



THE OUTCOME OF BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION PROGRAM IN AGUSAN DEL SUR COLLEGE: AN EVALUATION RESEARCH

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ABSTRACT

The study evaluated the outcomes of the Bachelor of Science in Business Administration (BSBA) program at Agusan del Sur College. It assessed the extent to which graduates applied skills aligned with the Commission on Higher Education (CHED) Memorandum Order No. 17, Series of 2017. Employing a mixed-methods approach with a convergent parallel design, the research utilized a descriptive evaluative framework. Data were gathered from 162 BSBA graduates (2022–2024) using a modified CHED Graduate Tracer Survey (GTS), combining quantitative survey results with qualitative insights from open-ended responses.

The study found that more graduates were female than male, with most being single, typical of early-career professionals. Operations Management was the most common specialization, followed by Marketing and Financial Management, reflecting responsiveness to local labor market needs. While most graduates are employed, many hold entry-level or clerical positions with income below the average wage threshold. The finance sector emerged as the top employer, with a significant number of graduates working within Bayugan City. Although nearly half of employed graduates hold regular positions, others remain in non-permanent roles or are unemployed due to various personal and situational reasons.

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Graduates reported frequently applying management, decision-making, communication, business operations, customer service, and ethical practices in their jobs. However, ICT competencies, stakeholder engagement, and familiarity with business tools were noted as underdeveloped areas.

Based on the findings presented above, the BSBA program has supported graduate employability, especially in entry-level positions within the financial sector. Nevertheless, challenges remain in terms of job security and income levels. The high degree of skill application reflects alignment with CHED-defined learning outcomes. To further enhance employability and address evolving workforce demands, the study recommends implementing a targeted intervention program that focuses on ICT skills, industry exposure, and curriculum integration with labor market trends. Strengthening industry partnerships, embracing regular feedback and monitoring mechanisms, and integrating technology into instruction are crucial for continuous curriculum improvement and graduate success.

Keywords: *BSBA; employability; CHED CMO 17; curriculum alignment; ICT skills; stakeholder engagement; Agusan del Sur College*

INTRODUCTION

Evaluating program outcomes is essential to ensure quality and relevance in outcomes-based higher education (CHED, 2017). Agusan del Sur College (ADSCO) situates its Bachelor of Science in Business Administration (BSBA) to meet regional needs while aligning with nationally mandated graduate competencies (CHED, 2017). The BSBA curriculum follows Commission on Higher Education Memorandum Order No. 17, Series of 2017, which specifies outcomes common to all programs, discipline-specific outcomes for business and management, and outcomes unique to business administration (CHED, 2017). These outcomes emphasize communication, teamwork, ethics, Filipino cultural appreciation, managerial functions, application of core business concepts, evidence-informed decision-

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making, ICT proficiency, strategic and operational analysis, innovation, strategic business unit management, and research competence (CHED, 2017).

Regional colleges require localized evidence that intended outcomes translate into demonstrated workplace capabilities among graduates (Catacutan & Tuliao, 2020). Business education is consistently linked to employability and career development, underscoring the value of systematic program-level outcome evaluation (Mainga, 2022). The accelerating digitalization of work heightens the need to assess graduates' readiness for technology-rich roles and data-driven decision-making (Nikou, De Reuver, & Mahboob Kanafi, 2022). Critical digital-literacy frameworks in education provide a complementary lens for preparing graduates for datafied, platform-based contexts (Villar-Onrubia, Morini, Marín, & Nascimbeni, 2022). Curriculum–industry alignment and authentic learning experiences are pivotal for developing job-ready capabilities (Farashahi & Tajeddin, 2018). Local Philippine evidence highlights graduate employability patterns that can guide targeted curricular enhancements in regional institutions (Ajoc, 2020). Experiential partnerships between academe and industry strengthen the translation of classroom learning to workplace practice through immersion and co-designed activities (De Guzman, 2020).

Guided by these considerations, this study evaluates ADSCO's BSBA program by examining the extent to which graduates apply CHED-mandated competencies in their current roles and by identifying strengths and priority gaps to inform curriculum, assessment, and industry engagement.

MATERIALS AND METHODS

Research Design

The study employed a mixed-methods approach using a convergent parallel design to evaluate the outcomes of the BSBA program at Agusan del Sur College. Quantitative and qualitative strands were collected simultaneously and analyzed separately, then integrated during interpretation. The quantitative strand used a descriptive, evaluative framework via a structured survey to measure the extent of workplace use of CHED-specified BSBA

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competencies. The qualitative strand used open-ended questions to elicit graduates' suggestions for curriculum enhancement and employability support. Program outcomes and skill clusters were aligned with CHED CMO No. 17, s. 2017.

