

# A Tracer Study on the Agribusiness Management Program: Basis for Curriculum Improvement

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## ABSTRACT

This tracer study was conducted to comprehensively evaluate the employability and career trajectories of graduates from Central Mindanao University's (CMU) Bachelor of Science in Agribusiness Management (BSAM) program, with the primary objective of gathering data to inform curriculum enhancements and improve academic services. Employing a descriptive statistical methodology, the research utilized online surveys and personal interviews to collect and analyze information regarding graduates' demographic profiles, employment status, job satisfaction, and perceptions of their academic preparation. The findings reveal a highly employable and versatile graduate groups, with a nearly even distribution of employment between the government (120 graduates) and private (126 graduates) sectors. A significant proportion of those in public service (46%) are employed directly within the agriculture sector, demonstrating strong alignment between their education and career path. In the private sector, graduates are concentrated primarily in the service industry (45%), with notable engagement in trading (19%) and self-employment (16%). Financially, the largest group (24%) earns a basic monthly salary between Php 20,000 and Php 30,000, which is well above the national poverty threshold. Furthermore, the data indicates a rapid transition into the workforce, with a majority of graduates (51%) securing their first job within six months of graduation. The overarching conclusion of this study is that the BSAM program at CMU effectively equips its graduates with the necessary skills and knowledge for a diverse range of occupations, affirming the curriculum's relevance and the high value of its graduates in the competitive labor market.

**Keywords:** Learning experience, Academic services, Employability, Career path

## INTRODUCTION

In an era of increasingly competitive labor markets, Higher Education Institutions (HEIs) bear a critical responsibility to ensure their academic programs are aligned with industry demands and that their graduates are equipped for sustained professional success. The 21st-century workplace requires a blend of specialized technical knowledge and robust employability skills to compete in a globalized industrial landscape (Ismail & Mohammed, 2015). Tracer studies serve as an indispensable tool for HEIs to evaluate curricular effectiveness by systematically tracking the career paths and performance of their alumni.

This study was initiated in response to a specific institutional need within Central Mindanao University (CMU). The Department of Agribusiness Management recognized the necessity of gathering direct feedback from its graduates to assess program outcomes and identify areas for improvement. While a previous college-wide tracer study was conducted, its broad scope was insufficient for the detailed, department-level analysis required for targeted curricular reform. This research directly addresses the 2018 recommendation from the AACU accreditation team to conduct a more focused follow-up study, aiming to generate actionable insights for enhancing the BS Agribusiness Management (BSAM) program.

## **Objectives of the Study**

This study sought to achieve the following objectives:

1. To profile the CMU Agribusiness graduates from 2015-2022, detailing their socio-demographic and educational backgrounds.
2. To document the professional locations and work experiences of CMU Agribusiness graduates.
3. To determine the relevance of the BSAM program to the graduates' current professional roles.
4. To measure the degree of personal goal fulfillment, particularly job satisfaction in terms of position, income, work type, and job security.
5. To identify the factors that graduates perceive as critical to their professional success.
6. To identify the primary problems encountered by agribusiness graduates during their job search.

## **Beneficiaries of the Study**

**University:** The findings provide essential data required for the AACU accreditation process, enhancing the program's standing and potentially attracting more high-caliber students. Furthermore, robust evidence of graduate success can help secure greater educational and financial support from the government.

**Faculty:** The study offers faculty members of the Department of Agribusiness Management data-driven insights into curriculum strengths and weaknesses, empowering them to propose and implement meaningful improvements to course offerings and teaching methodologies.

**Aspirant Agribusiness Students:** The results contribute to a revised and improved curriculum that provides a higher quality of academic service. This, in turn, can lead to better learning outcomes, timely graduation, and enhanced preparedness for graduate school or professional careers, ultimately expanding their opportunities for intellectual development, financial gain, and career advancement.

## **Scope and Limitations**

This study was conducted exclusively through online platforms, with respondents reached via their social media accounts. The sampling was based on convenience and availability. Consequently, the feedback regarding the perceived contribution of the curriculum to employability is based on the graduates' personal assessments and subjective opinions. The insights gathered from this investigation provide a foundation for understanding the professional landscape of BSAM graduates, transitioning from their academic background to the theoretical underpinnings that shape agribusiness education today.

## **REVIEW OF LITERATURE**

This review of literature explores the key academic and economic contexts that shape modern agribusiness education and influence the career trajectories of its graduates. It examines the macro-level trends of globalization and the internationalization of higher education, the evolution of agribusiness as a discipline, and the specific role of Central Mindanao University in navigating these forces. This theoretical framework provides the necessary context for interpreting the study's findings on graduate employability.

