Employment Outcomes and Career Progression of BSIT Graduates at Isabela State University – Roxas Campus

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Abstract

Graduate tracer studies serve as a vital tool for assessing the relevance and impact of higher education on graduates' career outcomes. This study examines the employment status, career progression, and curricular relevance of Bachelor of Science in Information Technology (BSIT) graduates from Isabela State University – Roxas Campus. Using a descriptive research design, data were collected from 288 graduates (2009–2024) through an online structured survey. Findings reveal that 69.79% of graduates are employed full-time, while 13.19% remain unemployed. However, only 31.94% have received job promotions, and 23.00% pursued further studies, indicating challenges in long-term career advancement. Graduates highlighted the need for curriculum enhancements, including industry-based training, advanced programming, and cybersecurity integration. The study underscores the importance of strengthening industry-academe collaboration, aligning curricula with industry demands, and fostering lifelong learning to enhance graduates' career trajectories in the evolving ICT landscape.

Keywords: Tracer Study, Graduates, Career Progression, Employment, Isabela State University

INTRODUCTION

Graduate employability has become one of the most significant indicators of the quality and effectiveness of higher education programs worldwide. In an increasingly knowledge-based and digitally driven economy, higher education institutions (HEIs) must ensure that their graduates are equipped not only with theoretical knowledge but also with practical, industry-relevant competencies. The information technology (IT) sector, in particular, demands professionals who can adapt rapidly to evolving technologies, industry standards, and market expectations. In this context, tracer studies serve as a vital mechanism to evaluate the alignment between educational training and labor market outcomes (Teichler, 2019; Arwin et al., 2022).

In the Philippines, the Commission on Higher Education (CHED) encourages universities to conduct regular graduate tracer studies as part of their internal quality assurance and curriculum review processes. These studies offer longitudinal data that help institutions identify the employability of their graduates, their career progression, and the relevance of the academic programs in preparing them for the workforce (Cuadra et al., 2019; Rita et al., 2021). They also

allow for a reflective assessment of the gaps in instruction, skills development, and industry engagement. The Bachelor of Science in Information Technology (BSIT) program, offered at various campuses of Isabela State University (ISU), plays a pivotal role in developing IT professionals capable of contributing to both local and global industries. As digital transformation accelerates across sectors, there is a growing need to assess whether the BSIT curriculum remains responsive to labor market demands and technological innovations.

The present study investigates the employment outcomes and career progression of BSIT graduates from the ISU-Roxas Campus between 2009 and 2024. Specifically, it aims to determine the employment status of graduates, the degree to which they feel prepared for professional roles, their level of career advancement or engagement in further studies, and their recommendations for curriculum improvement. Through this tracer study, the researchers seek to evaluate whether the BSIT program aligns with current industry requirements and adequately prepares students for sustained employment and professional growth. Understanding graduates' real-world experiences is essential to designing programs that foster lifelong learning, innovation, and adaptability.

Globally, literature has emphasized the importance of integrating work-based learning into ICT education to ensure that graduates develop both technical and soft skills required in professional environments (Govender & Våland, 2021; Hassan et al., 2021). The demand for graduates who are not only technically proficient but also capable of critical thinking, communication, and teamwork is now the norm across industries. Employers have increasingly reported mismatches between graduate skills and job expectations, particularly in developing economies where academic institutions often face resource limitations and curriculum lags (Dagdag, 2019; Dagdag, 2020; Nilsson, 2018; O'Reilly & Guidat, 2024; Tran et al., 2022). This phenomenon, known as the "education-employment gap," has prompted calls for more intensive industry-academe collaborations, structured internship programs, and curriculum innovations focused on specialized domains such as cybersecurity, data analytics, and cloud computing (Jagannathan, 2021).