Setting (Research Locale)

The research was conducted at Agusan del Sur College, Inc. (ADSCO) in Bayugan City, Agusan del Sur, Philippines. ADSCO is a private institution offering basic to higher education programs, including the BSBA with majors in Financial Management, Marketing Management, and Operations Management. The BSBA program's size, specializations, available records, and graduate participation made ADSCO an appropriate context for outcomes evaluation.

Participants and Sampling (Research Respondents)

The target population comprised BSBA graduates from 2022–2024 across the three majors. The population distribution was Financial Management (71), Marketing Management (90), and Operations Management (112), for a total of 273 graduates. A sample size of 162 was determined at 95% confidence level and 0.05 margin of error. To preserve representativeness by specialization and graduation year, the study used stratified random sampling, yielding:

• Financial	Management:	n	=	42
• Marketing	Management:	n	=	53
• Operations	Management:	n	=	67
Total	n	=		162

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Inclusion criteria were graduates in the specified years who consented to participate; there were no additional exclusion criteria beyond non-response.

Instrument

Data were collected using a modified CHED Graduate Tracer Survey (GTS) tailored to BSBA outcomes in CMO No. 17, s. 2017. The instrument comprised three parts:

- Part 1 – Graduate Profile: sex, civil status, major/specialization, salary range, place of work, employment status/type, job position, and industry affiliation.
- Part 2 – Skill Utilization: workplace application of BSBA skill clusters using a 5-point Likert scale. Skill clusters were cross-walked to CHED BSBA outcomes.
- Part 3 – Open-ended Questions: graduate suggestions to improve employability services and to enhance the BSBA curriculum.

Skill Clusters and Outcome Mapping (Operationalization)

Skill domains were operationalized as mean scores (1–5) and mapped to CHED program outcomes as follows:

- Management → perform basic management functions (6.2.1)
- Functional Area Tools → apply concepts in marketing, finance, HR, operations, IT, and strategic management (6.2.2)
- Decision-Making → select and use decision tools to solve problems (6.2.3)

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- Communication → communicate effectively in English/Filipino; engage stakeholders (6.1.2; 6.2.4)
- ICT → apply ICT skills required by the business environment (6.2.5)
- Stakeholders/Linkages → work effectively with stakeholders; manage conflict (6.2.6)
- Business Skills → plan and implement business-related activities (6.2.7)
- Customer Service Relationship → communicate with stakeholders; implement business activities (6.2.4; 6.2.7)
- Ethics → professional, social, and ethical responsibility; CSR; moral standards (6.1.4; 6.2.8; 6.2.9)

Scale and Interpretation

Each skill was rated on 1–5, interpreted as: 1.00–1.79 Very Low, 1.80–2.59 Low, 2.60–3.39 Average, 3.40–4.19 High, 4.20–5.00 Very High. For reporting, skills with means in High/Very High were tagged “Highly achieved”; skills in Average were “Moderately achieved” to signal areas for improvement. An overall mean was computed to summarize cross-domain utilization.

Data Collection Procedures

Permissions were secured via formal letters to the ADSCO President and the Dean of the Business Administration Program. Recruitment and administration used dual modes to maximize reach: printed questionnaires and online distribution (e.g., Facebook messaging). Clear instructions accompanied all forms. Paper responses were retrieved by the researcher;

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online submissions were monitored and compiled securely. All completed instruments were catalogued and stored for analysis.

Ethical Considerations

Participation was voluntary. The study informed respondents of objectives, procedures, the right to decline or withdraw at any time, and the confidential handling of data. No personally identifying information was collected; responses were anonymized. Data were stored securely, accessible only to the research team, and used solely for research purposes. Institutional and professional ethical guidelines were observed throughout.

Data Analysis

The study followed the convergent design logic:

- Quantitative analysis: descriptive statistics (frequency, percentage) for profiles; means for each skill cluster and the overall mean for utilization. Skill means were classified using the predefined 5-band scale and annotated with the "Highly/Moderately achieved" remarks.
- Qualitative analysis: thematic analysis of open-ended responses to derive priority themes on employability supports and curriculum enhancement.
- Integration: Quantitative and qualitative results were triangulated to interpret strengths and gaps relative to the mapped CHED outcomes (e.g., high-use domains vs. average-use domains) and to inform a targeted intervention agenda within the program.

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RESULTS AND DISCUSSION

Problem 1. What is the profile of the graduates in terms of sex, civil status, major field of specialization, current salary range, place of work, employment status, and industry to which they belong?

Table 2 presents the distribution of respondents by sex, civil status, and major field of specialization.

