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Research Article

Doctor of Industrial Technology Program Tracer Study

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ABSTRACT

The study aimed to track the employment trends of Iloilo Science and Technology University graduates of the Doctor of Industrial Technology 2015-2024. To ascertain the participants' demographic profile, employment characteristics, academic program relatedness, evaluation of the physical facilities and services, personal satisfaction, and retrospective evaluation, a descriptive survey method was used with a modified survey questionnaire modelled after the Commission on Higher Education (CHED) format on Outcome-Based Education (OBE). Fifty-four graduates from the program participated in the survey via purposive sampling. The tracer's outcome provided the foundation for program improvement to satisfy the demands of the university's stakeholders and the governing body. The curriculum is, therefore, dynamic.

Keywords: Tracer Study, Advanced Education Programs, Doctor of Industrial Technology, College of Industrial Technology, Iloilo Science and Technology University, Program assessment, Graduate satisfaction

INTRODUCTION

After graduating, alumni are an extension of the kind of education they received from the institution. Since its founding, Iloilo Science and Technology University (ISAT U), the region's centre of science and technology, has graduated many students. In particular, alumni of the College of Industrial Technology-Advanced Education Program (CIT-AEP) who have the degrees of Master of Industrial Technology (MIT) and Doctor of Industrial Technology (DIT). The CIT has produced advanced education technologists in several noteworthy programs. Thus, ISAT U must carry out a tracer to ascertain its alumni's job and career paths.

From a quality assurance perspective, Teichler and Schomburg (2013), the pioneer of tracer studies, emphasised that the information obtained from tracer research might be used to develop instructional programs. Additionally, a poll of employers or alumni might yield useful information when evaluating a specific educational program at a particular school. Various educational establishments across the nation considered his studies. In addition, the Commission on Higher Education (CHED) mandated in Memorandum Order 23, series of 2013, that all state universities and colleges under its purview carry out this kind of survey to ascertain the graduates' results immediately following their graduation from the program they enrolled in.

Echaveria, Paclibar, Ohao, & Ambut (2002). Simeon (2005), Figueras (2006), Ursua & Monserate (2007), Sito, Alawas, Alvaro, Azupardo, Cawat, Parcasio, & Mina (2007), Millington (2008), and Nicholas (2010) all conducted several studies. The results can be used to assess the program's impact and utility. However, a tracer study was suggested by Sira, Valenciana, Celda, and Sobrepeña (2018) to recruit qualified faculty members. Furthermore, the group of Gines (2014), Menez (2014), and Sanchez & Diamante (2017) argued that the tracer study looked at how well university curricula matched industry demands and how employable graduates were. Alumni's satisfaction with their undergraduate education and suggestions for enhancing the services of others are discussed by Bansiong & Alawas (2024).

This study sought to review and evaluate CIT's Advanced Education Program through a tracer study of its graduates from 2015 to 2024.

LITERATURE REVIEW

2.1. The CHED Mandate

The status and whereabouts of its graduates must be ascertained because Iloilo Science and Technology University is the nation's leading generator of technologists. "The university is committed to providing quality and relevant advanced education, higher technological, professional instruction and training in arts, sciences, education, architecture, engineering, agriculture, forestry, and other fields of study, thereby producing locally oriented, globally competitive, and eco-friendly human resources," the university states about its vision to become the premier university in Southeast Asia by 2030.

According to CHED Memorandum Order No. 46, 2012, and the CHED Handbook (2014), the ultimate goal of a tracer study should be similar to that of other impact assessments. This goal is to systematically analyse any significant or long-lasting changes that aim to influence policy formulation or decision-making through empirically driven feedback.

Training institutions frequently use tracer studies to get feedback on their courses, hear from graduates about how their training is assisting them in developing their competencies, and evaluate the effect of training on graduates' employment prospects and future education (ILO, 2014).

Ulrich and Schomburg (2011) explain competencies, how to test them, and how to use and demand them. Research to raise graduates' evaluations in this area would be helpful. However, cooperation is also advantageous when research endeavours seek other measurement methods, such as creating tests or indicators.