In the local context, previous tracer studies on IT graduates in the Philippines have highlighted similar patterns. For instance, a study by Bensi et al. (2024) on BSIT graduates of Nueva Ecija University of Science and Technology revealed that although most graduates were employed within six months of graduation, a considerable number struggled with job mismatches or underemployment. These outcomes were linked to the lack of immersive industry experience and limited exposure to advanced technologies during college. Similarly, the tracer study of St. Paul University Surigao's IT graduates emphasized the importance of curricular responsiveness and access to certifications to increase employability and competitiveness (Plaza et al., 2022). The current research seeks to validate whether such challenges are also present among BSIT alumni of ISU-Roxas and what strategic responses may be adopted.

The choice to focus on ISU-Roxas Campus is anchored in its strategic location within Region II, where technological infrastructure and employment opportunities are developing at a progressive pace. As a campus that caters to students from both rural and urban communities, it offers a unique perspective on how regional higher education institutions can influence economic mobility and ICT workforce development. Given the wide time frame of the study—from 2009 to 2024—it provides a comprehensive view of employment trends, shifts in career trajectories, and long-term reflections on the adequacy of educational training among BSIT alumni.

Moreover, the study contributes to the theoretical grounding of employability within the framework of human capital theory (Becker, 1993; Hafnidar et al., 2021), which posits that education is an investment in skills and knowledge that enhances productivity and earning potential. It also aligns with career construction theory (Savickas, 2005; Khairunnisa et al., 2022), which emphasizes how individuals adapt to changing work contexts through self-directed learning and career planning. These perspectives support the idea that institutional structures, curriculum design, and access to continuous learning opportunities influence not only immediate employment but also long-term career progression.

The findings of this study are expected to inform various stakeholders. For the university, results will guide curriculum development, enhance academic-industry partnerships, and provide data for accreditation and policy-making. For employers, the study sheds light on the competencies of ISU-Roxas BSIT graduates and how recruitment, onboarding, and professional development strategies can be improved. For policymakers, insights can be drawn to support educational reforms, funding for upskilling programs, and initiatives to enhance graduate employability in the IT sector. Lastly, for students and alumni, the study can highlight strategies for improving career outcomes, including further studies, certifications, or entrepreneurial ventures.

In light of the Fourth Industrial Revolution and the ever-evolving nature of work in the digital age, it is crucial that academic institutions reevaluate and recalibrate their approaches to IT education. With the increasing integration of artificial intelligence, cloud computing, cybersecurity, and digital services across sectors, the traditional classroom-based model of instruction may no longer suffice. Instead, a more agile, industry-driven, and learner-centered model is needed. This study, therefore, serves as a timely contribution to institutional self-assessment and evidence-based planning for higher education programs, particularly those that aim to produce globally competitive IT professionals.

This study aims to evaluate the employment outcomes and career trajectories of BSIT graduates from ISU-Roxas. It specifically examines their employment status, including job placement, job relevance, and employment type. Additionally, the study assesses how well graduates perceive their academic training prepared them for the workforce. It also explores career growth by analyzing promotions and the pursuit of further studies. Lastly, the study seeks to identify areas for curriculum improvement based on graduate feedback, ensuring that the BSIT program remains aligned with industry demands and professional expectations.

METHODS

Research Design

This study employed a descriptive quantitative research design using a graduate tracer survey to investigate the employment outcomes and career progression of Bachelor of Science in Information Technology (BSIT) graduates from the Isabela State University (ISU) − Roxas Campus. Descriptive research is appropriate when the goal is to provide a systematic and accurate representation of characteristics or phenomena as they exist naturally (Creswell & Creswell, 2018). Given the objectives of this research—to understand employment status, preparedness, promotion, further studies, and curricular feedback—a descriptive approach offers a comprehensive view of graduates' real-world experiences post-graduation. According to Johnson and Christensen (2019), descriptive designs are well-suited for educational studies that aim to summarize and interpret current conditions without manipulating variables. In the context of graduate tracer studies, the design allows researchers to analyze frequencies, percentages, and trends in the labor market experiences of alumni. This methodological framework aligns with CHED's recommendation for institutional monitoring and evaluation of graduate employability and curriculum relevance.