Table 2

Distribution of Respondents' Profile

Profile Indicators	Frequency	Percentage
Sex		
Male	77	48%
Female	85	52%
Total	162	100%
Civil Status		
Single	129	80%
Married	33	20%
Total	162	100%
Specialization		
Financial Management	42	26%
Marketing Management	57	35%
Operations Management	63	39%
Total	162	100%

As shown in Table 2, the sample reflects balanced gender representation: 52% female and 48% male (Table 2). Most respondents are single (80%), consistent with early-career labor-market entry immediately after graduation (Table 2). Such early transitions often come

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with flexible hours, short job tenures, and mobility as graduates search for fit—patterns widely observed among younger workers in developing economies (International Labour Organization [ILO], 2021). By specialization, the cohort includes Operations Management (39%), Marketing Management (35%), and Financial Management (26%) (Table 2). This distribution is plausible in local labor markets where service, retail, and operations roles are prominent, and it aligns with employer emphasis on versatile business competencies such as communication, teamwork, and basic analytics (Briones et al., 2021). These profile features situate the cohort squarely within the outcomes-based aims of the BSBA curriculum (CHED, 2017).

Table 3

Respondent's Salary Range and Source of Occupation

Salary Range	Frequency	Percentage
Below Php 10,000.00	60	37%
Php 10,000.00 – Php 20,000.00	65	40%
Php 20,000.00 – Php 30,000.00	12	7%
Php 30,000.00 – Php 40,000.00	15	9%
Php 40,000.00 – Php 50,000.00	10	6%
Above Php 50,000.00	0	0%
Total	162	100%
Job Position		
Manager	9	6%
Assistant Manager	9	6%
Supervisor	17	10%
Analyst	10	6%
Specialist	15	9%
Coordinator	15	9%

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Executive	9	6%
Clerk	61	38%
Others	17	10%
Total	162	100%

Table 3 shows that 77% of graduates earn below Php 20,000, with 37% below Php 10,000 and 40% between Php 10,000–20,000 (Table 3). Most titles indicate entry-level placement—notably Clerk (38%), with smaller shares as Supervisor (10%), Specialist (9%), Coordinator (9%), and Analyst (6%) (Table 3). The limited presence of Manager/Assistant Manager (6% each) suggests that advancement to higher-responsibility roles typically occurs after initial work experience and skill consolidation. This pattern is consistent with international evidence on youth employment and job quality, where early roles often emphasize routine tasks and lower wage bands before progression (ILO, 2021). It also aligns with findings that broad, demonstrable business competencies support employability and upward mobility across sectors (Mainga, 2022; Briones et al., 2021).

Table 4 lists the respondents' workplaces.

Table 4

Place of Work of the Respondents

Place of Work	Frequency (f)	Percentage (%)
Bayugan City	95	59%
Other Municipalities in Agusan del Sur		
Prosperidad	18	11%
San Francisco	16	10%
Bunawan	6	4%
Rosario	5	3%

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Trento	3	2%
Talacogon	3	2%
Loreto	2	1%
Esperanza	1	1%
La Paz	1	1%

Other Regions in the Philippines

Butuan City, Agusan del Norte (Region XIII)	3	2%
Davao City, Davao Region (Region XI)	2	1%
Cagayan de Oro, Northern Mindanao (Region X)	2	1%
Cebu City, Central Visayas (Region VII)	2	1%
Metro Manila, NCR	1	1%

Abroad

Dubai, UAE	1	1%
Saudi Arabia	1	1%

Total	162	100%
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Most graduates are employed within Bayugan City (59%), followed by nearby municipalities such as Prosperidad (11%) and San Francisco (10%) (Table 4). Smaller proportions work elsewhere in Caraga, selected regional hubs (e.g., Butuan, Davao, Cagayan de Oro, Cebu, and NCR at 1–2% each), and abroad ($\approx 1\%$ each in Dubai and Saudi Arabia) (Table 4). The strong local retention is consistent with Philippine tracer evidence where many business graduates are absorbed by regional employers, particularly in service, retail, finance, and administration (Ajoc, 2020). For curriculum planning, this distribution underscores the

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value of context-relevant outcomes that prepare graduates for local workplaces while keeping pathways open for mobility (CHED, 2017).

Table 5

Employment Status of Graduates

Classification	Frequency	Percentage
Employed	101	62%
Unemployed	44	27%
Self-employed	17	11%
Total	162	100%

As summarized in Table 5, 62% are employed, 27% are unemployed, and 11% are self-employed (Table 5). The self-employment share—often in wholesale/retail—fits the BSBA profile and reflects entrepreneurial pathways available to graduates in provincial economies (Ajoc, 2020). The overall employment rate is consistent with employer demand for transferable business skills—communication, teamwork, service orientation, and basic analysis—which recur across common entry points in finance, marketing, and operations (Briones et al., 2021; Mainga, 2022).

Table 6 reveals the employment type of the employed graduates.

Table 6

Employment Type of the Employed Graduates

Classification	Frequency	Percentage
Casual	8	8%
Contractual	17	17%
Job Order	2	2%
Part-time	17	17%
Probationary	12	12%
Regular/Permanent	45	45%

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Total	101	100%
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Among the employed ($n = 101$), 45% hold regular/permanent positions, with the rest distributed across contractual (17%), part-time (17%), probationary (12%), casual (8%), and job order (2%) (Table 6). This mix indicates meaningful access to stable roles for nearly half of employed graduates, alongside a sizable segment in non-regular arrangements typical of early careers. Such segmentation—regular vs. non-regular — mirrors broader patterns in youth employment, in which job stability improves with tenure, experience, and higher-order competencies (ILO, 2021).

