

Hospitality Graduates' Career Outcomes and Professional Competencies in Digital Age: A Tracer Study

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ABSTRACT

The quality of graduates from an educational institution is the strongest testament to the program's effectiveness in terms of their employability in the job market, job roles, and career advancement. They also offer crucial perspectives and responses for determining the program's significance in the current job market. Moreover, higher education institutions are mandated to track students' graduate outcomes. Thereby, this study aims to determine the current employment status of Bachelor of Science in Hospitality Management [BSHM] graduates of the University of Cebu-Banilad, School Year 2022-2024, to be able to formulate a proposed program-level intervention plan

This tracer study employed the descriptive survey design using the modified Graduate Tracer Study [GTS] tool of the Commission on Higher Education [CHED]. The respondents were the one hundred thirty (130) graduates of the BSHM of the University of Cebu-Banilad. The researchers administered the survey via Google Forms. Convenience sampling was used to select the respondents. After data collection, the data were tallied, tabulated, analyzed, and interpreted using frequency counts and simple percentages. The ethical principles of beneficence, non-maleficence, justice, and autonomy were adhered to in conducting the study.

The results show that the majority of the research respondents were aged 24 to 26, female, single, and presently employed locally. They further assessed that the BSHM curriculum of the University of Cebu-Banilad was relevant to their first job. At the same time, more of those who graduated in the School Year 2022-2025 and were employed in the private non-hospitality industry found a job in less than a month through a recommendation and earned Php 10,000.00 or less than Php 15,000.00. Their primary reason for pursuing the Bachelor of Science in Hospitality Management is the opportunity for employment abroad; they have obtained the National Certification from the Technical Education and Skills Development Authority [TESDA] for professional development; and they have developed communication skills, which are useful in their first job. Moreover, the respondents greatly manifested the vision, mission, goals, core values of the College of Hospitality Management, Program Educational Objectives (PEOs), and attributes stipulated in CMO No. 15 specific to the Bachelor of Science in Hospitality Management program, performance indicators for BSHM in CMO No. 62, Series of 2017. They further assessed that the BSHM Program Outcomes (POs) were highly attained. Therefore, the graduates of the Bachelor of Science in Hospitality Management (BSHM) of the University of Cebu-Banilad were employable in both hospitality- and non-hospitality-related establishments and earned the minimum wage. They demonstrated the institution's intended competencies and those required by the Commission on Higher Education [CHED] as part of its regulatory mandate.

Keywords: Tracer study, employability, curriculum evaluation, descriptive, University, Cebu City, Philippines

INTRODUCTION

The hospitality industry is widely recognized as one of the most dynamic and service-oriented sectors of the global economy. Over the past decade, it has undergone a significant transformation driven by rapid technological advancements, globalization, and changing consumer behavior. These changes have reshaped organizational structures, service delivery systems, and competitive strategies within hotels, restaurants, resorts, and tourism-related enterprises (Buhalis & Law, 2008; Ivanov & Webster, 2019).

One of the most influential drivers of change in the hospitality industry is technological innovation. The integration of online booking platforms, mobile applications, and cloud-based property management systems has streamlined operations and enhanced guest experiences. Digital technologies have become essential tools for reservations, front office operations, revenue management, and customer relationship management, enabling hospitality firms to improve efficiency and responsiveness (Law et al., 2015; Sigala, 2018).

In recent years, emerging innovations such as artificial intelligence, big data analytics, and smart hotel technologies have further redefined service delivery standards. Artificial intelligence is increasingly used for demand forecasting, chatbots, personalized recommendations, and dynamic pricing strategies, while smart technologies enable contactless services and automated room features. These developments have significantly elevated guest expectations for convenience, speed, and personalization (Li et al., 2018; Ivanov, Webster & Berezina, 2017).

As guest expectations evolve, the competencies required of hospitality professionals have expanded as well. While traditional skills such as communication, customer service, and operational knowledge remain essential, they are no longer sufficient on their own. Today's hospitality workforce must demonstrate digital literacy, technological proficiency, adaptability, and problem-solving skills to function effectively in technology-driven environments (Baum, 2016; Suarta et al., 2017).

Moreover, these industry changes have substantial implications for hospitality, education, and training. Higher education institutions offering hospitality and tourism programs have been compelled to revise their curricula to integrate technology-oriented subjects, industry-relevant software, and experiential learning opportunities. The emphasis has shifted toward developing both technical and transferable skills to enhance graduate employability in a rapidly evolving industry (Dredge et al., 2012; Tesone & Ricci, 2006).

Despite these curricular improvements, concerns persist regarding the readiness of hospitality graduates to meet current industry demands. Several studies suggest a mismatch between the competencies developed in academic settings and the practical skills employers expect, particularly in technology use, decision-making, and adaptability in real-world work environments (Jackson, 2015; Raybould & Wilkins, 2005).

The career outcomes of hospitality graduates serve as an important indicator of the effectiveness and relevance of hospitality education programs. Employment status, alignment of jobs with the field of study, career progression, and job satisfaction provide insights into how well graduates transition from education to professional practice. Graduate tracer studies are often used to assess these outcomes and inform program evaluation (Schomburg, 2016; Harvey, 2001).

Furthermore, graduates' ability to apply academic knowledge and professional competencies in real-world industry settings is critical for sustainable workforce development. Alignment between educational outcomes and industry needs contributes to organizational performance, service quality, and long-term career development of hospitality professionals (Baum et al., 2016).

From an institutional and policy perspective, examining graduate competencies and career outcomes provides valuable input for curriculum development, accreditation processes, and strategic planning in hospitality education. Evidence-based insights help educators and policymakers design programs that are responsive to labor-market needs and technological advancements, ensuring the continued relevance of hospitality education (Organization for Economic Co-operation and Development [OECD], 2019; World Economic Forum, 2020).

The researchers, who are faculty members of the College of Hospitality Management in one of the Philippines' leading higher education institutions, viewed the observed mismatch between graduates' acquired competencies and industry requirements as an imperative to reassess, evaluate, and enhance the Bachelor of Science in Hospitality Management program that would be aligned with the needs of the industry in the technology era. This initiative aims to ensure that the curriculum more effectively addresses the evolving needs of the hospitality and tourism industry.

The Hospitality and Tourism Industry is one of the fastest-growing industries in the Philippines, giving graduates of International Hospitality Management an advantage when entering the industry. Hospitality alumni are graduates of hospitality management colleges or analogous programs that prepare well-trained employees and future managers for hotels, restaurants, and related businesses (Cerdaña et al., 2023).

The labor market will continue to need graduates, and this demand will only increase. Therefore, having the appropriate set of qualities—also known as employability—to break through into the labor market would be advantageous. Graduates' employability is crucial. This study aims to ascertain the employability qualities that hotel managers seek in hospitality graduates from private higher education institutions (PHEIs) and to determine whether hotel managers are satisfied with the graduates' future preparation (Ngoepe & Wakelin-Theoron, 2023).