2.2. Legal Bases

The CHED Memorandum Order number 15 series of 2019 Policies and Guidelines for Graduate Education is the CIT-AEP's foundation. By Referendum No. 1 and the Philippine Qualifications Framework (PQF), this memo operates as an outcomes-based quality assurance system by the pertinent provisions of the Republic Act (R.A.) No. 7722, commonly called the "Higher Education Act of 1994." Dated December 19, 2019, R070-2019.

In 2013, the CHED formed the Task Force on Graduate Education Reform (TFGER) to assess state graduate programs nationwide. The TFGER proposed a plan of action and alternative policies for implementing graduate programs. Creating a culture of innovation and research in graduate programs is one of the required modifications. Therefore, the policies, Standards, and Guidelines (PSG) regulating graduate programs must be modified.

According to the same memo, the graduate programs' roles were to (1) establish a clear path beyond elementary school and baccalaureate/undergraduate education by emphasising innovative, integrative, and interrogative teaching and learning materials and methods; (2) achieve higher competencies in knowledge production (research), knowledge sharing and exchange (teaching), and knowledge application and utilisation (commercialisation); and (3) generate advanced competencies that will support students' professional success.

Moreover, in the 2014 CHED Handbook on Typology, graduates should possess various skills, such as knowledge, leadership, creativity, critical thinking, and a love for God and the nation. They pursue lifelong learning, stay current with the latest developments in society, and work effectively in a multicultural, interdisciplinary environment by WVCST BOT Res. 12/21/2007-84/ACCO Resolution No. 18D-2014.

Laal et al. (2012) added that all educational institutions are required under the ASEAN Quality Reference Framework (2015) to support the quality framework for lifelong learning through quality qualification systems.

Furthermore, Lifelong learning is a crucial competency for individuals and professionals worldwide. It involves continuous, collaborative, self-directed, and everlasting learning. This learning requires teachers to take on a facilitative role while learners take responsibility for setting goals and evaluating their learning. Physicians need less reliance on traditional education and more participation in self-assessment and peer assessment. Radiologists in academic settings can practice lifelong learning through teaching, multidisciplinary conferences, and research. Participation in the American Board of Radiology's Maintenance of Certification program demonstrates a commitment to continuous learning (Collins, 2009, p. 613).

The strategic learning and teaching competencies necessary for today's national, regional, and international economic, political, and social development must be incorporated into higher education institutions offering

graduate degree curricula. HEIs must follow the fundamental curriculum criteria by learning standards or Outcomes-Based Education (OBE) while exercising their right to academic freedom. They can, however, develop and enhance the courses they offer.

Additionally, a focus on integrative and interrogative techniques is promoted. Given the significant educational impact of CIT and the rationale for OBE's application with the PQF based on R.A., This recognition accounts for the efficacy of both conventional and non-traditional teaching-learning delivery and management approaches. Executive Order 10968 states that it must be a part of the overall system for delivering graduate programs.

2.3. Doctor of Industrial Technology-Advanced Education Program (CHED Memorandum Order number 15 series of 2019)

The doctorate is terminal since it is the highest academic level offered in any subject or area of study (www.collinsdictionary.com, 2018). According to the Philippine Standard Classification of Education (2017) and the Philippine Statistics Authority (2018), programs at this level emphasise advanced study and original research, culminating in a research qualification. Doctoral programs are associated with the Level 8 PQF.

According to PQF Level 8 descriptors, graduates of doctoral programs should demonstrate (1) highly advanced systematic knowledge and skills in the highly specialised and complex interdisciplinary or multidisciplinary field of learning; (2) advanced learning with complete independence in individual work and teams of independent researchers; and (3) use complex research/creative work or professional practice.

The Doctorate Degree (Professional Track) indicates a level of proficiency in the subject matter and methodologies of a professional field that is equivalent to that required for the PhD. The professional doctorate's primary focus is on outstanding practical performance, even when the study may push the boundaries of the field's understanding. This kind of doctorate includes, for instance, programs for Doctor of Education and Doctor of Public Administration.

Prospective students must have professional experience before being accepted into the program. Candidates must, therefore, provide proof of substantial real-world professional work experience. The professional doctorate program requires a minimum of twenty-four coursework units and twelve practice-based dissertations; the CHED Technical Panels or HEIs may define the number of years of practical experience necessary for each subject.