Table 7

Industry affiliation of the respondents

Industry	Frequency	Percentage
Agriculture, Hunting, and Forestry	5	3%
Fishing	0	0%
Mining and Quarrying	2	1%
Manufacturing	1	1%
Electricity, Gas, and Water Supply	2	1%
Construction	2	1%
Wholesale and Retail Trade; Repair of Motor Vehicles, Motorcycles, and Personal and Household Goods	5	3%
Hotels and Restaurants	15	9%
Transport, Storage, and Communication	12	7%
Financial Intermediation	55	34%
Real Estate, Renting, and Business Activities	22	14%
Public Administration and Defense; Compulsory Social Security	4	2%
Education	4	2%

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Health and Social Work	4	2%
Other Community, Social, and Personal Service Activities	5	3%
Private Households with Employed Persons	22	14%
Extra-territorial Organizations and Bodies	2	1%
Total	162	100

Industry placements are led by Financial Intermediation (34%), followed by Real Estate, Renting, and Business Activities (14%) and Private Households with Employed Persons (14%); other sectors include Hotels and Restaurants (9%), Transport/Storage/Communication (7%), and smaller shares across agriculture, education, health, and manufacturing (Table 7). The prominence of finance and service-oriented sectors aligns with employer reports emphasizing customer service, communication, ethics, and basic analytical skills among business graduates (Briones et al., 2021). Taken together with the salary and position data, the profile suggests strong initial absorption into roles that value client interaction and operational support, while specialized tools and advanced analytics tend to intensify with experience and role progression (Mainga, 2022).

Problem 2. What is the extent of use of the graduates' skills in their present job that typifies the outcome of the BSBA program of study in terms of management skills, functional areas of business tools, decision-making skills, communication skills, ICT, stakeholders/linkages, business skills, customer service relationship, and ethics?

Job skills of BSBA graduates are highly essential requisites in landing a job. Companies and agencies demand human resources that possess skills within the bounds of prescribed standards.

Table 8 displays the extent to which graduates in their current jobs utilize relevant job skills.

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It was found that the following skills, identified through the study's results and presented in Table 8, were not only developed during the graduates' academic journey but were also being applied in their current jobs. These skills closely align with the program outcomes set by CHED Memorandum Order No. 17, series of 2017, which means that the graduates have successfully achieved the intended learning outcomes of the BSBA program. The extent to which these skills are used in the workplace reflects how well the program prepared them for real-world business roles.

Table 8

The Extent of Use of the Graduates' Skills to their Present Job

Skills	Mean	Level	Program Outcome code of BSBA	Qualitative Description
Management Skills	3.63	High	6.2.1	Highly achieved
Functional Areas of Business Tools	3.37	Average	6.2.2	Moderately achieved
Decision-Making Skills	3.64	High	6.2.3	Highly achieved
Communication Skills	3.72	High	6.1.2, 6.2.4	Highly achieved
ICT Skills	3.24	Average	6.2.5	Moderately achieved
Stakeholders/Link ages	3.18	Average	6.2.6	Moderately achieved
Business Skills	3.44	High	6.2.7	Highly achieved
Customer Service Relationship	3.88	High	6.2.4, 6.2.7	Highly achieved
Ethics	3.72	High	6.1.4, 6.2.8, 6.2.9	Highly achieved

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Overall Mean 3.54 High

Highly achieved

Note: Mean scores falling within 1.00-1.79: Very Low, 1.80-2.59: Low, 2.60-3.39: Average, 3.40-4.19: High, 4.20-5.00: Very high

Remarks Legend:

Highly achieved: indicates that the skill was rated as high to very high and is being consistently applied in the workplace.

Moderately achieved: indicates that the skill was rated as average and is occasionally applied, suggesting room for enhancement.

Program Outcome Legend: (Based on CHED CMO No. 17, Series of 2017 – BSBA Program)

6.1.2 – Communicate effectively in English and Filipino

6.1.4 – Act in recognition of professional, social, and ethical responsibility

6.2.1 – Perform basic functions of management

6.2.2 – Apply concepts in functional areas: marketing, finance, HR, operations, IT, and strategic management

6.2.3 – Use decision-making tools to solve problems

6.2.4 – Communicate clearly and effectively with stakeholders

6.2.5 – Apply ICT skills required by the business environment

6.2.6 – Work effectively with stakeholders and manage conflict

6.2.7 – Plan and implement business-related activities

6.2.8 – Demonstrate corporate social responsibility

6.2.9 – Uphold high personal moral and ethical standards

With the highest mean score (3.88), customer service relationships emerged as the most highly achieved outcome. Table 8 summarizes how graduates apply outcome-aligned competencies in their current roles. The overall mean is 3.54, which falls within the study's High band (3.40–4.19), indicating that the

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intended BSBA outcomes are generally demonstrated at work. Skill clusters are mapped to CHED CMO No. 17, s.2017 to reflect the program's outcomes-based design (CHED, 2017).