Graduates are expected to use their college degrees and acquired competencies in their respective fields of work and to place these competent employees in the industry. Earning a college degree is one of the most important accomplishments a student can achieve, but how students use their degree after college is also vital to their success. Despite the hardships of the workplace and the conditions that caused them to pursue the degree, they have positive opinions of the curriculum. Moreover, tracer studies are examinations in which a sample of persons is investigated at one point in time, then located and studied again at one or more subsequent points in their lives (Cerdaña et al., 2023).

Tracer studies are indispensable tools for educational institutions, offering valuable insights into the effectiveness and relevance of their programs within the evolving academic and professional landscape (Woya, 2019). Likewise, tracer studies provide a means to systematically track graduates' outcomes, allowing institutions to gain valuable insights into the strengths and weaknesses of their programs and identify areas for improvement (Gaddi et al., 2024).

In this context, the present study seeks to investigate the career outcomes and professional competencies of hospitality graduates in the era of innovation and technology. In doing this, the study aims to provide insights into how hospitality education translates into employability and professional success. The findings are expected to contribute to academic literature and support curriculum enhancement and workforce development initiatives in hospitality education (Li et al., 2018; Baum, 2016).

FRAMEWORK

This study is anchored in the CareerEDGE model by Pool and Sewell (2007), which provided a comprehensive framework for understanding graduate employability by emphasizing the dynamic interaction among personal attributes, career development and learning, and work experience. The model identifies five key components: career development learning (CDL), experience (work and life), degree subject knowledge, generic skills, and emotional intelligence (EDGE), which together enable graduates to transition effectively from higher education into the labor market. Pool and Sewell argue that employability is not solely determined by academic knowledge but is enhanced through structured opportunities to develop transferable skills, reflective practice, and self-awareness, which allow graduates to adapt to changing work environments and demonstrate professional competence. This model has been widely applied in higher education to guide curriculum design, internship programs, and employability initiatives, underscoring the importance of integrating theoretical learning with practical experience to prepare graduates for successful careers.

According to Yorke (2006), the CareerEDGE model provides a practical approach for universities to enhance graduate employability by explicitly linking academic learning with employability skills and personal development. Yorke highlights that the model's emphasis on career development, learning, and generic skills

ensures that graduates are not only knowledgeable in their discipline but also capable of critical thinking, problem-solving, and effective communication—competencies highly valued in the labor market. The integration of work experience and emotional intelligence within the CareerEDGE framework supports the notion that employability is a holistic outcome of both formal education and experiential learning, aligning with contemporary approaches that view employability as an ongoing developmental process.

Tomlinson (2007) noted that the CareerEDGE model has been influential in shaping higher education policies and curriculum design by providing a structured framework for embedding employability into academic programs. The model encourages institutions to create opportunities for students to develop transferable skills, engage in reflective practice, and gain practical experience through internships, placements, and project-based learning. By focusing on the interplay among knowledge, skills, and personal attributes, CareerEDGE emphasizes students' proactive role in their employability development while guiding educators in designing learning experiences that foster career readiness. This dual focus on student agency and institutional support makes CareerEDGE a widely adopted framework in graduate employability research.

Moreover, Kolb's Experiential Learning Theory [ELT] (1984) explains learning as a continuous process in which knowledge is created through the transformation of experience rather than through passive absorption of information. The theory proposes a four-stage learning cycle consisting of concrete experience, reflective observation, abstract conceptualization, and active experimentation, where effective learning occurs when individuals engage in all stages of the cycle. Kolb emphasizes that learners construct understanding by reflecting on real-life experiences, forming concepts from those reflections, and then applying those concepts in new situations. This theory is particularly relevant in professional and skills-based education, such as hospitality and tourism, as it highlights the value of hands-on learning, internships, and workplace exposure in developing practical competencies, critical thinking, and adaptability.

Dennison (2010) emphasizes that Kolb's Experiential Learning Theory remains a central influence in learner-centered pedagogy, particularly through its advocacy of reflection as a core element of learning. In his analysis, ELT underpins much of the practice in business and management education by promoting reflective practice, in which learners critically evaluate their experiences to construct deeper understanding and professional competence. This ongoing influence highlights ELT not just as a cycle of stages, but as a philosophy that foregrounds active engagement and reflection in professional education.

Additionally, the study also draws on Human Capital Theory by Becker (1964), which posits that investments in education and training enhance an individual's productivity and employability. Becker (1993) argued that expenditures on schooling, on-the-job training, and skill development are not merely consumption but purposeful investments that yield economic returns to both individuals and society. The book distinguishes between general human capital, which is transferable across employers, and specific human capital, which is valuable primarily within a particular organization or occupation, and demonstrates how these investments influence wages, employment opportunities, and economic growth. Through empirical analysis, Becker establishes a systematic link among education, labor-market outcomes, and productivity, laying the foundation for understanding employability, workforce development, and the economic value of education. In the context of hospitality education, the acquisition of technical, managerial, and digital competencies constitutes human capital that enhances graduates' ability to perform effectively in industry roles.

Human Capital Theory emphasizes that investments in people—particularly through education, training, health, and skill development—are fundamental drivers of productivity and economic growth. This further states that traditional economic models, which focus primarily on physical capital and labor, fail to fully explain economic development unless the quality of human resources is taken into account. The author views education as a form of capital investment that enhances individuals' abilities, adaptability, and efficiency, especially in economies undergoing technological change. In achieving education and skill formation as intentional investments with measurable returns, Schultz established a conceptual foundation for linking education, workforce competence, and national development (Schultz, 1961).

Marginson (2019) argued that while human capital investment benefits individuals, its outcomes are strongly shaped by institutional quality, labor market structures, and industry demand. Similarly, Brown et al. (2004)

suggested that education alone does not guarantee employment; rather, employability depends on how well graduates' skills align with labor market needs. These views underscore the importance of aligning hospitality curricula with industry requirements to ensure that educational investments translate into meaningful career outcomes.

Higher education institutions are increasingly expected to engage with the challenges of the contemporary world. Policymakers have repeatedly asked for investment in personal skills as a route to building resilience and aiding recovery following the economic recession of 2008 (e.g., references (Organisation for Economic Co-operation and Development [OECD], 2012; Okay-Somerville & Scholarios, 2019) The industry reinforces this call by requiring professionals who can fulfil the demands of the new contexts and trends, such as the Fourth Industrial Revolution (Schwab, 2016).

However, higher education institutions are often criticized for failing to prepare graduates for the real-world contexts of their professional practice (Knight & Yorke, 2003). For this reason, it is not surprising that graduate employability has become a central issue driving the mission of higher education institutions (Small et al., 2018).