The student's final output requires completing a practice-based research project and passing a thorough exam. The student must also have a dissertation that is publicly defended. The HEI sends emails or posts updates on its website and social media to inform its academic community of the defence date.

Practice-based research is a novel study that aims to get new knowledge, partly from experience and the outcomes of that practice. Creative outputs such as music, digital media, performances, exhibitions, and designs can be utilised to bolster a PhD dissertation's argument for originality and knowledge expansion.

OBJECTIVES

Specifically, the study was designed to:

1. establish the profile of the DIT graduates in terms of employment characteristics in terms of (a) employment status, (b) employer, (c) tenure, (d) job position, (f) nature of work, (h) present salary, (i) satisfaction of the salary, (j) the current status;
2. assess the extent to which skills learned in school are used in the current job;
3. assess the adequacy and applicability of the program;
4. assess the graduates' level of satisfaction with the university's physical facilities and human resource services;
5. assess the degree of adequacy and applicability of the content and methods of teaching learned at the DIT program;
6. assess the graduates' level of satisfaction with the university's physical facilities and human resource services at ISAT U;
7. determine the graduates' level of satisfaction with their current position and professional success, and
8. determine the graduates' perception of their academic experience in the university.

3.1. Conceptual Framework

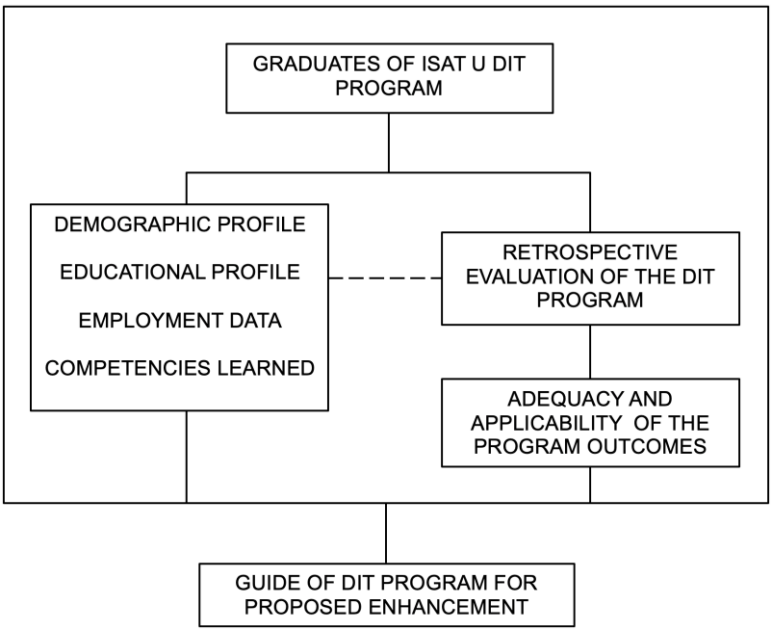

Figure 1. The diagrammatical framework of the study.

METHODOLOGY

4.1. Research Design

Nivera et al. (2015) and Gines (2014) used a descriptive survey method to describe the features of a population or phenomenon as it existed at the time of the investigation. Assessing how successfully the products—the graduates—have met the program's objectives functions as a kind of curriculum product review that documents curriculum efficacy, relevance, and sufficiency.

4.2. Respondents and Sampling Plan

The study's respondents were 54 graduates of the AEP, particularly in the DIT program, from 2015 to 2024, who were purposively selected as study participants. Figure 2 shows the distribution of the participants in the tracer study.

