.49 – Very Low; 1.50-2.49– Low ; 2.50-3.49 – Moderate; 3.50-4.49 – High; 4.50-5.00 Very High

The results show consistency in the high level of adequacy and extent of practice of professional competence. These high results of adequacy and a very high extent of practice imply that the university is providing appropriate help to its students in preparing them to be competent to do the assigned tasks to them, and they exhibit behaviors that matter most in an organization where they belong, especially when they become part of the workforce (Maher, 2017).

Active Faith

Table 7 presents the perceived extent of the practice of active faith among the participants. The overall mean score is 4.78, which is interpreted as very high.

Table 7
The Extent of Practice of Active Faith

	MEAN	SD	Interpretation
1. Communing with God through prayers	4.81	0.402	Very High
2. Spending time with God by reading the Bible	4.71	0.463	Very High
3. Practicing worships (home, dormitory, or in my residence)	4.81	0.402	Very High
4. Attending church worship services (face-to-face or virtual)	4.86	0.359	Very High
5. Attending church week of prayer meetings (face-to-face or virtual)	4.76	0.436	Very High
6. Commitment to practice my profession with accountability to God	4.76	0.436	Very High
7. Commitment to serve God through my profession with integrity	4.76	0.436	Very High
8. Living with sound moral values (purity, modesty, chastity, & fidelity)	4.76	0.436	Very High
9. Living without vices such as smoking, drinking alcohol, prohibited drugs	4.81	0.402	Very High
10. Understanding life and its purpose with a Christian perspective	4.76:	0.436	Very High
11. Practice healthy relationships grounded in spiritual values	4.76	0.436	Very High
12. I love God with all my heart, with all my mind, and with all my strength.	4.76	0.436	Very High
13. Overall, the spiritual development programs and activities at AUP helped me develop a maturing personal faith in God.	4.86	0.359	Very High
14. The programs I conducted at the university were helpful in shaping my values and lifestyle.	4.76	0.436	Very High
15. The required Bible courses or subjects have been effective in helping me develop a mature spiritual life.	4.76	0.436	Very High
16. My college experiences have prepared me for the spiritual challenges of the real world.	4.81	0.402	Very High
17. My experiences at AUP helped me become a more mature Christian.	4.81	0.402	Very High
Grand Mean	4.78	0.384	Very High

Legend: 1.00-1.49 – Very Low; 1.50-2.49– Low ; 2.50-3.49 – Moderate; 3.50-4.49 – High; 4.50-5.00 Very High

The results show that the extent of practice in the indicators of active faith is very high. Skrzypaszek (2017) quoted Ellen G. White in insinuating that schools were to motivate spiritual daily exercise. Thus, faith-based institutions should endeavor to inspire students to establish personal growth in their faith in Christ.

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Social Responsibility

Table 8 presents the perceived extent of the practice of social responsibility among the participants. The overall mean score is 4.59, which is interpreted as very high.

Table 8

The Extent of Practice of Social Responsibility

	MEAN	SD	Interpretation
1. Volunteerism through community service or outreach activities	4.62	0.498	Very High
2. Commitment to help people in the community	4.62	0.498	Very High
3. Participation in activities or programs that protect and care for the environment	4.62	0.498	Very High
4. Practicing proper waste disposal	4.62	0.498	Very High
5. Being considerate of others' welfare	4.62	0.498	Very High
6. Showing respect to others with different background (race, culture, tradition, religion)	4.62	0.498	Very High
7. Working cooperatively with people from different ethnic backgrounds	4.62	0.498	Very High
8. Respect for the diversity of perspectives among people	4.62:	0.498	Very High
9. My values for environmental conservation were improved at AUP.	4.52	0.602	Very High
10. My practices or engagement in environmental conservation was increased at AUP	4.48	0.602	Very High
11. My values and understanding about respecting diversity and different cultures were improved at AUP.	4.57	0.507	Very High
12. My practices pertaining to respecting diversity and different cultures were improved at AUP.	4.57	0.507	Very High
Grand Mean	4.59	0.453	Very High

Legend: 1.00-1.49 – Very Low; 1.50-2.49– Low ; 2.50-3.49 – Moderate; 3.50-4.49 – High; 4.50-5.00 Very High

This very high adequacy in establishing social responsibility is consistently reflected in the very high practice of behaviors among the participants. Indicators include respect for diversity among people and others with different backgrounds, working cooperatively with people from different ethnic backgrounds, being considerate of others' welfare, practicing proper waste disposal, and commitment to helping people in the community. AUP caters to the largest number of foreign students in the country. Likewise, Filipino nationals are also from different provinces of Luzon, Visayas, and Mindanao. Thus, there is a representation of a rich and varied culture on the campus. Hence, students have become used to dealing with others irrespective of their culture and background.