Moreover, university and college administrators, as suppliers of graduates, should also help their graduates by being sensitive to graduates' different qualifications. Hence, they are also responsible for employing their graduates. To minimize unemployment and underemployment, it is necessary to anticipate the skills and qualifications that employers value in their respective agencies (Carbonel, 2015).

Thus, several efforts have been made by higher education institutions to meet these identified challenges (Abelha et al., 2020). For instance, a recent report from the Higher Education Academy (Artess et al., 2016) highlights effective strategies that higher education institutions can adopt, gathered from existing literature, in order to embed employability into institutional initiatives—namely, development and/or consolidations of services for institutional career guidance; reinforcing employability through curricula (e.g., entrepreneurship courses) and extracurricular activities (e.g., volunteering activities); encouraging networking that enables the students to interact with employers and real experiences in the labour market (e.g., mentoring programs); supporting students in their personal development (e.g., self-confidence); and encouraging international mobility and critical thinking regarding their learning experiences as a whole. In summary, these initiatives enable higher education institutions to develop an institutional narrative focused on employability (Bille, 2015). Additionally, these initiatives aim to adequately prepare graduates for their professional practice, which is set in an environment of uncertainty and constant change (Cranmer, 2006).

Yang et al. (2016) emphasized that experiential learning activities embedded in hospitality curricula strengthen graduates' employability by enhancing both industry-relevant skills and learning satisfaction. Students who engage in real-world work environments—such as internships and work-integrated learning—develop competencies directly valued by employers, thereby improving their readiness for entry-level roles in hotels and related settings. Likewise, employability of college graduates is a major concern for universities and colleges worldwide today. It is one of the missions that an educational institution should undertake to prevent or minimize unemployment and underemployment among graduates (Carbonel, 2015).

In the context of higher education, employability is viewed as more than merely 'having a job.' Instead, it includes a set of achievements like specialization, understanding, and personal characteristics that give graduates a better chance to find a job and be successful in their chosen fields and careers, which benefits themselves, the labor force, the entire community, and the national economy (Abelha et al., 2020).

In addition to general employability skills, hospitality education has identified skill gaps between graduates and industry expectations, particularly in digital competence, managerial ability, and adaptability to industry changes. Employability research in hospitality education suggests that educational institutions must continually update curricula to meet evolving industry needs and produce career-ready graduates. This perspective is supported by broader employability models that define employability as encompassing knowledge, skills, behaviors, and the ability to navigate dynamic labor markets, suggesting that graduates with a wide range of competencies are more likely to secure relevant employment and succeed professionally (Dzia-Uddin et al., 2023).

Career outcomes generally refer to the measurable results of an individual's career development following graduation, including employment status, job relevance, income level, career progression, and job satisfaction. According to Arthur et al. (2005), career outcomes encompass both objective outcomes (e.g., salary, job level, and promotion) and subjective outcomes (e.g., career satisfaction and perceived success). In higher education, these outcomes are frequently used to evaluate how effectively academic programs prepare graduates for the labor market and for long-term professional growth.

From an employability and education perspective, career outcomes are closely linked to the alignment between graduates' competencies and labor market demands. Schomburg (2007) explains that graduate career outcomes are key indicators of educational quality, reflecting how well institutions equip students with the knowledge, skills, and attitudes employers require. Studies using tracer methodologies often examine employment rates, time to first job, job relevance to the field of study, and career mobility to assess the effectiveness of higher education programs in producing work-ready graduates.

In hospitality and service-oriented industries, career outcomes are influenced by a combination of academic preparation, practical experience, and individual adaptability. Gursoy et al. (2012) emphasized that hospitality graduates' career outcomes are shaped not only by technical and managerial competencies but also by soft skills, industry exposure, and career expectations. Positive career outcomes in hospitality are often reflected in sustained employment within the industry, opportunities for advancement, and perceived career satisfaction, highlighting the importance of integrating industry-aligned competencies and experiential learning into hospitality education programs.

It is therefore important that schools track their graduates to determine the extent of their progress in adjusting to the world of work. Further, through follow-up with graduates, information will be gathered on the need to improve the school program, data essential for continuous appraisal and modification of the curriculum, and other services (Tabbuac, 2010). Egesah and Wahome (2017) explained that the Graduate Tracer Study (GTS) is important in the utilization of feedback from graduates for the improvement of teaching and learning spaces, conditions, provisions, and programs

Likewise, tracing graduates will provide rich insights into the situation, helping broaden viewpoints among administrators, faculty, and students. Knowledge such as the economic sector, current job title, duration of the first job search, job search methods, values developed and practiced at work, and skills acquired are relevant for higher education institutions to note (Fernando et al., 2023).

Hafiz (2020) mentioned that a tracer study is a graduate or alumni survey that attempts to track the activities of former students of an academic institution. Universities can use tracer study results to assess the effectiveness of their educational process for students. A tracer study establishes a close and continuous link between the institution and its graduates, whose feedback can be gathered, which is instrumental in improving the institution (Romaldon & Arifin, 2021).

Also, tracer studies have been a primary document reviewed and mandated by government agencies such as the Department of Education (DepEd) and the Commission on Higher Education (CHED), as well as accrediting agencies, regarding the quality performance of these institutions (Ramos & Flores, 2022). Cuadra et al. (2019) stated that a graduate tracer study is a powerful tool for evaluating graduates' whereabouts and performance in the workplace. Moreover, graduate tracer studies (GTS) are essential tools for monitoring educational output. Graduate tracer studies are essential for understanding the relevance and quality of university programs and the labor market (Quinto & Posada, 2020; Schomburg, 2011).

Typically, tracer studies must be conducted between 6 months and 3 years after graduation because surveys are a type of empirical research that can provide useful information for analyzing the outcomes of a given institution of higher education's education and training. It may gather vital information on graduates' career profiles, undergraduate experience, first and current jobs, and the significance of their educational background and job-specific abilities (Schomburg, 2011). The target population is usually a homogeneous group of students/trainees who graduated simultaneously (generation or graduation cohort) (Fernando et al., 2023).

Moreover, graduate tracer studies are systematic follow-up surveys conducted with former students some time after graduation to collect information about their transition from education into the labor market and broader societal engagement. Tracer studies track graduates' employment paths, job search methods, duration to first employment, further education pursuits, and the relevance of skills and competencies acquired during training to their current work roles, serving as a critical source of feedback for education and training providers (UNESCO-UNEVOC, n.d.).

