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**RESEARCH ARTICLE**

## Tracer Study of the Bachelor of Arts Graduates of the University of Cebu-Main Campus from 2019-2024

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### ABSTRACT

This study determined the factors influencing job placement among graduates of the College of Arts and Sciences at the University of Cebu-Main Campus between 2019 and 2024, serving as a basis for proposed curriculum enhancements. The study used descriptive research design methods with the adopted-modified questionnaire, with frequency counts and percentages applied to analyze the results. Findings reveal that graduates, particularly those from the Psychology, Political Science, and English programs, are highly employable, whether through direct applications or referrals. Key factors influencing job choices include career challenges, salary, and benefits. The study also highlights a notable gender disparity, with most female graduates and a steady increase in graduates during the study period, peaking in 2024. Although the employment rate is high, most graduates occupy rank-and-file positions, with fewer advancing to managerial roles. Also, many graduates eventually shift to fields unrelated to their studies, indicating a potential mismatch between education and career progression. Graduates identify communication, human relations, problem-solving, and critical thinking as essential skills in their professional roles. These insights suggest the need for curriculum adjustments to align education with long-term career success better.

### KEYWORDS

Employability, Bachelor of Arts, Graduates, Tracer Study, Descriptive Study, Philippines.

### ARTICLE INFORMATION

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### 1. Introduction

The College of Arts and Sciences is at the heart of a well-rounded university education, offering a wide array of programs that help students master and enhance critical thinking, analytical skills, and cultural awareness. The University of Cebu-Main College of Arts and Sciences offers Political Science, Psychology, and English Language and Literature. In Political Science, students dive into the complexities of government systems, political behavior, and public policies, gaining a solid understanding of civic engagement and political theory (Smith, 2020). Conversely, Psychology focuses on the beauty of human behavior and mental processes, equipping students to analyze how we think, feel, and interact (Johnson, 2019). Meanwhile, English Language and Literature programs encourage deep analysis of literary works, language structures, and the history of the English language, helping students sharpen their skills in interpreting and critiquing a wide variety of texts (Doe, 2018). These disciplines play an important role in shaping students intellectually and personally, preparing them for diverse career paths and active, informed social participation.

Despite the significant research on the College of Arts and Sciences, there remains a crucial gap in understanding the interdisciplinary integration and comparative outcomes of its major programs, particularly Political Science, Psychology, and English Language and Literature, as highlighted by tracer studies. These studies typically track graduates' career paths and educational progress, focusing on the outcomes of individual programs, such as employment rates, job satisfaction, and further education within each discipline (Smith, 2020; Johnson, 2019; Doe, 2018). However, more research is urgently needed to investigate how graduates from these fields might benefit from the interdisciplinary skills and knowledge they gained during their studies. For instance, the potential for Political Science graduates to apply psychological insights in policymaking or for English Language and Literature alumni to use their analytical skills in various professional contexts remains unexplored (Brown & Lee, 2021). Addressing this gap could yield valuable insights into the comprehensive educational experiences and long-term career advantages of the College of Arts and Sciences, promoting more integrative and multidisciplinary academic strategies.

The College of Arts and Sciences is crucial in providing a well-rounded education for addressing today's societal challenges. A tracer study of graduates from these programs demonstrates how effectively they have transitioned into various professional fields, delving into the practical relevance of their academic training. For example, Political Science graduates often move into roles in government, public policy, and international relations, where they use their analytical skills to shape political discussions and decision-making. Similarly, Psychology graduates tend to pursue careers in mental health services, research, and human resources, applying their insights into human behavior to enhance the well-being of individuals and organizations. Those who studied English Language and Literature frequently excel in education, publishing, and creative industries, drawing on their intense critical thinking and communication skills. The achievements of these graduates underscore the value of a comprehensive liberal arts education in equipping students with the versatile skills and knowledge needed for a dynamic job market.

This research aims to trace the College of Arts and Sciences graduates at the University of Cebu Main, focusing on alumni's diverse professional paths and achievements from the College of Arts and Sciences Programs such as Political Science, English Language and Literature, and Psychology. By examining their career trajectories and contributions across various sectors, the study seeks to illuminate the real-world impact of their academic training and the university's role in shaping skilled, adaptable professionals. Furthermore, this investigation will provide insights into how effectively the college's curriculum prepares students for the demands of today's job market, ultimately offering recommendations for future program enhancements to better serve students and society.

## **2. Theoretical background**

Graduate attributes are essential qualities that universities strive to develop in their students to help them succeed professionally and contribute to society. The following section will examine three critical theories related to the development of these attributes.

According to economists Gary Becker and Theodore Schultz, Human Capital Theory emphasizes the usefulness of investing in education and training to enhance individual productivity and economic performance (Becker, 1964). This theory views education as a critical investment that results to returns in the form of higher earnings, improved skills, and increased job opportunities. In higher education, particularly within the College of Arts and Sciences, this theory underlines the importance of developing diverse skills and knowledge that students can leverage in their professional lives. The theory suggests that by acquiring advanced competencies in critical thinking, communication, and problem-solving, graduates can significantly increase their market value and contribute effectively to the economy (Schultz, 1961).