Selfless Service

Table 9 presents the perceived extent of the practice of selfless service among the participants. The overall mean score is 4.78, which is interpreted as very high.

Table 9
The Extent of Practice of Selfless Service

	MEAN	SD	Interpretation
1. Engagement in voluntary service or missionary activities	4.57	0.507	Very High
2. Practice of sound values and work ethics (e.g., diligence, honesty)	4.62	0.498	Very High
3. Commitment to service and mission	4.62	0.498	Very High
4. I serve the church to fulfill God's plan and purposes through my profession.	4.62	0.498	Very High
5. Serving the community to be a blessing to others through my profession.	4.67	0.577	Very High
6. Commitment to consider othersneeds, not only their own interests.	4.57	0.598	Very High
7. Overall, my involvement in community service or outreach activities helped develop my faith and values.	4.57	0.507	Very High
8. The work education programs had a positive impact on my work ethics and values.	4.62:	0.498	Very High
Grand Mean	4.60	0.470	Very High

Legend: 1.00-1.49 – Very Low; 1.50-2.49– Low ; 2.50-3.49 – Moderate; 3.50-4.49 – High; 4.50-5.00 Very High

The very high adequacy is consistently reflected in the very high practice of selfless actss that reflect selfless service. These include the practice of sound values and work ethics, commitment to putting others' needs before themselves, serving the community to be a blessing to others through my profession, commitment to service and mission, and serving the church to fulfill God's plan and purposes through my profession.

Balanced Lifestyle
Table 10 presents the perceived extent of the practice of selfless service among the participants. The overall mean score is 4.78, which is interpreted as very high.

Table 10
The Extent of Practice of a Balanced Lifestyle

	MEAN	SD	Interpretation
1. Eating breakfast regularly	4.62	0.740	Very High
2. Practicing balanced plant-based diet	4.24	0.889	Very High
3. Exercising for 30 minutes at least three times a week	4.10	0.831	Very High
4. Drinking at least 10 glasses of water per day	4.38	0.740	Very High
5. Temperance by not drinking soft drinks or caffeinated drinks	4.67	0.577	Very High
6. Temperance by not smoking cigarettes	4.81	0.402	Very High
7. Temperance by not drinking alcoholic beverages	4.81	0.402	Very High
8. Temperance by not taking any prohibited drugs	4.81	0.402	Very High
9. Sleeping at least 7 hours per night	4.29	0.845	High
10. Having healthy relationships in my family	4.71	0.463	Very High

{table continues on the next page}

11. Balancing time for study, exercise, rest, spiritual development, and relationships (family and others)	4.43	0.676	High
12. Having a positive outlook in life even during challenging times	4.71	0.463	Very High
13. Managing responsibly the use of technology for professional, personal, social, and spiritual life advancement	4.62:4.62	0.590	Very High
14. Adapting well to changes in life	4.67	0.483	Very High
15. Managing emotions in healthy ways	4.62	0.498	Very High
16. Understanding the emotional needs and concerns of others	4.71	0.463	Very High
Grand Mean	4.57	0.457	Very High

Legend: 1.00-1.49 – Very Low; 1.50-2.49– Low ; 2.50-3.49 – Moderate; 3.50-4.49 – High; 4.50-5.00 Very High

This is evident in the consistently high practice of participants being temperate in not taking prohibited drugs, smoking cigarettes, and drinking alcoholic beverages. A very high practice was also indicated in having healthy relationships in my family, understanding the emotional needs and concerns of others, adapting well to changes in life, having a positive outlook on life even during challenging times, and responsibly managing the use of technology for professional and personal purposes.

The results of the study showed that the university is adequate in helping the students obtain professional competence and very adequate in promoting active faith, social responsibility, and selfless service. This suggests that the university has been effective in achieving its institutional learning goals for its graduates, but it is recommended that it exert more effort to promote professional competence.

This study also measured the extent of practice for the five learning outcomes. The results showed that the participants have a very high level of professional competence, active faith, social responsibility, selfless service, and a balanced lifestyle. Among the five graduate attributes, active faith has the highest mean score, while a balanced lifestyle has the lowest. This implies that students need more help in establishing a balanced lifestyle, especially in developing among their peers the habit of sleeping at least 7 hours a day.

The findings of this study served as an important basis for the university's institutional planning to maintain its best practices and implement continuous improvement to achieve quality education and promote the desired learning outcomes for its students.

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