Research Participants

The study targeted BSIT graduates from ISU-Roxas who completed their degree between the years 2009 and 2024. From a total graduate population estimated at over 500 individuals across this 15-year period, 288 alumni participated in the study. The sample was selected using convenience sampling, a non-probability technique often used in tracer studies due to the practical difficulty of reaching all graduates, especially those who have relocated or changed contact information (Etikan et al., 2016). Convenience sampling, while limited in generalizability, is valuable for initial explorations of large populations over time and offers insights that are both timely and reflective of current realities. This method was also supported by the accessibility of

participants via institutional alumni records, social media groups, and email directories. The sample size of 288 exceeds the minimum threshold required for descriptive statistical analyses and provides sufficient variability across age, sex, year of graduation, and employment status.

Research Instrument
The primary research instrument used in this study was a structured online questionnaire designed to capture data on the employment outcomes and career progression of BSIT graduates from ISU–Roxas Campus. The instrument was adapted from the Commission on Higher Education's (CHED) recommended tracer study templates and customized to reflect the unique context of information technology graduates. It consisted of five main sections: demographic profile, employment status, self-assessed preparedness for work, career progression indicators (such as promotions and further studies), and recommendations for curriculum improvement. Items were closed-ended to facilitate quantitative analysis, using multiple-choice and Likert scale formats. The questionnaire underwent expert validation by three ICT faculty members to ensure content relevance, clarity, and alignment with the study objectives. A pilot test was also conducted among ten non-participating graduates to refine the wording and structure of the questions. The final instrument achieved acceptable reliability, with consistent responses across pilot items. The online format enhanced accessibility, especially for graduates who had relocated, and facilitated secure, efficient data collection through Google Forms.

Data Gathering Procedure
Data were gathered through a structured online questionnaire distributed via Google Forms and email invitations. The survey instrument was designed based on CHED-endorsed graduate tracer templates and adapted to include specific variables relevant to information technology careers, such as employment type (full-time, part-time, freelance), job alignment with field of study, further studies, job promotions, and curriculum recommendations. The questionnaire consisted of both closed-ended and open-ended items to allow for quantitative analysis and contextual elaboration.

The online platform ensured accessibility for participants regardless of geographic location and allowed real-time monitoring of responses. Respondents were given a period of four weeks to complete the form, with periodic reminders sent through email and alumni social media pages to maximize response rates. A total of 288 complete and validated responses were collected, encoded, and processed for analysis. The use of online data collection tools aligns with the recommendations of survey researchers such as Dillman et al. (2014), who noted that digital surveys improve participant reach, reduce cost, and increase response accuracy, particularly in studies involving geographically dispersed respondents. The design also complied with CHED guidelines on data privacy and ethical reporting of tracer results.

Data Analysis
Descriptive statistics were used to summarize the quantitative data gathered from the survey. Specifically, frequency counts and percentages were used to analyze demographic profiles, employment status, preparedness levels, career progression, and curriculum recommendations. This approach is widely used in tracer studies to identify trends and patterns across large datasets (Bryman, 2016). Microsoft Excel and SPSS (Statistical Package for the Social Sciences) were used for data tabulation, graphical representation, and basic statistical computation.

Ethical Considerations
Ethical integrity was upheld throughout the research process in compliance with institutional policies and research ethics protocols. Prior to data collection, the researchers obtained approval from the ISU-Roxas Campus Research and Development Office, and a formal letter was issued to the alumni coordinator to facilitate contact with graduates. Informed consent was obtained from all participants through a pre-survey statement, which outlined the purpose of the study, the

voluntary nature of participation, the confidentiality of responses, and the participants' right to withdraw at any point without penalty. No personally identifiable information was collected unless voluntarily disclosed by the respondent for follow-up purposes. All responses were anonymized, and data were stored in encrypted digital folders accessible only to the research team. Following best practices in research ethics, as outlined by Babbie (2021), the study prioritized transparency, non-coercion, confidentiality, and the responsible reporting of findings.