In higher education research, tracer studies are considered powerful tools for evaluating the effectiveness and relevance of educational programs to labor-market needs. Cuadra et al. (2024) noted that a graduate tracer study enables institutions to track former students' workplace performance, employment status, and professional competencies, thereby identifying gaps between curricular outcomes and industry expectations. By surveying large alum cohorts, institutions gain insights into how graduates are faring professionally and which aspects of the curriculum require strengthening to enhance employability and competitiveness.

From a methodological perspective, tracer studies are also seen as instruments for continuous quality assurance in educational systems. Schomburg (2016) emphasized that tracer studies do more than determine employment rates; they explore graduates' use of learned competencies, career progression, and factors that facilitate or hinder their success after school. Looking at these longitudinal outcomes, tracer studies support evidence-based decision-making and policy formulation for educational improvement, institutional planning, and alignment with labor market demands.

It is imperative to present related studies on the employability or career status of Bachelor of Hospitality Management (BSHM) graduates.

Other researchers have focused on the specific skills hospitality graduates need to be competitive in the labor market.

Studies of hospitality graduate outcomes indicate that a balanced combination of soft and hard skills—including communication, teamwork, technical knowledge of systems, and problem-solving abilities—is strongly associated with positive employment outcomes and workplace performance. Graduates who possess both sets of competencies are more attractive to employers and demonstrate better job performance after graduation, highlighting that traditional technical knowledge alone is insufficient in today's competitive job market (Ghani et al, 2025).

Dillette and Sipe (2018) examined experiential learning within hospitality and tourism education, observing that ELT's four-stage cycle encourages students to integrate theoretical knowledge with real-world practice. Their framework positions experiential learning as essential to preparing graduates for industry realities, including service encounters, field projects, and leadership development, thereby bridging academic learning and professional contexts.

Mejia et al. (2020) conducted a tracer study of BS Hospitality Management graduates of Pangasinan State University, Lingayen Campus, for S.Y. 2015-2019. The majority of graduates are employed in the Philippines and have landed jobs in hospitality management.

Recommendations include fortifying PSU Alumni Programs through stakeholder linkages and partnerships.

Also, Cerdeña et al. (2023) used a descriptive research design to trace graduate employability and employment status. The study found that the majority of the graduates are gainfully employed. Most graduates' first job is in their family business, or they own one. Most graduates encounter few job vacancies, followed by inadequate experience, personality factors, and mismatches in educational qualifications. A proposed development plan for the Bachelor of Science in Hospitality Management students has been formulated.

Likewise, Sibulan et al. (2026) examined the post-graduation employment experiences of Bachelor of Science in Hospitality Management (BSHM) graduates from Palawan State University–Brooke's Point Campus by determining their demographic profiles, educational backgrounds, employment information, and the relevance

of their current occupations to their academic training. Findings revealed that the majority of respondents were young, single, locally employed females, primarily in the hospitality industry. Most graduates (82.5%) reported that their current jobs were related to their degree program, indicating curriculum relevance. However, a notable portion had neither pursued continuing education nor obtained professional certifications, suggesting a need for stronger career support and training programs. The study's implications highlight the importance of aligning academic curricula with industry demands and promoting certification and lifelong learning. Results can inform educational policy, program revision, and institutional strategies to enhance graduate employability in the hospitality sector.

OBJECTIVES OF THE STUDY

This study determined the current employment status of Bachelor of Science in Hospitality Management [BSHM] graduates of the University of Cebu-Banilad of the School Year 2022-2025 to formulate a proposed program-level intervention plan. Specifically, this study aims to present the following: 1) profile of the respondents in terms of their age, gender, civil status and year of graduation; 2) reasons in taking the Bachelor of Science in Hospitality Management [BSHM] course; 3) trainings and advanced studies attended and reasons for pursuing advanced studies; 4) employment data such as their employment status, the reason for unemployment, place of work, and present occupation, employment status; 5) length of time in finding the first job, strategies used to find the first job; 6) gross monthly income; 7) relevance of the curriculum to the first job, competencies learned in college that are useful in the first job, relatedness of the job to college course, and reasons for accepting the job; manifestation of the attributes stipulated in the college vision, mission, goals, and core values, Program Educational Objective (PEO), Program Outcomes (PO), manifestation of the attributes stipulated in CMO No. 62 that is specific to manifestation of the attributes stipulated in the college vision, mission, goals, and core values, Program Educational Objective (PEO), Program Outcomes (PO); manifestation of the attributes stipulated in CMO No. 65 Series of 2017 that is specific to Bachelor of Science in Hospitality Management (BSHM), and performance indicators for Hospitality Management competencies.

RESEARCH METHODOLOGY

This section discusses the research design, environment, respondents, instrument, procedures, treatment of data, and ethical considerations.

Research Design

This study utilized a descriptive survey research design to examine the current employment status of the Bachelor of Science in Hospitality Management [BSHM] graduates of the University of Cebu-Banilad.

Descriptive research is a research method used to determine the characteristics of a population or a particular phenomenon (Shinija, 2024).

Research Respondents

The research respondents of this study were the one hundred thirty (130) graduates of the Bachelor of Science in Hospitality Management of the University of Cebu-Banilad from School Years 2022-2025, who gave consent to take part in the survey.

Data Collection Instrument

The modified Commission on Higher Education (CHED) Graduate Tracer Study (GTS) questionnaire was used to collect data.

Treatment of Data

Descriptive statistics, including frequency counts and percentages, were used to analyze the data profile of the respondents. At the same time, weighted mean were employed to analyze the respondents' responses on the

manifestation of the vision, mission, goals, core values of the College of Hospitality Management, Program Educational Objectives (PEO), and attributes stipulated in CMO No. 15 specific for Bachelor of Science in Hospitality Management program, performance indicators for BSHM in CMO No. 62, Series of 2017, attainment of the BSHM Program Outcomes (PO).

Ethical Considerations

In this study, the principle of beneficence was carefully observed to ensure that participation would yield positive outcomes for respondents and minimize potential harm. The training program for non-teaching personnel was designed not only to enhance professional competencies but also to contribute to their personal growth and overall wellbeing. By participating, respondents were given opportunities to gain knowledge, develop skills, and reflect on practices that could improve their performance and workplace experience. Additionally, the study ensured that the benefits of participation—such as improved understanding of professional development opportunities and enhanced workplace readiness—were maximized. At the same time, potential risks were mitigated through careful planning, including conducting online data collection to protect participants' health. This approach aligns with the principle of beneficence by actively promoting the welfare and professional advancement of all respondents.

Research ethics provide the framework for appropriate conduct in scientific investigations, ensuring the protection of participants' dignity, rights, and welfare (World Health Organization [WHO], 2011). In this study, ethical principles such as beneficence, non-maleficence, autonomy, and justice were strictly observed. The training program for non-teaching personnel focused on enhancing both their professional competencies and personal wellbeing.