### **The Internationalization of Higher Education**

The landscape of higher education has been profoundly reshaped by internationalization, defined by Knight (2004) as "the process of integrating an international, intercultural, and global dimension into the goals, teaching and learning, research, and service functions of a university." This phenomenon places immense pressure on HEIs to educate students not just for national needs but for increasingly global labor markets

(Altbach and Knight, 2007). Universities must therefore navigate a delicate balance between fulfilling their traditional nation-building duties—such as workforce development and fostering citizenship—and preparing graduates to be competitive on a global stage. As noted by Bernardo (2002), it is crucial for the Philippine higher education system to understand and respond to these global developments, prompting local institutions to rethink their core aims and operations in an interconnected world.

## The Evolution of Agribusiness in a Global Context

Parallel to the shifts in higher education, the field of agriculture has undergone a fundamental transformation from a subsistence-based activity to a complex, commercialized industry. Modern agribusiness is no longer confined to production; it encompasses the entire value chain, "from seed to shelf or from pasture to plate" (Dy, 2005). This integrated system requires a new generation of professionals who possess not only agricultural knowledge but also strong business acumen and entrepreneurial skills. The World Bank (2008) highlighted the need to fine-tune graduates' entrepreneurial abilities to meet the demands of the private sector, as public sector employment opportunities become increasingly saturated. This shift necessitates a curriculum that fosters a mindset geared towards innovation, management, and market-oriented thinking.

## Central Mindanao University's Role and Response

Central Mindanao University's mission to "advance the frontiers of knowledge through internationalization of education" positions it directly at the intersection of these global trends. The university's Agribusiness Management curriculum is specifically designed to produce well-rounded entrepreneurs and executives who can contribute to the nation's economic development. This tracer study represents a direct and strategic response to the challenges and opportunities outlined above. By examining the career outcomes and entrepreneurial directions of its graduates, CMU can critically evaluate the global competitiveness of its BSAM program and identify the factors that influence its graduates' professional success, ensuring continuous alignment with both national priorities and international standards.

This theoretical foundation sets the stage for the methodology employed to empirically investigate these issues and assess the real-world impact of the BSAM program.

## METHODOLOGY

This section outlines the systematic methodology employed to conduct the tracer study. The research approach was carefully designed to ensure the collection of reliable, valid, and ethically sound data regarding the employability, career paths, and perceptions of the Bachelor of Science in Agribusiness Management (BSAM) graduates of Central Mindanao University.

**Research Design** The study utilized a descriptive statistical approach to summarize, present, and interpret the data collected from the graduates. This design is well-suited for profiling the respondent population and describing their experiences and outcomes in the labor market.

**Location of the Study** While the study was centered in the Mindanao Region, its scope was extended to include all regions of the Philippines and international locations to reach as many alumni as possible and capture a comprehensive picture of their geographical distribution.

**Sampling Design** A convenience or availability sampling method was employed. The target population consisted of graduates of the Bachelor of Science in Agribusiness Management program from 2015 to 2022. The official list of graduates was sourced from the Registrar's Office of the College of Agriculture, and participation was based on the availability and willingness of the alumni to respond.

**Data Gathering** Data was primarily collected through an online survey created using Google Forms. The survey link was distributed to graduates via their email addresses and social media platforms. The structured questionnaire gathered information on their demographic profile, employment preparedness, feedback on the

curriculum's relevance, job-seeking challenges, and perceived skills development. To supplement the survey data, personal interviews were conducted with some graduates working in nearby offices, and employment IDs were collected for documentation and future alumni tracing activities.

**Data Analysis** The collected data was analyzed using descriptive statistics, including totals, averages, percentages, frequency counts, and ranking. These methods were used to characterize the respondent profile and the problems encountered during their job search. Inferential statistics were also employed to examine the correlation between the graduates' level of satisfaction and their job performance.

**Ethical Considerations** Strict ethical practices were observed throughout the study. An Institutional Ethics Review Committee (IERC) Permit was secured from Central Mindanao University to ensure compliance with ethical standards. All participants were provided with a clear explanation of the study's purpose and were asked for their informed consent. They were also informed of their right to refuse participation, decline to answer any question, or withdraw from the study at any time. The confidentiality of respondents' identities was strictly maintained.