FINDING AND DISCUSSIONS

This section presents the analysis of the data collected from 288 Bachelor of Science in Information Technology (BSIT) graduates of Isabela State University – Roxas Campus, covering graduation years from 2009 to 2024. The findings are organized according to the study's objectives: demographic profile, employment status, level of preparedness, career growth, pursuit of further studies, and recommendations for curriculum improvement.

Demographic Profile of Respondents

Table 1 shows the distribution of surveyed graduates as to sex and age group. The demographic analysis shows a nearly equal distribution between male and female respondents. Among the 288 graduates surveyed, 147 (51.0%) identified as female, while 138 (47.9%) were male. Only 3 respondents (1.0%) chose not to disclose their gender. This balance suggests that the BSIT program at ISU-Roxas maintains gender inclusivity and attracts students across the gender spectrum.

In terms of age, the majority of respondents (n=150, 52.08%) fell within the 20–25 age group, reflecting more recent graduates. This is followed by the 26–30 age group (n=84, 29.17%), and graduates aged 31 and above (n=54, 18.75%). The age distribution aligns with the representation across the 15-year span of graduates surveyed, indicating that most BSIT alumni are still in the early to mid-stages of their careers. It also highlights the youthfulness of the field, where new graduates are quickly absorbed into the job market and begin career paths shortly after graduation.

Table 1. Profile of the graduates by sex and age

Profile	*n*	%
Sex		
Male	138	47.9
Female	147	51.0
Prefer not to say	3	1.0
Age		
20-25	150	52.08%
26-30	84	29.17%
31 and above	54	18.75%

Employment Status of Graduates

The employment outcomes of the respondents reveal generally favorable results (refer to Table 2). Among the 288 participants, 201 (69.79%) reported being employed full-time. A smaller proportion, 13 (4.51%), were employed part-time, while 10 (3.47%) identified as self-employed. A total of 38 graduates (13.19%) were unemployed at the time of the survey, and the remaining 26 (9.0%) indicated "other" statuses, which included freelance work, caregiving roles, or further studies without employment.

The data demonstrate that more than two-thirds of graduates successfully transitioned into full-time employment. Part-time employment and self-employment, though smaller in proportion, reflect alternative career pathways. However, the unemployment rate of 13.19% still poses a concern. This percentage reflects the reality that not all graduates secure employment immediately or within their field of study. The 9.0% of graduates who selected "others" indicate the presence

of non-traditional or flexible work arrangements, such as project-based engagements or voluntary sabbaticals.

The range of employment outcomes signifies a moderate degree of occupational diversity, suggesting that graduates find opportunities across a variety of employment settings, though not uniformly. The relatively high rate of full-time employment is a positive indicator of the program's capacity to prepare students for entry into the workforce. However, the presence of unemployed graduates underscores the need for more intensive career services and employer linkages.

Table 2. Graduates' employment status

Employment Status	Frequency	Percentage (%)
Employed (Full-time)	201	69.79%
Employed (Part-time)	13	4.51%
Self-employed	10	3.47%
Unemployed	38	13.19%
Others	26	9%
Total	288	100%

Perceived Graduate Preparedness

Table 3 displays that the self-assessed preparedness of graduates shows a generally favorable perception of the BSIT program's academic and technical training. Of the 288 respondents, 161 (55.90%) rated their preparedness for employment as "Excellent," while 106 (36.81%) selected "Good." Only 21 graduates (7.29%) rated their preparedness as "Fair," and no respondents reported a "Poor" rating.