In line with the principle of autonomy, participation in the study was entirely voluntary. Respondents indicated their consent by signing an informed consent form, which included two components: an information sheet detailing the study's scope and methodology, and a data privacy agreement/certificate of consent. The contents of the form were thoroughly explained to participants prior to signing, to ensure an informed decision.

To uphold non-maleficence, data collection was conducted online, minimizing any risk of exposure to the coronavirus. Participants' responses were securely stored on password-protected computers. When presenting results, data were shared in aggregate form to ensure anonymity and safeguard the privacy of all respondents. The study also adhered to the principle of justice by treating all participants fairly and without bias and implementing measures to ensure an equitable distribution of risks and benefits.

RESULTS AND DISCUSSIONS

This section presents the data about the profile of the respondents in terms of their gender, and civil status; and year graduated.

Table 1. Profile of the Respondents (n=130)

Indicators	Frequency (f)	Percentage (%)
Age		
21-23 years old	22	16.90
24-26 years old	82	63.10
27-29 years old	19	14.60
30-32 years old	1	0.80
33 years old and above	6	4.60

Gender		
Male	58	44.60
Females	72	55.40
Civil Status		
Single	123	94.62
Married	7	5.38
Year Graduated		
2022-2023	61	46.92
2023-2024	28	21.54
2024-2025	41	31.54

Of the total respondents, 82 (63.10%) belonged to the age bracket of 24 to 26, while the smallest proportion, 0.80%, belonged to the age bracket of 30 to 32 years old. This data indicates that graduates of the Bachelor of Science in Hospitality Management at the University of Cebu-Banilad are young adults at the early stage of their careers in the hospitality industry.

Seventy-two (72), or 55.4%, are females, while 58 (44.60%), are males. This data indicates that hospitality management careers were chosen by women who are generally attracted to front-desk jobs, customer service, culinary work, housekeeping, and other hospitality-related roles.

One hundred twenty-three (123), or 94.62% of the respondents, were single at the time of the study, while only 7 (5.38%) were already married. This data relates to the current age and lifecycle stage of BSHM students, who are generally in the early stages of their careers and, at this point, are usually focused on career development rather than starting a family.

Sixty-one (61) respondents, or 46.72%, graduated in S.Y. 2022-2023; twenty-eight (28, 21.54%) graduated in S.Y. 2023-2024. This information shows that more Bachelor of Science in Hospitality Management (BSHM) graduates of the University of Cebu-Banilad were interested in participating in the study to trace their career status.

Table 2. Reasons of Taking Bachelor of Science in Hospitality Management

Indicators	Frequency	Rank
High grades in the course or subject related to the course	7	9
Influence of parents and relatives	14	5
Peer influence	12	7
Inspired by a role model	20	3.5
Strong passion for the profession	41	2
Prospect for immediate employment	13	6

Status or prestige of the profession	4	12
Prospect of career advancement	20	3.5
Affordability for the family	11	8
Prospect of attractive compensation	6	10.5
Opportunity for employment abroad	53	1
No particular reason	6	10.5

The reasons of the respondents in taking the Bachelor of Science in Hospitality Management [BSHM] course are opportunity for employment abroad (ranked first), Strong passion for the profession (ranked second), inspired by a role model (ranked third to fourth prospect of career advancement (ranked third to fourth), and influence of parents and relatives (ranked fifth). This data shows that respondents perceived the BSHM degree as their ticket to working in the hospitality industry abroad, including hotels, restaurants, cruise ships, and other establishments. In contrast, the other reasons for taking an interest in the BSHM program are a strong passion for the profession, prospects for career advancement, and inspiration from a role model. This information indicates that the opportunity to work in hotels, restaurants, and cruise ships enticed the BSHM graduates to take this course.

Table 3. Training and Advanced Studies Attended by the Respondents

Indicators	Frequency	Rank
National Certification from Technical Education and Skills Development Authority (TESDA)	61	1
Licensure for Professional Food Technologist	3	2.5
Barista Training	1	7
Basic Training- Personal Safety and Social Responsibilities (PSSR)	1	7
Bread and Pastry	1	7
Chivas Master Class	1	7
Casino Related Trainings	1	7
Civil Service	3	2.5
Emergency Medical Service Training	1	7
Certified Hospitality Digital Marketer (CHDM)	1	7

Only seventy-four (74) of the 130 respondents answered this topic on the training and advanced studies attended by the respondents. The research respondents obtained National Certification from the Technical Education and Skills Development Authority (TESDA) (ranked first), Licensure as a Professional Food Technologist and Civil Service (ranked second), barista training, and bread and pastry training (ranked third). This information indicates that graduates of the University-Banilad's Bachelor of Science in Hospitality Management are interested in obtaining the TESDA National Certification, as they can more easily find jobs at local and international hospitality establishments. This document demonstrates that they possess the exemplary skills required in the hospitality industry.

The TESDA National Certificate confirms competence in TVL-ICT and other technical fields, giving credibility even without a college diploma. The TESDA National Certificate not only leads to immediate job opportunities but also serves as a stepping stone for those who later decide to pursue higher education. This credential demonstrates that the holder has the technical expertise employers seek, even without a college diploma. With a TESDA National Certificate (NC), the holders can gain a competitive edge in employment and career opportunities. It offers the chance to work locally or abroad and provides a solid foundation if they choose to pursue further studies.

Table 4. Reasons for Pursuing Advanced Training

Indicators	Frequency	Percentage (%)
For promotion	9	10.1
For professional development	46	51.7
No reason at all	34	38.20

Also, 74 of the 130 respondents answered this topic on the reasons for pursuing advanced training. Forty-six (46) or 51.70% of the respondents reported that their primary reason for pursuing the advanced training was professional development. Moreover, they revealed that professional development is the primary reason for pursuing advanced studies.

Table 5. Present Employment Status of the Graduates

Indicators	Frequency	Percentage (%)
Status		
Employed	75	57.7
Self-employed	13	10
Unemployed	18	13.8
Not Related	24	18.5
Place of Employment		
Local	116	89.20
International	14	10.8
Present Occupation		
Hotel/Resort Establishments	39	30
Restaurant/Food Service Establishment	32	24.6
Cruise Line	4	3.1
Airline/Aviation Industry	2	1.5
Travel and Tours Agency	1	0.8

Government (Tourism-Related Offices)	2	1.5
Private Non-Hospitality Industry	41	31.5
Overseas Employment	5	3.8
Unemployed	4	3.1

Seventy-five (75) or 57.7% of the graduate respondents were employed, while 13 (10%), were self-employed. It can be gleaned from this group of result that the Bachelor of Science in Hospitality Management of the University of Cebu-Banilad Campus were employable.

One hundred sixteen (116), or 89.2%, worked here in the Philippines, while only 14 (10.8%) worked abroad. This data specifies that the BSHM graduates of the University of Cebu-were able to land in a job in the Philippines, indicating the demand for hospitality workers in the country and their competencies and skills match with the industry requirements.