**Reliability Testing** A pilot test of the survey questionnaire was conducted with 29 respondents. The instrument demonstrated high reliability, achieving a Cronbach's Alpha of 92.2% across 43 items, which significantly exceeds the standard 70% threshold for reliability.

Having detailed the rigorous methodology used for data collection and analysis, the following section will present the findings of the study.

## RESULTS AND DISCUSSION

This section presents the core findings of the tracer study, offering a comprehensive analysis of the data collected from the 259 graduates of the BS Agribusiness Management program who participated. The raw data is translated into meaningful insights regarding their socio-demographic characteristics, employment outcomes, and perceptions of their academic preparation. This analysis forms the empirical basis for the study's conclusions and recommendations.

### The Socio-demographic Profile of Graduates

Understanding the socio-demographic profile of the graduates is essential for contextualizing their employment outcomes and career experiences. This sub-section provides a foundational snapshot of the respondent population, covering key characteristics such as gender, age, educational attainment, and income.

**Gender.** The data reveals a significant female majority among the BSAM graduates, with 63% identifying as female compared to 37% male. This finding indicates that the agribusiness management field is an attractive career path for women and suggests that the program is contributing to a more gender-responsive workforce, potentially challenging traditional gender roles in a sector that has historically been male-dominated.

**Age.** The graduate population is predominantly youthful, with 76% of respondents being over the age of 25 and a mean age of 28.19. This demographic profile suggests a highly productive and energetic workforce with the physical capacity for demanding roles. However, it is also important to consider the findings of a Deloitte study, which noted high rates of burnout among Filipino Gen Zs and millennials. This highlights the need for employers and the university to be mindful of work-life balance and job-skills alignment to support the long-term well-being and productivity of this young professional cohort.

**Educational Experience .** The vast majority of respondents (93%) hold a bachelor's degree as their highest educational attainment. The inclination toward postgraduate studies appears to be slow, with only 7% having pursued or completed a master's degree and 1% a doctoral degree. This may indicate that graduates find sufficient career progression opportunities with their undergraduate degree or that the immediate demands of their professional roles take precedence over further formal education at this stage of their careers.

Table 1. The respondents Socio demographic profile

Particular	Frequency	Percentage (%)
Gender		
Male	95	37
Female	164	63
Total	259	100
Age		
25 years and below	62	24
Above 25	197	76
Educational Experience		
Bachelor	240	93
Masteral	17	7
Doctoral	2	1
Eligibility		
PRC Holder	136	53
Civil Service	37	14
TESDA	13	5
NAPOLCOM	7	4
None	66	25
Marital Status		
Single	180	69
Married	79	31
Ethnic Origin		
Ethnic Origin	174	67
Boholano	30	12
Ilokano	28	11
IP	12	5
Bisaya	4	2
Muslim	8	3
Income Received		
Below 10,000	17	7
10,00-15,000	49	19
15,001-20,000	46	18
20,000-30,000	62	24
30,000- & above	55	21
Not indicated	30	12

**Eligibility.** Professional eligibility is a significant asset for the graduates, with a majority (53%) holding a Professional Regulation Commission (PRC) license and an additional 14% possessing Civil Service eligibility. These credentials are often prerequisites for government employment and enhance a candidate's competitiveness. The 25% of graduates with no formal eligibility may face additional barriers in the job market, particularly in the public sector, highlighting a potential area for enhanced student guidance and support.

**Marital Status.** A substantial majority of the graduates (69.5%) are single. This demographic characteristic suggests a high degree of career flexibility and mobility. Unmarried individuals often have fewer personal obligations, allowing them to more readily accept additional responsibilities, relocate for better opportunities, and dedicate more time to their early career development.

**Ethnic Origin.** The ethnic composition of the graduates is dominated by Cebuanos (67%), which reflects the regional demographics. This high concentration suggests a workforce proficient in a widely spoken regional language, which can facilitate effective interethnic communication and seamless integration into diverse work environments across the Philippines.

The data on financial aid reveals that a significant portion of graduates (47%) did not receive any scholarship grants during their studies. While 15% were supported by the Commission on Higher Education (CHED), the overall figures suggest a potential need for a more comprehensive evaluation of financial support systems for students in the BS Agribusiness program to ensure equitable access to education.



**Income (Basic Monthly Salary).** The income distribution shows that the largest group of graduates (24%) earns a basic monthly salary between Php 20,001 and Php 30,000. This is a crucial finding, as this income level is significantly above the national poverty threshold of PhP 12,015 (PSA, 2021). It indicates that their earnings are sufficient to meet basic needs and potentially generate savings for future investments, such as capitalizing an entrepreneurial venture.