The application of Human Capital Theory in the College of Arts and Sciences is evident through its varied programs, such as Political Science, Psychology, and English Language and Literature. These programs are designed to provide students with specialized knowledge in their chosen fields and equip them with transferable skills highly valued in the labor market (Blundell et al., 1999). For instance, political science students gain analytical and research skills crucial for policy-making and public administration roles. Similarly, Psychology students develop an understanding of human behavior and mental processes, which are essential in fields like mental health, marketing, and human resources. On the other hand, English Language and Literature students hone their abilities in communication, critical analysis, and creative thinking, preparing them for careers in education, publishing, and beyond (Heckman et al., 2006).

Furthermore, Human Capital Theory highlights the long-term benefits of education, suggesting that the skills and knowledge acquired during university have a lasting impact on an individual's career trajectory and overall life satisfaction (Psacharopoulos & Patrinos, 2018). By virtue of their comprehensive education, graduates from the College of Arts and Sciences are better equipped to face to changes in the job market and pursue lifelong learning opportunities. This adaptability is crucial in today's rapidly evolving economy, where new technologies and industries continuously emerge. By investing in their education, students are essentially enhancing their human capital, leading to tremendous professional success and personal fulfillment (Becker, 2009). Thus, Human Capital Theory provides a valuable framework for understanding the enduring benefits of a well-rounded, liberal arts education.

Furthermore, this tracer study was supported by Social Capital Theory, developed by sociologist James Coleman and later expanded by political scientist Robert Putnam, highlighting the importance of social networks, relationships, and community engagement in achieving personal and collective goals (Coleman, 1988; Putnam, 2000). This theory suggests that the networks and connections individuals form during their educational experiences play a crucial role in their professional and personal development. Within the College of Arts and Sciences, creating a robust social network through collaborative projects, internships, and extracurricular activities aligns with the principles of Social Capital Theory. Students build social capital by fostering solid relationships and participating in communal activities that can provide support, resources, and opportunities throughout their careers (Bourdieu, 1986).

The application of Social Capital Theory is particularly evident in the programs offered by the College of Arts and Sciences, such as Political Science, Psychology, and English Language and Literature. For example, Political Science students often engage in internships and networking events that connect them with government and public policy professionals, enhancing their career prospects and fostering valuable industry relationships (Putnam, 2000). Psychology students benefit from collaborations with peers and faculty on research projects and practicum experiences, which help build a professional network for career advancement in mental health and human resources (Coleman, 1988). Similarly, English Language and Literature students frequently participate in literary events and writing workshops, where they establish connections that can lead to opportunities in publishing, education, and creative industries (Lin, 2001).

Social Capital Theory also emphasizes the long-term benefits of maintaining and nurturing social networks. Graduates from the College of Arts and Sciences who have developed substantial social capital through their academic and extracurricular experiences are better positioned to navigate the complexities of the job market and leverage their connections for professional growth (Bourdieu, 1986). This network of relationships often provides ongoing support, access to job opportunities, and collaborative ventures that contribute to career success and personal development. Thus, Social Capital Theory offers valuable insights into how the social networks and connections formed during university education can impact a graduate's professional trajectory and overall life satisfaction.

Another theory that helps this study is Transformative Learning Theory, developed by Jack Mezirow, which explores how individuals undergo significant changes in their perspectives through critical reflection and experiential learning (Mezirow, 1991). This theory posits that learning is not just about acquiring new information but involves a profound shift in understanding and worldview. In the context of the College of Arts and Sciences, Transformative Learning Theory emphasizes the role of higher education in challenging students' existing beliefs and encouraging them to develop new, more complex understandings of their fields and the world around them. The theory suggests that such transformative experiences are crucial for personal and intellectual growth, enabling students to adapt and thrive in an ever-evolving society (Mezirow, 2000).

Within the College of Arts and Sciences, the implementation of Transformative Learning Theory can be seen in the diverse educational approaches used in programs like Political Science, Psychology, and English Language and Literature. For instance, Political Science students engage in simulations, debates, and case studies that challenge their preconceptions about political systems and policies, fostering a deeper and more nuanced understanding of political dynamics (Mezirow, 1991). Psychology students participate in experiential learning activities and reflective practices that help them critically examine their assumptions about human behavior and mental health (Cranton, 2006). Through analyzing complex texts and engaging in creative writing, English Language and Literature students explore different perspectives and develop new interpretive frameworks that enhance their literary and communicative abilities (Mezirow, 2000).