Forty-one (41), or 31.5%, worked in a private non-hospitality industry. In contrast, 1 (0.8%) of the respondents, was employed in travel and tours agency. This results denotes that the BSHM graduates of the University of Cebu-Banilad were employable in various industries since they possess the skills needed in other types of jobs. Also, these cohort of respondents were able to find work opportunities in other industries with higher pay.

Table 6. Length of Time in Finding the First Job

Indicators	Frequency (f)	Percentage (%)
Less than a month	39	44.30
1 to 6 months	35	39.80
7 to 11 months	4	4.45
1 year to less than 2 years	8	9.11
2 years to less than 3 years	2	2.30

Of the 130 Bachelor of Science in Hospitality Management graduates of the University of Cebu-Banilad Campus for the school years 2022-2025, only 88 provided answers on how fast they were able to land a job after graduation, with 39 (44.30%) job in 2 years to less than 3 years. This result indicates that, for this cohort of BSHM graduates, more were highly employable in both hospitality and non-hospitality jobs due to the rigorous training they received..

Table 7. Strategies Used to Find the First Job

Indicators	Frequency (f)	Percentage (%)
Response to an advertisement	7	7.94
As walk-in applicant	26	29.54
Recommended by someone	36	40.90
Information from friends	10	11.36

Arranged by school's job placement officer	1	1.14
Job Fair	4	3.08

Of the 130 Bachelor of Science in Hospitality Management graduates of the University of Cebu-Banilad Campus for the school years 2022-2025, only 88 provided answers on the strategies used to find the first job, in which 36 (40.9%) of the graduates found their first job through a recommendation by someone, while the school's Job Placement Officer arranged 1 (1.14%). It can be inferred that in the hospitality industry in Cebu and even throughout the Philippines, recommendations were practiced in hiring among hotels, restaurants, and other accommodation service establishments, as management preferred workers with background information, since the nature of the job entails providing service to customers.

At this section, one hundred seventeen (177) provided information about the relevance of the curriculum in their first job.

Table 8. Relevance of the Curriculum to the First Job

Indicators	Frequency (f)	Percentage (%)
Yes	99	84.6
No	18	15.4

Moreover, 99 (84.6%) of the respondents reported that the Bachelor of Science in Hospitality Management (BSHM) curriculum of the University of Cebu-Banilad was relevant to their first job. Only 18 (15.4%) said their first work is irrelevant to their college curriculum. This information indicates that the courses or subjects offered prepared and taught them the knowledge and skills needed in the hospitality service industry.

Table 9. Gross Monthly Income of the Graduates

Indicators	Frequency (f)	Percentage (%)
Php 25,000.00 and above	7	8
Php 20,000.00 - below Php 25,000.00	9	10.2
Php 15,000.00 - below Php 20,000.00	18	20.5
Php 10,000.00 - below Php 15,000.00	34	38.6
Php 5,000.00 - below Php 10,000.00	14	15.9
Below Php5,000	6	6.8

thirty-four (34) or 38.6% of the respondent-graduates earned a gross monthly income of Php 10,000.00 to below Php 15,000.00. At the same time, 6 (6.8%) earned below Php 5,000.00. This data shows that, since this group of respondents had just graduated a few years ago, they were still in their first job or in an entry-level job that pays the minimum wage required by the Department of Labor and Employment (DOLE).

Table 10. Competencies Learned in that are Useful in the First Job

Indicators	Frequency (f)	Rank
Communication Skills	43	1

Human Relations Skills	25	2
Entrepreneurial Skills	15	5
Problem Solving Skills	33	4
Critical Thinking Skills	35	3

*Multiple Responses

The Bachelor of Science in Hospitality Management (BSHM) graduates of the University of Cebu-Banilad learned communication skills (ranked first), human relations skills (ranked second), critical thinking skills (ranked third), problem-solving skills (ranked fourth), and entrepreneurial skills (ranked fifth). This data indicates that the core of the educational training provided by the University of Cebu-Banilad was effective communication, as it is a primary requirement in the hospitality industry.

Deciding on a career and securing employment at an ideal company represent significant challenges for students. Employment is not only a personal achievement but also a measure of success for universities and governments. To transform students into competitive applicants, various activities are provided by universities, governments, and companies. These activities may leave students either excited about the prospects or overwhelmed by the experience. While competencies in skill improvement, job exploration, and organizational commitment were not statistically significant, those in leadership and teamwork, globalization, and autonomous implementation were crucial for securing employment (Yi & Park, 2024).

Table 11. Respondents' Manifestation of the College of Hospitality Management Vision and Mission

Indicator	Weighted Mean	Interpretation
Vision		
A leading provider of world class hospitality graduates.	3.48	Greatly Manifested
Mission		
Offer industry-based hospitality management education compliant to institutional, national, and international standards	3.51	Greatly Manifested
. Manage comprehensive, sustainable and responsible academic and administrative endeavors.	3.46	Greatly Manifested
Complement instruction with the appropriate and functional technological tools and equipment to support the teaching and learning process.	3.53	Greatly Manifested
Create a learning environment that support instruction, research and community extension that includes environmental protection and conservation programs geared towards developing a fully-integrated hospitality professional	3.52	Greatly Manifested
Aggregate Mean	3.51	Greatly Manifested

Legend: 3.26-4.00-Greatly Manifested; 2.51 -3.25 - Moderately Manifested; 1.76 -2.50 - Less Manifested;

1.00 -1.75 - Not Manifested

The weighted mean of 3.48 indicates that the respondents reported that they manifested, to a great extent, the vision of the College of Hospitality Management, since the University of Cebu-Banilad aspires to become a leading producer of world-class hospitality graduates, indicating the BSHM graduates' heart as Ucnian.

The highest weighted mean of 3.53 indicates that the respondents reported that they exhibited, to a great extent, the attributes of being graduates of the University of Cebu-Banilad Campus, which aims to complement instruction with appropriate and functional technological tools and equipment to support the teaching and learning process. This means that the graduates of the Bachelor of Science in Hospitality Management (BSHM) of the University of Cebu-Banilad viewed the quality of instruction as rich and comprehensive, enabling them to grasp the lessons.

The lowest weighted mean of 3.46 indicates that the respondents reported exhibiting, to a great extent, the attributes of being graduates of the University of Cebu-Banilad, which aims to manage comprehensive, sustainable, and responsible academic and administrative endeavors. Moreover, the quality of instruction at UC-Banilad enabled graduates to acquire deep knowledge and skills in business and hospitality education.