This detailed demographic profile provides a clear context for understanding the employment patterns and career trajectories of the graduates, which are examined in the following section.

### **Employability Profile of Graduates**

This sub-section directly addresses the central research question by examining the employment outcomes of BSAM graduates. The data presented here serves as a key indicator of the program's success in preparing students for the labor market, detailing where they work, in what capacity, and how quickly they secure employment.

Particular	Frequency	Percentage
Employment Type		
Private	126	49
Government	120	46
Unemployed	13	5
Government Sector		
LGU	16	13
Agriculture	55	46
Education	24	20
Other	25	21

Private Sector		
Education	3	2
Manufacturing	4	3
Trading	24	19
Production	19	15
Service	57	45
Self employed	22	16
Manner of Acquiring Job		
Job fair	3	1
On line	1	1
referral	89	34
Own search	139	54
Not indicated	27	10

The employment data reveals a nearly even distribution of graduates between the private (49%) and government (46%) sectors. This balance is a strong testament to the graduates' versatility and the broad applicability of their skills, qualifying them for diverse roles in both public service and private enterprise. The 5% unemployment rate, while noteworthy, should be contextualized within national statistics and the potential for structural unemployment, where a mismatch exists between available skills and job market requirements.

### **Sector in Government**

Among graduates employed in the government, a significant proportion (46%) work directly in the agriculture sector, for instance, within the Department of Agriculture and its allied agencies. This finding demonstrates a high degree of relevance between their academic specialization and their professional career path, indicating that the program is successfully channeling skilled individuals into a critical sector for national development.

### **Private Sector**

In the private sector, graduates are most heavily concentrated in the service industry (45%), followed by trading (19%) and self-employment (16%). This aligns with broader economic trends cited by Cabegin & Gaddi (2019), which note that female workers, who form the majority of this study's respondents, tend to gravitate toward the services sector. This distribution highlights the adaptability of agribusiness skills to a wide range of commercial activities beyond traditional agricultural production.

### **Employment Category**

The data on entrepreneurial activity is particularly insightful. A total of 12% of graduates are engaged in business ownership, with 8% being fully self-employed and another 4% managing a business while also being employed. This suggests that the BSAM program is successfully cultivating an entrepreneurial mindset and equipping graduates with the confidence and skills to create their own employment opportunities.

### **Service Industry Employment**

A breakdown of employment within the service industry showcases the remarkable diversity of roles that BSAM graduates are qualified for. They have found positions in fields ranging from Information Technology (14%) and lending (12%) to hospitality (11%) and banking (9%). This wide distribution underscores the transferability of the business management skills taught in the program.

Table 13: Service Industry Employment

Service Industry Category	Frequency	Percentage
Banking	5	9%
Construction and Engineering	5	9%
Cooperative	5	9%

Food	5	9%
Hospitality	6	11%
IT	8	14%
Lending	7	12%
Others	16	28%
Total	57	100.00%

### **Manner of Acquiring the First Job**

Graduates primarily rely on their own initiative and personal networks to secure their first job. The dominant method was "Own Search" (54%), followed by "Referral" (34%). The minimal reliance on formal channels like job fairs (1%) suggests that graduates are proactive and resourceful in their job-seeking efforts, and that networking skills are a critical asset in their career launch.

### **Time to First Job |**

The speed at which graduates find employment is a strong indicator of their high employability. A majority (51%) secured their first job within six months of graduation. While the 20% who took 7-12 months and the 19% who took over a year faced a more challenging search, the overall data points to a swift transition from university to the workplace, affirming the market relevance of their qualifications.

Having established the objective employment outcomes, the following section will explore the graduates' subjective perceptions of the academic program that prepared them for these roles.

### **Perception Level Towards Agribusiness Program**

Understanding graduate feedback is paramount for continuous curriculum improvement. This sub-section evaluates the perceived effectiveness of the BSAM program's curriculum, faculty, and support systems in preparing students for their professional careers. The analysis synthesizes graduate ratings to identify program strengths and potential areas for enhancement.

### **General Academic Course Content**

Graduates perceive the academic content of the BSAM program as having made a significant contribution to their career readiness. Areas rated as "Extremely contributed" include practical, application-oriented subjects such as Field Supervised Experience/On-the-Job-Training (OJT), the ability to do computer-assisted work, and the development of feasibility studies and business plans. Furthermore, foundational management skills like understanding organizational structures, demonstrating leadership, and interpreting organizational operations were also highly valued. This indicates that the program's strength lies in its blend of theoretical knowledge and hands-on, practical application, which directly equips graduates with the skills demanded by employers.