High-use clusters

Customer service relationship (3.88, High). Graduates report the most frequent application of client-facing skills aligned with engaging stakeholders and executing service activities (6.2.4; 6.2.7). This result is consistent with the sectoral context where many graduates are absorbed into service-oriented roles (e.g., finance and hospitality; see Table 7) and with employer reports emphasizing communication and service orientation among desirable business-graduate skills (Briones et al., 2021).

Communication (3.72, High). Respondents use written and oral communication regularly, including English and Filipino, and interact clearly with stakeholders (6.1.2; 6.2.4). These competencies are explicitly mandated in the BSBA outcomes framework and are foundational to workplace coordination (CHED, 2017).

Ethics (3.72, High). Graduates indicate frequent attention to professional, social, and ethical responsibilities, including corporate social responsibility and personal moral standards (6.1.4; 6.2.8; 6.2.9). This pattern reflects the curriculum's emphasis on ethical conduct as a cross-cutting outcome in business practice (CHED, 2017).

Decision-making (3.64, High) and Management (3.63, High). Respondents report regular use of basic managerial functions (6.2.1) and decision tools for problem solving (6.2.3). Evidence from business-education research suggests that authentic, practice-oriented pedagogies (e.g., cases and simulations) strengthen these outcome areas relative to lecture-centric formats, which supports the program's emphasis on applied learning (Farashahi & Tajeddin, 2018).

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Business skills (3.44, High). Planning and implementing business-related activities (6.2.7) appear routinely in early roles, aligning with employer demand for versatile, transferable competencies that underpin employability and progression across industries (Mainga, 2022; Briones et al., 2021).

Average-use clusters

Functional areas of business tools (3.37, Average). Graduates report moderate use of tools spanning marketing, finance, HR, operations, IT, and strategic management (6.2.2). This is typical of early-career roles, where tool depth increases with tenure and responsibility. Process- and technology-maturity frameworks indicate that organizations gain performance advantages as digital tools and workflows become more systematically embedded, underscoring the value of sustained tool exposure during training (Van Looy, 2020).

ICT skills (3.24, Average). Respondents indicate moderate use of digital competencies (6.2.5). Research shows that information and digital literacy strongly influence employees' adoption and effective use of workplace technologies, highlighting the importance of progressive ICT scaffolding across courses (Nikou et al., 2022). Complementary critical digital-literacy perspectives in education also emphasize preparing students to evaluate tools and data responsibly in platform-based environments (Villar-Onrubia et al., 2022).

Stakeholders/linkages (3.18, Average). Working effectively with stakeholders and managing conflict (6.2.6) shows room for growth. Strengthening academe–industry collaboration—through mentored projects, co-designed tasks, and supervised immersion—has been shown to improve the translation of classroom learning into workplace performance and can support this outcome area (De Guzman, 2020).

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Synthesis

The utilization profile in Table 8 is coherent with the observed employment pattern: client-facing, ethical, communicative, and operational decisions are applied frequently in early roles, while tool depth, ICT fluency, and cross-boundary coordination develop with experience and structured exposure. The results affirm that the BSBA program's outcomes are achieved overall (High), while also pointing to targeted enhancement in functional tools, ICT, and stakeholder/linkage competencies through applied coursework, digital-skills spirals, and industry-mentored activities (CHED, 2017; Farashahi & Tajeddin, 2018; Nikou et al., 2022; Villar-Onrubia et al., 2022; De Guzman, 2020; Van Looy, 2020).

Table 9 consolidates seven themes drawn from graduates' comments on how the school can strengthen employability. The suggestions come from direct workplace experience and point to practical areas where institutional support can make a difference.

1) Strengthen industry partnerships

Graduates called for deeper collaboration and more linkages with target employers (e.g., "The school may collaborate with the target industries," R1; "Make more linkages to potential industries," R3). Partnerships that co-design activities, co-assess outputs, and host supervised immersion are associated with better transfer of classroom learning to workplace performance (De Guzman, 2020). These initiatives also align with outcomes-based expectations under CHED CMO No. 17 for stakeholder-engaged learning and assessment (CHED, 2017).

2) Align the curriculum with industry needs

Respondents asked the school to "make sure that the curriculum meets the industry demands," to "continue to update the curriculum," and to "strengthen

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monitoring...relative to industry requirements" (R2, R6, R8, R11). Outcomes-based education under CMO No. 17 emphasizes continuous alignment of courses, assessments, and program outcomes with evolving practice (CHED, 2017). Philippine employer surveys likewise highlight communication, teamwork, service orientation, and basic analysis as consistently valued in hiring and promotion, reinforcing the need for periodic curriculum review (Briones et al., 2021; Mainga, 2022).