The aggregate mean of 3.51 indicates that the respondents demonstrated, to a great extent, the attributes stipulated in the College of Hospitality Management's mission. This means that the BSHM graduates of the University of Cebu-Banilad contributed greatly to the attainment of the College of Hospitality Management's mission, which exemplifies the reason for its existence as an educational institution.

Institutional mission statements provide various constituencies--students, faculty, legislators, etc.--with the institution's educational goals and guidance on how to achieve them. This paper argues that mission statements at many institutions are hollow and fail to provide such guidance. Institutional missions should be living documents accurately reflecting the goals and philosophies of a given college or university. The paper concludes with a call for the reexamination of and new research on college and university mission statements (Foley, n.d.).

Table 12. Respondents' Manifestation of the College of Hospitality Management Goals

	Indicators	Mean	Interpretation
1.	Provide a ladderized curriculum relevant and responsive to local and international hospitality standards.	3.52	Greatly Manifested
2.	Implement holistic student, faculty, and staff development programs to enrich the delivery of educational services.	3.53	Greatly Manifested
3.	Ensure quality systems in the administration and supervision of the academic programs.	3.54	Greatly Manifested
4.	Provide opportunities for innovation and creative expression of ideas, talents and skills to students, faculty, and staff and other stakeholders.	3.61	Greatly Manifested
5.	Forge and strengthen partnerships with the alumni, hospitality and tourism industry as well as other stakeholders for the continuous improvement of program and services.	3.49	Greatly Manifested
Aggregate Mean		3.53	Greatly Manifested

The highest weighted mean of 3.61 indicates that the respondents reported that they, to a great extent, demonstrated the attribute of providing opportunities for innovation and creative expression of ideas, talents, and skills to students, faculty, staff, and other stakeholders.

On the other hand, the lowest weighted mean of 3.49 indicates that the respondents disclosed to a great extent the attributes of being a graduate of the University of Cebu-Banilad College of Hospitality Management that forge and strengthen partnerships with the alumni, hospitality and tourism industry, as well as other stakeholders for the continuous improvement of programs and services. It can be deduced that the University of Cebu aims to forge collaboration and cooperation in the hospitality and tourism industry so that management can obtain information on changing needs and industry requirements.

The aggregate mean of 3.53 indicates that the respondents demonstrated, to a great extent, the attributes stipulated in the College of Hospitality Management's goals. This means that, in most cases, the BSHM graduates who participated in the survey provided a clear view of their contributions to achieving the intended objectives, namely, to produce world-class hospitality management graduates.

The outcomes of the education provided are highlighted in this portion of a mission statement. If a school is interested in developing critical thinking skills, then this aspect of the educational experience should be included. If the school is primarily interested in providing professional training for future work, then job preparation should be clearly expressed in the mission statement. Outcomes and goals can also serve as useful reference points for students, faculty, and administrators. Students may use this component to focus on their educational goals; faculty may determine what they are to provide in terms of education; and administrators can formulate policies to achieve these goals. These three components are essential to a well-written mission statement and, as such, should be articulated clearly and concisely. The clear presentation of these concepts then becomes essential to the mission's overall effectiveness on campus and in the community (Foley, n.d.).

Table 13. Respondents' Manifestation of the College of Hospitality Management Core Values

	Indicators	Mean	Interpretation
1	Innovation	3.54	Greatly Manifested
2	Camaraderie	3.57	Greatly Manifested
3	Alignment	3.55	Greatly Manifested
4	Respect	3.63	Greatly Manifested
5	Excellence	3.61	Greatly Manifested
	Aggregate Mean	3.58	Greatly Manifested

The highest weighted mean of 3.63 indicates that the respondents reported, to a great extent, exhibiting the attribute of being respectful. This means that the graduates of the BSHM program of UC-Banilad campus exhibited desirable behavior in their jobs.

On the other hand, the lowest weighted mean of 3.54 indicates that the respondents reported exhibiting innovative attributes to a great extent. It can be inferred that these BSHM graduates possess creativity in the course of performing their job.

The aggregate mean of 3.58 indicates that the respondents demonstrated, to a great extent, the attributes stipulated in the core values of the College of Hospitality Management, such as innovation, camaraderie,

alignment, respect, and excellence. These core values were embedded in the curriculum and in the delivery of instructional services to students so that they would be able to live by these important human values, which are also essential to their careers in the hospitality industry.

Table 14. Respondents' Manifestation of the BSHM Program Educational Objectives (PEO)

	Indicators	Mean	Interpretation
1.	Pursue any career in the hospitality and tourism industry in the following sectors: food production, accommodation, food and beverage service, tourism planning and product development, events planning leisure and recreation, gaming and sports, transportation services, travel and tour operations and other emerging sectors of the hospitality industry.	3.60	Greatly Manifested
2.	Perform as staff, management trainees, managers and consultants.	3.57	Greatly Manifested
3.	Pursue career in the academe as instructors, trainers, assessors and consultants.	3.44	Greatly Manifested
4.	Become entrepreneurs in the field of hospitality and tourism.	3.57	Greatly Manifested
	Aggregate Mean	3.55	Greatly Manifested

The highest weighted mean of 3.60 shows that the respondents divulged that they pursue any career in the hospitality and tourism industry in the following sectors: food production, accommodation, food and beverage service, tourism planning and product development, events planning, leisure and recreation, gaming and sports, transportation services, travel and tour operations, and other emerging sectors of the hospitality industry to a great extent. The work opportunities in the hospitality industry are broad, offering a wide array of jobs.

Moreover, the lowest weighted mean of 3.44 indicates that the respondents manifested a strong desire to pursue careers in the academe as instructors, trainers, assessors, and consultants. This data shows that graduates of the BSHM program expressed interest in the job for the BSHM program.

The aggregate mean of 3.55 indicates that the respondents demonstrated, to a great extent, the attributes stipulated in the Program Educational Objectives (PEO) for the Bachelor of Science in Hospitality Management at the University of Cebu-Banilad. It can be deduced that the BSHM graduates perceived that they possessed the ability to fill myriad roles within hospitality-service establishments.