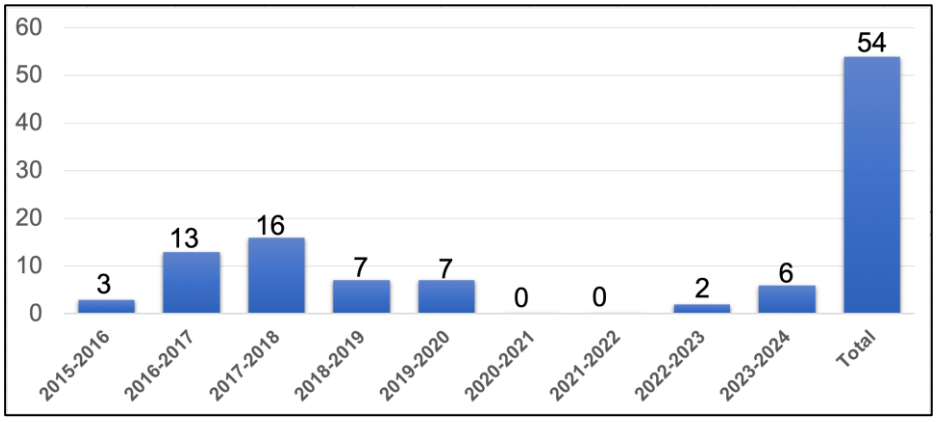

Figure 2. The distribution of the participants of the tracer study.

All 54 (100.00%) graduates were tracked for 9 years despite the participants' hectic schedules. All means were used to trace their conditions, such as online surveys, Google Forms, calls, referrals, etc. The researchers found this challenging; however, it was a noteworthy endeavour. Moreover, no graduates were found in the 2020-2021 to 2021-2022 school year due to the COVID-19 pandemic.

4.3. The Instrument

The instrument is designed based on the CHED Memorandum Order No. 46, series of 2012 and the CHED Handbook (2014). Before the data gathering, the instrument underwent content validity and reliability testing (result). The result showed that the instrument is fit for data gathering. It has 13 main categories labelled: (A) personal profile, (B) employment, (C) current status, (D) other concerns, (E) program Assessment, (F) adequacy of program content, (G) applicability of the program content, (H) adequacy and applicability of teaching methods taught in ISAT U, (I) assessment of the physical facilities in ISAT U, (J) assessment of the office services in ISAT U, (K) assessment of the human resources services in ISAT U, (L) satisfaction with the current profession. Furthermore, an additional field for open-ended questions was added for the items not found in the questionnaire.

Moreover, the study's instrument was subjected to reliability testing using Cronbach Alpha. Collins first presented Cronbach's alpha, a technique for assessing reliability by comparing the covariance of an instrument's items to the total variance, in 2007. Significant covariance about variance is a requirement for a trustworthy instrument. Most statistical software can calculate Cronbach's alpha, which can be examined after removing an item. If the item rises noticeably, it might not fit the measure.

4.4 Data Gathering Procedure

After the validity and reliability testing, the final version of the instrument was prepared for data gathering. To gather data, the researchers prepared a letter of permission for the head office to allow them to conduct the study using their personnel. After the head of the office was approved, the three-page questionnaire was administered. For the respondents' convenience, the researchers gave them ample time to answer the instrument.

The researchers prepared two sets of questionnaires; one is on a hard copy for face-to-face, which the researchers personally handed out and gave the survey to the participants who have been identified, while the other is on Google Forms for online responses. In some circumstances, the staff from the respondents' places of employment were asked to help distribute and administer the surveys. Telephone interviews were conducted with some participants after obtaining their permission, while others completed the instrument via messenger and email; graduate students who visited the university were also used as the study participants. The crucial part of the data gathering was that the program graduates were based on the official list of graduates from the Registrar's office to determine the data's accuracy.

4.4. Data Analysis

Quantitative data was analysed using means and percentages, while tables and graphs were created to display coded and thematically clustered qualitative data from interview replies.

Range	Description			
3.25 – 4.00	To a great extent	Highly adequate	Highly applicable	Highly adequate and applicable
2.50 – 3.24	To some extent	Moderately adequate	Moderately applicable	Moderately adequate and applicable
1.75 – 2.49	To a limited extent	Slightly adequate	Slightly applicable	Slightly adequate and applicable
1.00 – 1.74	Not at all	Not at all	Not at all	Not at all

RESULTS

5.1. Employment Characteristics and Current Status of the Participants

Table 1. Employment Characteristics and Current Status of the Participants

Employment Characteristics	Total (N=54)	%
Employment Status		
Employed	54	100
Not Employed	0	0
Employed		
Government	51	93

Private	3	7
Tenure		
Permanent	54	100
Casual/Contractual/Job Hire	0	0
Job Position		
Supervisory	43	79
Non-Supervisory	11	21
Nature of Work		
Related	54	100
Somewhat Related	0	0
Not Related	0	0
Present Salary		
High	16	30
Moderate	38	70
Low	0	0

The participants' employment characteristics and current status show that all of them are employed (100%), permanently working in the government (93%), particularly in the academe, holding supervisory (79%) job positions that are work-related (100%), and with a moderate salary (70%). This result manifests in graduates' hard work finishing their academic requirements due to the opportunities that await them when they return to their workplaces.