3) Enhance industry-based learning (internship/OJT)

Students requested longer and more hands-on OJT ("...taas-taasan pa ang OJT or more actual exposure...", R9). Local evidence indicates that well-structured OJT improves alignment between training and workplace requirements and supports employability outcomes (Catacutan & Tuliao, 2020; De Guzman, 2020). Extending or intensifying OJT, with clearer deliverables and mentoring, can help graduates rehearse tool use, documentation, and client-facing tasks before full-time employment (Catacutan & Tuliao, 2020).

4) Expand career services and job placement support

Graduates requested practical assistance—application guidance, job fairs, and mock interviews ("...naa'y office nga motabang...mangita ug trabaho," R10; "job fair ug mock interview," R11). These services address early-career transitions that often involve short tenures and entry-level roles, a pattern documented in youth labor markets and underscoring the value of structured job search and transition support (ILO, 2021). Regular employer engagement through career events also strengthens feedback loops for curriculum relevance (Briones et al., 2021).

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5) Deepen soft skills development

Respondents emphasized leadership, teamwork, communication, and professional behavior (R12–R13). Employer studies in the Philippines consistently rank these soft skills among top hiring preferences, making them prime candidates for explicit assessment and feedback in coursework and immersion (Briones et al., 2021). Embedding soft-skill rubrics in authentic tasks and presentations can make expectations transparent and measurable (Mainga, 2022).

6) Broaden entrepreneurship education

Some graduates want more entrepreneurship-focused subjects and practical guidance for small-business start-up (R14). Planning and implementing business-related activities is an explicit BSBA outcome under CMO No. 17 and can be showcased through business canvases, micro-ventures, and evidence-based reflections (PO 6.2.7) (CHED, 2017). Such activities also support self-employment pathways observed among business graduates in provincial economies (Ajoc, 2020).

7) Systematize stakeholder (alumni/employer) feedback

Graduates asked the school to listen to feedback from alumni and employers to improve the curriculum (R15). OBE principles in CMO No. 17 encourage stakeholder participation in defining competencies and reviewing outputs, providing actionable evidence for curricular refinements (CHED, 2017). Regular alumni and employer consultations, tied to assessment results, can keep course content and tools current (De Guzman, 2020).

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Synthesis

Collectively, the recommendations converge on three institutional levers: (a) coordinated industry engagement that co-designs learning and assessment; (b) curriculum renewal that keeps outcomes, tasks, and tools aligned with practice; and (c) structured transition supports (OJT enhancement and career services) that smooth early employment. These directions are consistent with outcomes-based policy (CHED, 2017), Philippine employer expectations (Briones et al., 2021), evidence on OJT and partnerships (Catacutan & Tuliao, 2020; De Guzman, 2020), and broader research on employability and early-career transitions (Mainga, 2022; ILO, 2021).

Problem 4. What suggestions can be made to improve the business administration curriculum through the lens of the graduates?

Table 10 presents suggestions on how to improve the business administration curriculum from the perspective of graduates.

Table 10

Suggestions on how to improve the business administration curriculum

Major Theme	Sub-themes	Responses
1. Institutionalizing Curriculum Review	Curriculum monitoring, evaluation	review, and R7: "Give priority to the reviewing and checking of the curriculum vis-à- vis with the expected exits."

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and Industry
Alignment

R9: "Strengthen the curriculum feedback and alignment with the industry needs."

R15: "Make a culture of curriculum monitoring and evaluation."

R19: "Assessing the curriculum map regularly would make it advantage to the program."

2. Enhancing Technology use and
Practical innovation in the
Technology curriculum
Integration in the
Curriculum

R21: "Make the curriculum more inclusive of the application of technology."

R22: "Be more technologically-driven and adaptive."

R25: "Consider innovation and technology in the curriculum mapping."

R26: "Make the curriculum be at par with latest technological developments."

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Two essential themes have surfaced from the responses and experiences of the graduates. These thematic areas are prioritizing curriculum feedback, monitoring and evaluation, and technology integration in the curriculum.

Prioritization towards curriculum feedback indicates strong consistency with the findings on the recommendations of the graduates on how to improve employability. This signifies that strengthening the curriculum is a critical task for the university in ensuring the high employability of its graduates. Moreover, curriculum feedback, monitoring, and evaluation are essential in ensuring the continuous improvement and relevance of an educational program. By gathering input from various stakeholders—such as students, faculty, industry professionals, and alumni—institutions can identify areas where the curriculum may need to be updated or refined.

Evaluation of the curriculum helps assess whether the intended learning outcomes are being achieved and whether the curriculum is adequately preparing students for their future careers. This process involves analyzing student performance data, conducting assessments, and reviewing the success of extracurricular programs that support learning. Regular evaluations enable institutions to adapt to changes in industry demands, educational technologies, and student needs, ensuring that the curriculum remains relevant and practical over time.