These results suggest a high level of satisfaction with the training received during the BSIT program. The fact that over 92% of respondents rated their preparedness as either "Excellent" or "Good" supports the assertion that the curriculum delivers foundational knowledge and skills suitable for employment. The 7.29% who indicated "Fair" levels of preparedness reflect a minority that may have encountered challenges in adapting to workplace realities, potentially due to the lack of practical experience, industry exposure, or specific technical competencies.

The consistently high preparedness ratings validate the program's academic design while also pointing to the importance of continuous enhancement, particularly in aligning theoretical content with industry expectations. Moreover, the absence of "Poor" responses is a strong indicator of overall curricular adequacy.

Table 3. Graduates' preparedness for job

Preparedness Level	n	%
Excellent	161	55.90
Good	106	36.81
Fair	21	7.29
Total	288	100

Career Growth and Job Promotions

When asked about their career growth in terms of job promotions (see Table 4), only 92 respondents (31.94%) reported receiving a promotion since their first employment after graduation. The majority, 196 graduates (68.06%), indicated they had not been promoted. These results highlight a limitation in long-term career development. While the program appears to equip graduates for initial employment, advancement opportunities remain elusive for many. A variety of factors may contribute to this trend, such as organizational structures with limited vertical mobility, lack of leadership training, absence of continuous upskilling, or low employee retention in certain industries.

The one-third of respondents who achieved promotions represent individuals who may have sought additional credentials, performed well in the workplace, or benefitted from favorable

organizational policies. Meanwhile, the larger group of respondents who remained in entry-level or lateral positions indicates a potential area for institutional intervention through alumni career services, employer engagement, and encouragement for lifelong learning.

Table 4. Graduates' job promotions

Job Promotions	*n*	%
Yes	92	31.94
No	196	68.06
Total	288	100

Pursuit of Further Studies

In terms of continuing education, only 65 graduates (23.00%) indicated that they had pursued or were currently engaged in further studies, such as graduate degrees or professional certifications. The remaining 223 respondents (77.00%) had not enrolled in any formal post-baccalaureate training.

This data suggests that the majority of BSIT graduates do not immediately or actively pursue further academic advancement. Multiple factors may explain this low rate of graduate-level enrollment, such as financial limitations, time constraints, job responsibilities, or lack of motivation. Nonetheless, it raises concern over graduates' long-term competitiveness, particularly in an industry that rapidly evolves and increasingly values specialization. The 23.00% who pursued advanced studies may have been motivated by personal ambition, employer requirements, or awareness of career benefits. Their example suggests the importance of promoting graduate studies and offering flexible learning options for working professionals. This would support continuous growth and innovation in the IT workforce.

Table 5. Graduates' further studies

Further Studies	*n*	%
Yes	65	23.00
No	223	77.00
Total	288	100

Curriculum Improvement Recommendations

Respondents were asked to provide suggestions for enhancing the BSIT program. The top recommendation, selected by 84 graduates (29.17%), was the inclusion of more industry-based training, such as real-world IT projects, technical workshops, and field visits. This was followed by 61 graduates (21.18%) advocating for more internship opportunities during college. Another significant area for improvement was the integration of advanced programming courses, recommended by 53 graduates (18.40%), and a stronger cybersecurity focus, suggested by 47 graduates (16.32%). A minority of 43 respondents (15.00%) indicated that they saw no need for changes, expressing satisfaction with the current program.

The prominence of industry training and internships among recommendations suggests a strong demand for practical, hands-on experience. While theoretical training appears adequate, many respondents believe that their employability and adaptability would improve with increased exposure to real-world IT environments. The call for advanced programming and cybersecurity reflects current trends in the industry, where deep technical specialization is becoming a critical differentiator in job markets.

This feedback indicates a desire for curricular refinement and flexibility. Graduates are signaling the need for the university to remain agile in updating content and delivery to reflect emerging technologies and practices. The relatively small number of respondents who believed no changes were necessary should not detract from the overwhelming majority who advocated for enhancement.