5.2. Program Assessment

Table 2. Program Assessment on Skills

Skills	Weighted Mean	Description
Knowledge and Technical	3.76	To a great extent
Communication	2.98	To some extent
Interpersonal Relation	3.50	To a great extent
Research	3.69	To a great extent
Problem-solving	3.50	To a great extent
Overall	**3.49**	**To a great extent**

Table 2 shows the program evaluation of the capabilities the graduates gained while enrolled in the program. The graduates gave the following skills high ratings: problem-solving (weighted mean of 3.50), research (weighted mean of 3.69), interpersonal relations (weighted mean of 3.50), and knowledge and technical skills (weighted mean of 3.76). The weighted mean of 2.98 for only communication is somewhat interpreted. Since they are not native English speakers and fall within the average speaker group (Hunt et al., 2000), Nofal (2012) discovered that these graduates viewed communication as a lower skill. Despite this, they could interpret and transmit the desired message easily. As a result, the participants' aggregate weighted mean rating was 3.49, which was widely interpreted.

5.3. Program Coursework's Adequacy

Table 3. Program Coursework's Adequacy

Coursework	Weighted Mean	Description
Basic	3.37	Highly adequate
Major	3.89	Highly adequate
Electives	3.46	Highly adequate
Thesis/Capstone	3.36	Highly adequate
Overall	**3.55**	**Highly adequate**

Table 3 shows the appropriateness of the program coursework. The DIT alumni rated all coursework highly adequate, giving it an overall weighted mean of 3.55. Since they were program graduates, the program's sufficiency aided them in using the knowledge and abilities they had gained throughout their time in the DIT program.

5.4. Program Coursework's Applicability

Table 4. Program Coursework's Applicability

Coursework	Weighted Mean	Description
Basic	3.41	Highly applicable
Major	3.65	Highly applicable
Electives	3.57	Highly applicable
Thesis	3.65	Highly applicable
Overall	**3.57**	**Highly applicable**

Table 4 shows the appropriateness of the program coursework. The DIT alumni rated all coursework **highly applicable,** giving it an overall weighted mean of 3.57. Since they were program graduates, they applied the knowledge and skills learned from the program's coursework adequacy to aid them in using the knowledge and abilities they had gained throughout their time in the DIT program.

5.5. Adequacy and Applicability of Teaching Methods Taught

Table 5. Adequacy and Applicability of Teaching Methods Taught

Teaching Method Taught	Weighted Mean	Description
Lecture	3.63	Highly adequate and applicable
Oral presentation	3.57	Highly adequate and applicable
Project-based output	3.65	Highly adequate and applicable
Research review a critiquing	3.72	Highly adequate and applicable
Small-group panel discussion	3.83	Highly adequate and applicable
Modular	3.67	Highly adequate and applicable
Contract assignments	2.98	Moderately adequate and applicable
Independent study	3.61	Highly adequate and applicable
Off-campus activities/field trips	2.94	Moderately adequate and applicable
Overall	**3.40**	**Highly adequate and applicable**

Table 5 shows the adequacy and applicability of the teaching methods taught. The alumni gave **highly adequate and applicable** ratings to lecture (3.63), oral presentation (3.57), project-based output (3.65), research review and critiquing (3.72), small-group panel discussions (3.83), modular (3.67), and independent study (3.61), respectively with an overall weighted mean of 3.40 which is described as **highly adequate and applicable**. Contract assignments (2.98) and off-campus activities/field trips (2.94) were found to be moderately adequate and applicable teaching methods taught.