Based on the response of the graduates, technology integration in the curriculum is pivotable for its continual improvement. This is emphasized by the statement of one of the respondents, who said that *"the curriculum should be at par with the latest technological developments."* A technologically adaptive curriculum implies that its instructional delivery is facilitated with the latest technological products, more particularly in business administration courses where technological products are very instrumental in the teaching and learning process. Indeed, technology integration plays a significant role in enhancing curriculum improvement by providing innovative tools and resources that make learning more engaging, efficient, and personalized. Digital platforms, learning management systems, and interactive

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technologies allow educators to present content in diverse ways, catering to different learning styles and preferences.

In addition, technology integration supports curriculum improvement by facilitating greater collaboration and global connectivity. Through digital communication tools, students and educators can engage with peers, experts, and resources beyond their local environment, broadening the scope of learning opportunities. Online courses, webinars, and virtual workshops enable learners to access cutting-edge knowledge and stay current with the latest trends in various fields. This enhances the relevance and adaptability of the curriculum, ensuring that it reflects the skills and competencies needed in an increasingly digital and interconnected world.

Problem 5. Based on the findings of the study, what intervention program may be proposed to improve the employability of the graduates of the BSBA program of Agusan del Sur College?

The study's findings highlight the strengths and weaknesses associated with the employability status of BSBA graduates from 2022 to 2024 at Agusan Del Sur College (ADSCO). Starting from the strengths, the respondents are able to highly utilize essential skills such as management skills, functional areas of business tools, decision-making skills, communication skills, ICT, stakeholder linkages, business skills, customer service relationships, and ethics in their present job. However, the majority of respondents struggle to maximize their skills in ICT and linkages. Definitely, a curriculum and instructional intervention is needed to strengthen the BSBA graduates' capability in the use of ICT and skills in linkages and partnerships. Moreover, curriculum exits may be revisited, considering the latest job availability, and tailored to the transfer of skills and competencies for BSBA graduates. The proposed intervention program is shown in Table 11.

The intervention program is designed to address the identified gaps and enhance the employability of BSBA graduates from ADSCO. It focuses on three key areas: first, improving

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ICT skills through regular training sessions so graduates can confidently use technology in decision-making; second, strengthening their ability to build and maintain professional connections through school-based activities and immersion programs; and finally, ensuring the curriculum stays relevant by regularly reviewing and updating it to match the latest trends and demands in the job market. The program aims to fully equip BSBA graduates with the skills and competencies they need to thrive in their careers and meet industry expectations by focusing on these areas.

Proposed Intervention Program

The BSBA degree program in Agusan del Sur College seeks to enhance graduates' capabilities and competencies for business success. Some areas where graduates need additional development were identified through an evaluation of the course. These areas were identified as having the lowest mean ratings in a competency assessment, reflecting a lack of key competencies that require rectification. One of these identified areas is its graduates' ability to establish sustainable linkages and partnerships. The skill is a crucial component of a contemporary business environment, as a strong network of relationships among stakeholders is instrumental in achieving organizational success. Another area for improvement is the effective utilization of information and communication technology (ICT). The graduates must also develop the ability to utilize contemporary ICT tools effectively in making informed workplace decisions. Lastly, while competent in basic business concepts in theory, graduates must apply practical tools in core business areas, such as marketing, finance, human resources, and operations, to further improve their skills. With these gaps addressed, graduates can make more informed, fact-based decisions and execute successful strategies in their professional lives.

Based on these areas for improvement, a proposed intervention program, shown in Table 11, has been formulated. The intervention program is designed to heighten BSBA graduate competency in these key areas through diverse targeted activities and strategies. The aim is for BSBA graduates to attain the practical skill sets necessary for success in today's

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globalized and highly competitive business landscape.

Table 11

Proposed Intervention Program

Expected outcome	Production of highly skilled BSBA graduates in the use of linkages and partnerships for institutional productivity	Production of highly skilled BSBA graduates in the use of ICT for decision-making
Time frame	Quarterly	Quarterly
Persons Involved	ADSCO management and faculty	ADSCO management and faculty
Means of verification	Proficiency level of BSBA graduates in linkages and partnership assessment before graduation	Proficiency level of BSBA graduates in ICT examination before graduation
Targets	100% of the BSBA graduates will possess a high level of skills in linkages and partnerships	100% of the BSBA graduates will possess a high level of ICT skills and competence
Activities	Regular conduct school-based and immersion activities	Regular conduct of ICT skills enhancement training in classes and school-wide activities
Objectives	To strengthen the linkage skills of the BSBA graduates	To promote ICT skills among BSBA graduates
Areas for Improvement	Stakeholders/ Linkages	ICT Skills

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Table 11 (continuation)

Proposed Intervention Program

Expected outcome	Graduates who are capable of effectively using core business tools for data-driven decisions and operational strategies
Time frame	Every Semester
Persons Involved	Faculty, department head, industry partners
Means of verification	Pre- and post-assessment results on functional tools; practical output during activities
Targets	100% of BSBA graduates will demonstrate improved competence in applying business tools in real-world business scenarios
Activities	1. Conduct case study analysis 2. Simulations 3. Business tool workshop per functional area
Objectives	To enhance the practical application of business tools across core areas such as marketing, finance, HR, and operations
Areas for Improvement	Functional Areas of Business Tools

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Findings

The following are the study's findings.