Table 6. Graduate recommendations for Improvement in the BSIT Curriculum

Recommendation	*n*	*%*
More Industry Training	84	29.16
More Internship Opportunities	61	21.18
Advanced Programming Courses	53	18.40
Cybersecurity Focus	47	16.31
None	43	14.93
Total	288	100.0

DISCUSSION

This study sought to examine the employment outcomes and career progression of Bachelor of Science in Information Technology (BSIT) graduates from the Isabela State University–Roxas Campus through a graduate tracer study. The findings revealed valuable insights into how graduates transition into the labor market, perceive their academic preparation, pursue career advancement, and view areas for curriculum improvement. In this section, the results are discussed in light of existing literature, educational theories, and implications for various stakeholders.

The high proportion of BSIT graduates in full-time employment (69.79%) aligns with national and international findings that suggest ICT-related degree programs generally yield high employability due to the global demand for digital skills (van Laar, 2022; Teichler, 2019; Garcia-Murillo, 2018). In the Philippines, the IT-BPM (Information Technology and Business Process Management) sector continues to be one of the country's largest employment generators, and graduates from IT programs are considered critical contributors to this growth (Placino et al., 2019). The employability of ISU-Roxas BSIT graduates reinforces the role of regional universities in producing workforce-ready individuals who can contribute to both local and national development.

However, the 13.19% unemployment rate, while not alarming, points to possible gaps between academic training and labor market entry. Several studies have noted that despite holding a degree, graduates may face underemployment or misalignment between their qualifications and job openings (Albert et al., 2021; Dagdag & Cardona, 2018; Dagdag, 2019; Dagdag, 2020; Lauder & Mayhew, 2020). Factors such as location, job search strategies, lack of practical experience, and industry saturation may contribute to the delay or difficulty in securing suitable employment. This underscores the need for ISU-Roxas and similar institutions to strengthen job placement support, expand alumni networks, and intensify collaboration with local industries (Dagdag, et al., 2023).

The study also found that a large majority of graduates perceived themselves as "Excellent" (55.90%) or "Good" (36.81%) in terms of preparedness for their roles. This self-assessed preparedness reflects positively on the BSIT curriculum's capacity to deliver essential knowledge and skills. It is consistent with the premise of Human Capital Theory (Becker, 1993), which holds that education enhances the capabilities of individuals, making them more productive and employable. The favorable preparedness ratings validate the university's efforts in delivering core programming, networking, and systems design subjects that form the foundation of many IT careers.

Nevertheless, the small percentage of respondents who rated their preparedness as only "Fair" (7.29%) suggests that there is still room for improvement. As noted by Sunnemark et al. (2023), higher education institutions must ensure that learners are not only exposed to theoretical knowledge but also to applied, work-integrated learning that builds transferable skills. For BSIT graduates, this means more emphasis on hands-on programming, project-based learning, and exposure to emerging technologies such as AI, cybersecurity, and cloud computing.

Perhaps the most concerning finding relates to limited career advancement. Only 31.94% of respondents reported receiving a job promotion since their initial employment. While job mobility and promotion often depend on external factors—such as organizational structure, market

competition, or employee performance—the low rate may also be attributed to the lack of access to continuous learning opportunities and leadership training. According to McDonald and Hite (2023) and MacPhail et al. (2018), career growth is significantly influenced by organizational support for professional development, including upskilling, mentorship, and clear career paths.

This limited upward mobility could also relate to the Career Construction Theory (Savickas, 2005), which emphasizes the importance of adaptability and self-directed development in a changing labor market. If graduates are not provided with opportunities or are unaware of pathways for progression, they may remain in stagnant roles, which can lead to dissatisfaction or eventual turnover. Universities can support alumni by offering leadership development webinars, graduate training pipelines in partnership with companies, or alumni-led seminars on personal branding and workplace advancement.