**Faculty Provision and Expertise** The faculty of the Department of Agribusiness Management received exceptionally high ratings from the graduates. The respondents indicated that faculty provisions "Excellent" contributed to their professional development. Specific strengths highlighted include faculty teaching assignments being based on their field of specialization, their commitment to the teaching profession, and the respect they showed to students. This positive perception underscores the critical role that knowledgeable and dedicated instructors play in shaping student learning experiences and building a strong foundation for future career success.

**Curricular Content and Teaching Methodology** The structure and delivery of the curriculum were also highly rated. Graduates felt that adherence to the syllabus and the suitability of teaching methods to student needs "Excellent" contributed to their educational journey. The availability of faculty for consultation was also seen as a key strength. While still rated as "Highly contributed," the scheduling of make-up classes and provisions for enhancing student self-esteem received slightly lower scores, suggesting these are minor areas that could be reviewed for potential improvement. Overall, the findings point to a well-designed and effectively delivered curriculum.

**Advising and Assistance** Institutional support systems were perceived as another major strength of the program. Program orientation, the accessibility of knowledgeable faculty advisors, and access to information and assistance were all rated as having "Excellently contributed" to the student experience. This robust support structure ensures that students are well-guided throughout their academic journey, which is crucial for fostering their confidence and preparing them for the transition into their professional lives.

The consistently positive perceptions of the academic program provide a clear link to the high levels of job satisfaction reported by the graduates, which will be explored next.

### Job Satisfaction Level Towards Current Job

This sub-section measures the ultimate outcome of a successful education: career fulfillment. By examining the graduates' overall job satisfaction and its specific components, this analysis provides insight into how well their professional realities align with their expectations and aspirations.

Table 21. Perception on the level of Job Satisfaction Towards present Job

Parameters	Mean	Qualitative Interpretation
1. Job Satisfaction Parameter to the present Job in terms of Income received	3.68	Satisfied
2. Job Satisfaction Parameter to the present Job in terms of benefits and incentives	3.87	Satisfied
3. Job Satisfaction Parameter to the present Job in terms of Job position and assignment	3.97	Satisfied
4. Job Satisfaction Parameter to the present Job in terms of Management policies	3.93	Satisfied
5. Job Satisfaction Parameter to the present Job in terms of Total work environment	3.97	Satisfied
6. Job Satisfaction Parameter to the present Job in terms of total job satisfaction	4.0	satisfied
General Mean	3.91	Satisfied

The findings indicate that, on the whole, BSAM graduates are "Satisfied" with their current jobs, achieving a general mean score of 3.91. This suggests that their professional experiences have met their expectations.

A critical evaluation of the satisfaction parameters reveals some nuances. Graduates reported the highest levels of satisfaction with "total job satisfaction" (4.00) and their "total work environment" and "job position and assignment" (both 3.97). These high scores indicate a strong sense of fulfillment in their roles and a positive perception of their workplaces. In contrast, the parameter with the lowest rating, though still within the "Satisfied" range, was "income received" (3.68). This is a common finding in tracer studies of recent graduates and, as the source text hypothesizes, may be attributable to their early-career stage, where salaries have not yet reached their full potential.

### Workplace and Location

Analyzing the geographical distribution of graduates is significant as it reveals the program's economic impact across local, regional, and even global labor markets. This sub-section maps where BSAM graduates are building their careers, demonstrating the reach and influence of the program.

**Local and Regional Impact** The data shows a heavy concentration of graduates working within Region 10, Northern Mindanao, with 158 individuals employed there. The majority of these are located in the province of Bukidnon (121 graduates), followed by Misamis Oriental (33 graduates). This strong local presence validates the findings of a PSA report by Aves (2022), which identified Bukidnon province as having one of the highest labor force participation rates in the nation. The findings strongly suggest that the CMU BSAM program serves as a key contributor to the local talent pipeline, directly supplying skilled professionals to meet the employment demands of the regional economy.

**National and Global Reach** While the program has a profound local impact, its reach extends across the nation and beyond. Graduates are employed in other Mindanao regions, as well as in Visayas and Luzon.

Critically, a small but significant number of alumni are working internationally in countries such as the United States, New Zealand, Thailand, Canada, Australia, and Malaysia. This global distribution, though limited, is compelling evidence of the program's capacity to produce graduates whose skills are competitive and valued in the international workforce.