Alumni evaluated contract assignments as the least appropriate and applicable of the teaching strategies used in the DIT program. The respondents regarded field trips as the least adequate and applicable instructional strategy in the DIT program. It is necessary, nevertheless, to achieve the program's goal. The fact that some came from beyond the province of Iloilo supports the conclusion that, despite its significance, they view it as an extra expense. This result indicates that students in DIT programs prefer continuous in-person connection with their lecturers over online or customised education methods, like those offered by contract assignments.

The effectiveness and suitability of the instructional strategies used are tied to the results of designing and implementing learning experiences to enhance students' abilities in learning, problem-solving, critical thinking, and discovery. Alumni of the program found that their work in academia and industry demonstrated this. Weidman, Twale, and Stein (2001) define "practised socialisation" as the processes through which people acquire the values, knowledge, and abilities required to successfully transition into a professional career that demands a high degree of specialised knowledge and skills.

Learning outcomes are emphasised, including traditional subject matter expertise and skills and abilities to use technology effectively, integrate and apply knowledge, and solve open-ended problems (Austin, 2002). The program adequately teaches the selection and use of assessment techniques in the DIT program. Still, most participants consider acquiring positive values and attitudes highly applicable. DIT graduates need to be more innovative to improve student achievement and attitudes, as noted by Gernale, Duad, and Arañes (2015).

Wanyama, Singh, and Centea (2018) suggest evaluating and assessing the course outcomes with industrial partners, collecting their opinions and suggestions, and including them to improve the course content to excel in Industry 4.0.

From a global standpoint, employment, efficiency, and production correlate with high-quality higher education. These factors fuel sustainable economies and desired social changes (Egesah & Wahome, 2017). Therefore, the graduates' recommendations could be used to improve the curriculum, ultimately resulting in more highly qualified and globally competitive professionals.

Finally, according to Gardner (2012), the ultimate goal of assessment is to promote student learning. These findings could be used as a starting point to improve students' 21st-century skills and align the science curriculum with national and international standards.

5.6. Assessment of the physical facilities in ISAT U

Table 6. Assessment of the physical facilities in ISAT U

Facilities	Weighted Mean	Description
Library	3.00	Moderately adequate
Classroom	3.74	Highly adequate
Laboratory/Shop	3.80	Highly adequate
Tools/Equipment	3.20	Moderately adequate
Student gymnasium	3.63	Highly adequate
Overall	**3.47**	**Highly adequate**

As shown in Table 6, the assessment of the physical facilities in ISAT U, respondents agreed that the facilities were highly adequate, with an overall weighted mean of 3.47. The library and tools/equipment were rated moderately adequate, with 3.00 and 3.20, respectively. The slightly low rating in the library is a manifestation that information was available on the web using their gadgets. For some reason, Silipigni Connaway and Randall (2013) found out why the Internet is better than the library. Faculty members express frustration with library access due to a lack of signs and understanding, feeling intimidated and complex. Despite their intelligence, they think resources are segregated and not integrated. They only seek information within their subject area.

Iskakov (2024) stressed that the low rating of tools and equipment "highlights the students' dissatisfaction with various aspects of technical equipment in schools, indicating areas that require attention and improvement to affect the overall learning experience. Addressing the issue of technical equipment in schools urgently is seen as a potential catalyst for a slight to fair improvement in general academic performance, as suggested by the survey results."

5.7. Office Services in ISAT U

Table 7. Office Services in ISAT U

Services	Weighted Mean	Description
Registrar's office	3.93	Highly adequate
Career Guidance and Counselling	2.98	Moderately adequate
Gender and Development	2.96	Moderately adequate
Medical and Dental	2.46	Moderately adequate
Networking training and events	3.52	Highly adequate
Overall	**3.17**	**Moderately adequate**

ISAT University's office services are displayed in Table 7. The weighted mean of all graduates who received office services was 3.17, which is considered **moderately adequate**. For gender and development (2.96), medical and dental (2.46), and career guidance and counselling (2.98), the ratings were deemed to be **moderately adequate**. On the other hand, the Registrar's Office (3.93), networking training, and events (3.52) received **highly sufficient** ratings. DIT graduates frequently visit the Registrar's office to seek and update their records each semester, giving them the desired services.