Table 15. Respondents' Attainment of the BSHM Program Outcomes (PO)

	Indicators	Mean	Interpretation
1.	Articulate, discuss and demonstrate knowledge of the latest developments on hospitality and tourism products and services	3.57	Highly Attained
2.	Engage in research addressing various aspects in the hospitality and tourism industry.	3.44	Highly Attained
3.	Effectively communicate (listening, speaking, writing, reading, and viewing) in Mother Tongue, English, Filipino, an appropriate Foreign Language required by the hospitality and tourism industry.	3.66	Highly Attained
4.	Work effectively, independently, professionally and ethically in multidisciplinary and multicultural settings.	3.68	Highly Attained

5.	Preserve and promote Filipino historical and cultural heritage based on RA No. 7722.	3.53	Highly Attained
6.	Perform the basic functions of management such as planning, organizing, leading and controlling.	3.63	Highly Attained
7.	Applying the basic concepts and tools in marketing, finance, human resources management, production and operations management, information technology, and strategic management in various business situations for problem solving and decision-making.	3.57	Highly Attained
	Interpret and apply relevant laws related to hospitality and tourism industry.		
8.	Formulate and implement risk mitigation and management programs to provide a safe and secure workplace.	3.55	Highly Attained
9.		3.60	Highly Attained
Aggregate Mean		3.58	Highly Attained

The highest weighted mean of 3.68 shows that the respondents assessed that they work effectively, independently, professionally, and ethically in multidisciplinary and multicultural settings to a great extent. This means that the educational promise of the College of Hospitality Management of the University of Cebu-Banilad (UC-Banilad) to mold and train them in broad business and hospitality management skills was largely realized.

On the other hand, the lowest weighted mean of 3.44 indicates that the respondents reported engaging to a great extent in research addressing various aspects of the hospitality and tourism industry. This result means that the BSHM program at UC-Banilad includes a research course that initiates scientific inquiry among students, enabling them to broaden their understanding of the significant knowledge needed in the hospitality industry upon graduation.

The aggregate mean of 3.58 shows that the respondents assessed that BSHM's Program Outcomes (PO) were highly attained. The educational services provided in the Bachelor of Science in Hospitality Management program at the University of Cebu-Banilad trained and molded students' hard and soft skills required for jobs in the hospitality industry.

Table 16. Respondents' Manifestation of the Attributes Stipulated in CMO No. 62 Specific for Bachelor of Science in Hospitality Management Program

	Indicators	Weighted Mean	Interpretation
A graduate of a BSHM degree should be able to:			
1.	Produce food products and services complying with enterprise standards	3.56	Greatly Manifested
2.	Apply management skills in Food and Beverage	3.61	Greatly Manifested

	service and operations.		
3.	Perform and provide full guest cycle services in front office.	3.66	Greatly Manifested
4.	Perform and maintain various housekeeping services for guest and facility operations.	3.53	Greatly Manifested
5.	Plan and implement risk management program to provide a safe and secure workplace.	3.59	Greatly Manifested
6.	Provide food & beverage service and manage the operation seamlessly based on industry standards.	3.54	Greatly Manifested
	Aggregate Mean	3.58	Greatly Manifested

Legend: 3.26-4.00 – Greatly Manifested; 2.51 -3.25 - Moderately Manifested; 1.76 - 2.50 - Less Manifested; 1.00 - 1.75 - Not Manifested

The highest weighted mean of 3.66 indicates that the respondents, to a great extent, reported that they can perform and provide full guest cycle services in the front office. This indicates that the Bachelor of Science in Hospitality Management (BSHM) graduates from the University of Cebu-Banilad were equipped with the knowledge and skills to provide comprehensive services to customers of hospitality-related entities.

On the other hand, the lowest weighted mean of 3.53 indicates that the respondents disclosed that they, to a great extent, performed and maintain various housekeeping services for guest and facility operations, indicating the completeness of the training provided by the College of Hospitality Management of UC-Banilad Campus.

The aggregate mean of 3.58 indicates that the respondents exhibited, to a great extent, the attributes stipulated in CHED Memorandum Order [CMO] No. 62 for Bachelor of Science in Hospitality Management graduates. This result indicates that the quality of instruction in the Bachelor of Science in Hospitality Management (BSHM) program at the University of Cebu-Banilad enabled the student to develop the hard skills required by various hospitality establishments.

Table 17. Respondents' Manifestation of the Performance Indicators for BSHM in CMO No. 62, Series of 2017

No	Indicators	Weighted Mean	Interpretation
1.	Generate required reports/documents from a property Management System used in the accommodations industry.	3.59	Greatly Manifested
2.	Converse in a foreign language aside from English.	3.44	Greatly Manifested
3.	Stage an actual event using management, marketing and financial principles and theories.	3.55	Greatly Manifested
4.	Develop and defend a business plan for restaurant, hotel or allied ventures incorporating sales and marketing principles and financial analysis	3.53	Greatly Manifested
5.		3.52	

	Stage a function utilizing a full range of food and beverage preparation and service techniques, local and international cuisines, using various management and financial principles and theories.		Greatly Manifested
	Aggregate Mean	3.53	Greatly Manifested

Legend: 3.26-4.00 – Greatly Manifested; 2.51 -3.25 - Moderately Manifested; 1.76 -2.50 - Less Manifested; 1.00 - 1.75 - Not Manifested

The highest weighted mean of 3.59 indicates that the respondents reported, to a great extent, that they can generate the required reports/documents from a Property Management System used in the accommodations industry. This means that the graduates of the Bachelor of Science in Hospitality Management at the University of Ceu were trained in technologies used in hotels, restaurants, and related establishments.

Likewise, the lowest weighted mean of 3.44 indicates that respondents reported, to a great extent, that they could converse in a foreign language other than English. Fluency in English is vital in the hospitality industry, as personnel in the establishment will be dealing with and serving clients from different countries.

The aggregate mean of 3.53 indicates that the respondents, to a great extent, demonstrated the competencies of hospitality graduates as performance Indicators for BSHM stipulated in CMO No. 62, Series of 2017. This means that graduates of the BSHM program acquired competencies and skills in information technology and business management.

CONCLUSION

Therefore, the graduates of the Bachelor of Science in Hospitality Management (BSHM) at the University of Cebu-Banilad were employable in both hospitality and non-hospitality-related establishments and earned the minimum wage. They exhibited the institution's intended competencies and those required by the Commission on Higher Education [CHED] as part of its regulatory mandate.

Translational Research

Based on the results of this study, which show that the curriculum is highly relevant to the job, a program-level intervention plan is recommended for the Bachelor of Science in Hospitality graduates of the University of Cebu-Banilad to fully upgrade and integrate industry-based learning from the teacher to the student level. Along with the said intervention plan, the following recommendations will be proposed:

1. The administration of University of Cebu-Banilad College of Hospitality Management regularly revisits, reviews, and updates the curriculum to produce highly skilled hospitality graduates who are competent in business-related and administrative work in the hospitality industry.
2. Strengthen the faculty immersion relating to business-related and administrative functions in the hospitality industry to translate these experiences into the class instruction.
3. The administrators of the University of Cebu-Banilad College of Hospitality Management must forge cooperation with the alumni and the school, such as a professional learning community wherein students, alumni, and faculty can communicate and help improve each other's self-efficacy through feedback and provision of industry updates.
4. Capability-building seminars shall be undertaken to help graduates and students continuously learn new skills and technologies in the hospitality industry.
5. A graduate tracer study must be conducted to check on the progress and employability of the graduates regularly.

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