The professional successes of the graduates provide a strong endorsement of the program; however, it is equally important to understand the challenges they faced in securing these positions.

### Problems Encountered When Seeking for a Job

Understanding the obstacles graduates face in the job market is crucial for refining the curriculum and enhancing student support services. This section moves beyond quantitative success rates to explore the qualitative challenges of the job search process, providing actionable insights for the university's career guidance and professional development initiatives. The problems encountered range from personal factors to systemic market realities.

The primary challenges reported by the graduates can be grouped into the following categories:

Problems Encountered	Description
Financial and Logistical Barriers	
Financial problems:	The cost associated with job searching, such as transportation and document processing, was a significant hurdle.
Cost	General expenses related to the application process.
Distance of the job	The physical distance of job opportunities, particularly those far from home, posed logistical and financial challenges.
Skills and Experience Gaps	Need background experience: Many entry-level positions required 2-3 years of prior work experience, creating a classic "catch-22" for new graduates.
a. Communication skills	Graduates identified the need for stronger communication skills to succeed in interviews and the workplace.
b. No experience in other jobs	A lack of diverse work experience was perceived as a limitation.
c. Building confidence	Overcoming fear and building the self-confidence needed to effectively market oneself to employers was a common struggle.
Systemic and Market Challenges	
Job competition:	Graduates faced a highly competitive job market with many applicants vying for the same positions.
Nepotism and lack of political influence:	The perception that personal connections or political influence were necessary for some roles was a source of frustration.
Employers' standards are so high:	Employers were seen as having very high and sometimes unrealistic expectations for new graduates.
Limited job opportunities in Bukidnon	: Despite the high concentration of graduates in the province, some felt that the number of relevant job openings was limited
Feedback delay from the recruiter:	The slow response time from recruiters and potential employers created uncertainty and prolonged the job search process.

These challenges illustrate that the path to employment involves navigating a complex landscape of personal readiness, financial constraints, and external market forces. The issues identified provide clear targets for future enhancements to the curriculum and career services, such as strengthening communication skills training, providing more extensive internship opportunities, and offering workshops on navigating the modern job market.

## CONCLUSION

This tracer study provides valuable, data-driven insights into the career outcomes of the Bachelor of Science in Agribusiness Management graduates from Central Mindanao University. The findings confirm a demographic profile that is youthful and predominantly female, poised for long and productive careers. The study concludes definitively that the BSAM program is highly effective in preparing graduates for the demands of the modern workforce. This effectiveness is evidenced by high employment rates, a rapid transition from university to career, and a versatile distribution of graduates across both the public and private sectors. The strong alignment of government-employed graduates with the agriculture sector, in particular, affirms the program's direct contribution to a key national industry.

Furthermore, the graduates themselves hold a very positive view of their education. They perceive the curriculum content, faculty expertise, and institutional support systems as having contributed significantly to their professional success. This high regard for their academic preparation is mirrored in their professional lives, where they report being generally satisfied with their careers. While entry-level income remains an area of lower satisfaction, this is a typical finding for recent graduates and does not detract from their overall sense of career fulfillment. Economically, the program has demonstrated a substantial positive impact on the local and regional economy, especially in Northern Mindanao, by supplying a steady stream of qualified professionals. At the same time, the presence of alumni in the international workforce highlights the program's capacity to produce globally competitive graduates. Ultimately, this study affirms the strengths of the BSAM program while simultaneously pinpointing specific areas, such as job-seeking support and financial aid, for continuous improvement. Economically, the program has demonstrated a substantial positive impact on the local and regional economy, especially in Northern Mindanao, by supplying a steady stream of qualified professionals. At the same time, alumni in the international workforce highlight the program's capacity to produce globally competitive graduates. Ultimately, this study affirms the strengths of the BSAM program while pinpointing specific areas for continuous improvement, such as job-seeking support and financial aid.

## RECOMMENDATION

Based on the comprehensive findings of this tracer study, the following recommendations are proposed to further enhance the BSAM program and improve the competitiveness of its graduates:

1. Update the current curriculum to enhance its alignment with international academic standards. This will improve the global competitiveness of graduates and better address the workforce demands of both domestic and foreign markets.
2. Encourage students and recent graduates to pursue continuous professional development, particularly in acquiring technical and business skills through certifications from bodies such as the Technical Education and Skills Development Authority (TESDA). This will strengthen their qualifications and help bridge any perceived experience gaps in the job market.

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