5.8. Assessment of the human resources services in ISAT U

Table 8. Assessment of the human resources services in ISAT U

Services	Weighted Mean	Description
Administration	3.74	Highly adequate
Faculty	3.69	Highly adequate
Staff	3.69	Highly adequate
Overall	**3.70**	**Highly adequate**

Regarding the assessment of the human resources services at ISAT U, Table 8 shows the overall weighted mean of 3.70, which was described as **highly adequate** for all the services: administration (3.74), faculty (3.69), and staff (3.69). Graduates' satisfaction was determined by the quality of human services rendered to them when they were at the university.

5.9. Satisfaction with the Current Position

Table 9. Satisfaction with the Current Position

Satisfaction	Weighted Mean	Description
Fringe benefit	3.83	Highly satisfied
Job security	3.81	Highly satisfied
Award and recognition	3.63	Highly satisfied
Opportunity for training	3.56	Highly satisfied
Personal fulfilment	3.80	Highly satisfied
Job prestige	3.87	Highly satisfied
Overall	**3.75**	**Highly satisfied**

For satisfaction with the current position, the study's respondents rated all the items with an overall weighted mean of 3.75. This finding shows that after graduation from the program, they were highly satisfied with their current professional careers.

Pergamit and Veum (1999) on promotion, The National Longitudinal Survey of Youth data reveals that promotions among young workers are often upgrades of current positions, with men being more likely to be promoted than women and whites. Factors such as company training acquisition and prior promotions are significant predictors of promotion. Consequences include increased wages, training receipt, supervisory responsibilities, and job satisfaction, but there is limited evidence that promotion directly affects job attachment.

CONCLUSION AND IMPLICATION

The study aimed to track DIT graduates' employment and determine their retrospective assessment of the program's suitability and relevance. These recent university graduates, who have specialised in various professions, are in their early 40s. The institution has remained dedicated to offering doctorate graduate students high-quality, reasonably priced advanced education.

As evidenced by their current roles managing supervisory tasks in government, especially in academia as permanent faculty, the graduates possess the requisite and associated knowledge, abilities, and attitude. In addition to having a respectable income, they are enthusiastic and dedicated to their area of expertise. They achieved professional heights, promotions, and high-level managerial positions due to their unwavering pursuit of greatness. The school has consistently upheld its vision, mission, goals, and ambition to develop skilled, globally-ready top-level leaders who influence the next generation. These findings have significant ramifications for the university's quota course policy.

Based on their ratings, the DIT program results are sufficient and appropriate, and the curriculum is reasonably adequate. Additionally, the graduates recommend that the curriculum be improved even more. This tracer study's preliminary assessment of the graduates indicates that the program's results are responsive. These findings significantly impact suggested policies and guidelines on incorporating Industry 4.0 elements and 21st-century skills into curriculum offerings to generate globally competitive graduates and prepare them for the workforce, particularly in science education.

RECOMMENDATIONS

The study recommends that the CIT and the administration devise an innovative tracing system to track all the graduates and monitor their condition and extent of employability. Furthermore, they integrate artificial intelligence from the data gathered to establish and produce a sound decision for the benefit of both the graduate and the service provider.

A stricter admission policy will be implemented to ensure that incoming DIT students are technologically and academically prepared and passionate about entering the program.

Revisits the program's adequacy and applicability to ensure the program's fitness and congruence with the needs of the workplace. Provide capability building and retooling to improve competency in the art and science of teaching technology subjects.

Improving the educational facilities may be a priority, as it will help students advance their competencies in response to Industry 4.0 demands.

Since the current study only looks at the DIT program, a tracer study of this kind may be conducted for other fields to provide a way to get feedback on ongoing curriculum development. Employers' opinions on graduates' competencies are also included, which might be viewed as an outside evaluation of graduates' job preparedness.

Declaration Of Ethical Standards

The author of this article declares that the materials and methods they use in their work do not require ethical committee approval and/or legal-specific permission.

Authors' Contributions

Pablo N. MINERVA, JR.: He compared the official list of graduates with the list from the Registrar's office to trace all the program graduates.

Dynn G. HARO: He converted the whole instrument to Google Forms for easy access to the respondents and supplied missing items for enhancement

Conflict Of Interest

There is no conflict of interest in this study.

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