1. The study found that slightly more graduates were female than male, majority were single, reflecting typical demographics of early-career professionals. In terms of specialization, Operations Management emerged as the most popular, followed by Marketing Management and Financial Management, indicating that students tend to choose fields aligned with regional labor market needs. Regarding income and job roles, most graduates earn below the average wage threshold, with many holding clerical positions—indicating that their employment is mainly at the entry level. The finance sector employs the largest number of graduates, and a significant portion of them remain in Bayugan City, highlighting strong local retention and continued demand for BSBA-related skills in the financial services sector. As for employment status, most graduates are employed, while others remain unemployed or are self-employed. Among those working, nearly half hold regular positions.

In contrast, the rest have various non-permanent roles, such as contractual, part-time, or probationary positions. For those not yet employed, reasons include actively seeking work, personal or family obligations, pursuit of further studies, and health-related issues.

2. Management skills, decision-making, communication, business skills, customer service relationships, and ethics were among the competencies highly utilized by BSBA graduates in their current workplaces. On the other hand, stakeholder engagement, ICT skills, and the functional areas of business tools were identified as areas requiring further development to enhance graduates' adaptability in digital and collaborative work environments.

3. The respondents emphasized the strengthening of industry partnerships and aligning its curriculum with industry needs to improve the employability of business administration graduates.

4. The graduates have expressed prioritizing curriculum feedback, monitoring, and evaluation as essential steps to continuously improve the curriculum. Additionally, technology integration is also considered necessary for curriculum development.

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5. An intervention program is deemed essential to enhance the skills and competencies of the BSBA graduates, considering the real-world demands.

Recommendations

Based on the conclusions drawn, the following recommendations are offered for consideration.

ADSCO management may consider the findings of the study as significant inputs to the curriculum enhancement process, particularly in strengthening ICT skills, fostering stakeholder collaboration, and applying business tools across key functional areas, such as marketing, finance, and operations. This will help ensure closer alignment between the intended program outcomes and the actual demands of the labor market.

BSBA Program Head may utilize the significant results of the study as a benchmark in updating instructional materials and designing classroom activities that promote job-ready competencies. Emphasis may be placed on integrating simulations, case analysis, and ICT-based projects to reinforce the application of skills that graduates reported using less frequently in the workplace.

Faculty may utilize the findings of the study to enhance their classroom strategies by adopting more practical and skills-based instruction. Approaches such as role-playing, digital presentations, and collaborative business planning may support the development of graduates' stakeholder engagement and technological skills.

Office of Student Affairs and Services (OSAS), in coordination with the BSBA program, may utilize the results to initiate employability-enhancing activities, such as job-readiness workshops, ICT training, and mock interviews. These initiatives directly address the areas identified for improvement and reflect the suggestions shared by the graduates.

Future Researchers, especially those working on theses or dissertations, can expand this study by exploring the graduates' lived experiences and gathering feedback from employers. It is also recommended that all program outcomes have clear indicators to guide better evaluation and improvement.

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Conclusions

Based on the findings presented above, the following conclusions are drawn.

1. The Bachelor of Science in Business Administration (BSBA) program has enabled most graduates to secure employment, particularly in entry-level roles within the financial sector, with a predominant focus in Bayugan City. However, many graduates still occupy temporary, part-time, or low-paying positions.

2. The high extent of skill application among BSBA graduates affirms the program's alignment with industry expectations and the learning outcomes prescribed by CHED CMO No. 17, s. 2017. Strengthening these competencies through enhanced training, industry exposure, and technology-integrated instruction will equip graduates with future-ready skills, contributing to improved employment prospects and upward income mobility, particularly for those currently earning between Php 10,000 and Php 20,000.

3. Strong industry partnerships and curriculum matching against industry needs are significant factors in the employability of graduates. This knowledge aligns with the existing literature on the essential role of university-industry collaboration and curriculum alignment in graduate job placement.

4. Regular and timely monitoring, as well as technology integration, are essential for the curriculum's continuous improvement.

5. To better prepare graduates for the challenges of the modern job market, a targeted intervention program is essential, which should focus on addressing gaps in ICT competencies and professional linkage skills while also providing practical tools and opportunities to enhance employability. By implementing these initiatives, graduates will be better equipped to compete in the workforce and excel in their chosen careers.

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