Equally noteworthy is the finding that only 23.00% of respondents had pursued further studies. This indicates a general reluctance or inability among BSIT graduates to engage in postgraduate education. While further studies are not a requisite for success in the IT field, advanced credentials, professional certifications (e.g., CompTIA, Cisco, AWS), or graduate degrees in specialized areas (e.g., Data Science, Cybersecurity, IT Management) can significantly enhance a graduate's employability, competitiveness, and earning potential (Penning et al., 2024; Keniry, 2020; Santandreu Calonge et al., 2019).

The low uptake of further studies may be explained by several barriers, including financial constraints, time limitations due to employment or family responsibilities, and lack of awareness about academic options. In response, universities and government agencies can offer flexible learning options (e.g., evening classes, online degrees), financial aid, and academic advising services that inform graduates about the long-term benefits of advanced education. As Friedman (2023) point out, continuous professional development is not only a personal investment but also a driver of national innovation capacity.

Another important finding relates to curriculum recommendations, where a significant number of graduates expressed the need for more industry-based training (29.17%) and internship opportunities (21.18%). These responses confirm earlier claims in the literature that practical experience is a key factor in graduate employability and job performance (Grant et al., 2024; Jackson & Tomlinson 2021). Work-based learning provides students with firsthand exposure to organizational culture, project execution, client communication, and team collaboration—competencies that are often difficult to acquire in purely academic settings.

Internship programs, in particular, have been shown to reduce the employment gap and help graduates make informed career decisions (Handrianto et al., 2021; Davis, 2022). By integrating stronger internship components into the BSIT curriculum, ISU-Roxas can equip its students with more robust resumes, professional connections, and real-world skills. The university may consider increasing its partner network of IT firms, government offices, and startups that are willing to host students for fieldwork or practicum.

Graduates also identified the need for advanced programming courses (18.40%) and cybersecurity content (16.32%). This aligns with global trends indicating that the IT labor market increasingly favors professionals with specialized and high-demand skills. Fields like web and mobile development, ethical hacking, cloud infrastructure, and data analytics continue to expand, requiring institutions to revise and upgrade their curriculum periodically to remain aligned with evolving needs.

Curriculum responsiveness is critical, particularly in ICT disciplines where technological obsolescence can quickly render educational content outdated. According to Albina & Sumagaysay (2020), universities that incorporate emerging tech courses, offer elective tracks in trending domains, and adopt agile curriculum models tend to produce graduates who are not only job-ready but also future-proof. ISU-Roxas should consider establishing a standing curriculum review committee involving alumni, industry partners, and faculty experts to ensure that courses remain relevant and competency-based.

Finally, the presence of a small group (15.00%) who reported that no curriculum improvements were necessary suggests that there is a portion of graduates who are fully satisfied with their educational experience. This may indicate that, for some students, the current curriculum provided sufficient preparation and alignment with their career path. Nonetheless, the overwhelming majority who advocated for improvements should be the basis for continuous innovation and development in the academic program.

CONCLUSION

The findings of this tracer study reveal that the Bachelor of Science in Information Technology (BSIT) program at ISU-Roxas effectively equips graduates for initial employment. However, limitations remain in terms of long-term career progression, as evidenced by the low percentage of graduates who received job promotions and pursued further studies. Graduates also identified gaps in industry exposure and technical specialization, specifically recommending improvements in internship availability, hands-on training, and curriculum updates in advanced programming and cybersecurity. These insights emphasize the need for the program to remain agile, responsive, and continuously aligned with the evolving demands of the IT sector. In light of these findings, it is recommended that ISU-Roxas strengthen its academic-industry partnerships to expand internship programs and create more immersive training opportunities. The BSIT curriculum should be regularly reviewed and enhanced to include advanced, in-demand IT skills while maintaining core theoretical foundations. Career support services, including job placement assistance, leadership development, and graduate study pathways, must be established or enhanced to support alumni beyond graduation. Furthermore, financial support mechanisms and flexible learning options should be considered to encourage lifelong learning.

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