Transformative Learning Theory also highlights the enduring impact of these educational experiences. Graduates from the College of Arts and Sciences, having undergone transformative learning processes, are often better equipped to handle complex problems and adapt to changes in their professional and personal lives (Cranton, 2006). The ability to reflect critically and embrace new perspectives enriches their professional competencies and contributes to their overall personal development. Thus, Transformative Learning Theory provides a valuable lens for understanding how higher education fosters significant changes in students' thinking and prepares them for meaningful contributions to their fields and society.

### **3. Review of Related Studies and Literature**

Tracing university graduates' career paths and outcomes has become an increasingly critical area of research, shedding light on how well educational institutions prepare students for the challenges of the ever-changing workforce. Studies as such are essential for evaluating the effectiveness of academic programs and understanding the long-term impact of education on career success. Research in this field typically focuses on employment rates, job satisfaction, and the alignment between educational experiences and career outcomes. A study by Hu and Gill (2020) revealed the importance of graduate tracking by providing a comprehensive

analysis of employment statistics, revealing significant variations in career success based on educational background and industry sector. The study's findings highlight the value of systematic tracking in assessing the relevance of academic programs and guiding curriculum development.

Similarly, a study by Anderson and Thompson (2020) explored the career trajectories of liberal arts graduates, emphasizing the impact of internships, networking, and practical training on career success. It was revealed that graduates engaged in these activities during their studies were more likely to experience positive career outcomes, including higher job satisfaction and better alignment between their educational background and career roles. Furthermore, experiential learning opportunities play a significant role in enhancing the employability of graduates. Such findings are equally important in understanding the outcomes of students from the College of Arts and Sciences at the University of Cebu Main.

Further research by Garcia and Williams (2021) explored the professional impact of liberal arts education, focusing on how graduates utilize their critical thinking, research, and communication skills in various career contexts. The study revealed that alumni from liberal arts programs are often well-prepared for diverse roles, leveraging their broad skill set to excel in public service, mental health, and communications. The findings align with the expectations for graduates from the College of Arts and Sciences, suggesting that their education provides a solid foundation for success in multiple professional areas.

Lee and Chen's (2022) longitudinal study add another dimension to this discussion by highlighting the role of educational experiences in shaping long-term career success. The research emphasizes that the skills and knowledge gained through higher education have lasting effects on career trajectories, with graduates who engage in active learning and professional development experiencing more favorable career outcomes. It shows the importance of evaluating the long-term impact of academic programs on graduates' professional lives, providing valuable insights into how well the College of Arts and Sciences prepares its students for future success.

Additionally, Smith's (2019) study on Political Science graduates provides a detailed analysis of career outcomes specific to this field, revealing how educational experiences influence professional paths and job satisfaction. Smith's findings highlight the importance of practical experiences, such as internships and research projects, in enhancing career prospects for Political Science graduates. This research is particularly relevant for understanding the outcomes of students in the College of Arts and Sciences, as it provides a benchmark for assessing the effectiveness of the Political Science program.

Overall, these studies collectively offer a comprehensive view of how graduate tracing and career outcome research contribute to evaluating the effectiveness of academic programs. Among the things highlighted in these studies were the importance of experiential learning, networking, and practical training in shaping career success, providing valuable insights for improving educational practices, and supporting student development. For the College of Arts and Sciences at the University of Cebu Main, this research investigated the need for ongoing evaluation of its programs to ensure that they effectively prepare students for the demands of the job market and support their long-term careers.

Additionally, graduate tracing and evaluating educational outcomes are crucial to understanding academic programs' effectiveness and impact on students' career trajectories. The literature on this topic reveals several key themes and insights into how educational institutions can better prepare students for professional success.

The literature on graduate outcomes also emphasizes the importance of evaluating how well academic programs align with the job market's needs and students' career aspirations. Research by Hu and Gill (2020) demonstrates the value of graduate tracking in providing data on employment rates, job satisfaction, and the effectiveness of educational programs. This research highlights the need for ongoing assessment of various academic programs to ascertain that the evolving demands of the workforce and support students' career development are met.

Additionally, studies on liberal arts education, such as those by Anderson and Thompson (2020) and Garcia and Williams (2021), reveal that graduates from liberal arts programs often excel in diverse career roles due to their broad skill set and ability to adapt to various professional contexts. These findings suggest that a well-rounded education, encompassing critical thinking, communication, and problem-solving skills, equips graduates with the necessary skills to be on tap in the job market.

A study by Lee and Chen (2022) further discussed the significance of educational experiences in shaping long-term career success. Their study emphasizes that the skills and knowledge gained through higher education have lasting effects on career trajectories, highlighting the importance of evaluating the long-term impact of academic programs. For the College of Arts and Sciences at the University of Cebu Main, it is essential to assess its programs and make continuous improvements to support student development and professional success.

Graduate attributes are essential qualities that universities strive to instill in their students, preparing them for professional success and meaningful contributions to society. The development of these attributes is particularly significant in the context of the College of Arts and Sciences, where a diverse range of disciplines intersect and inform a holistic educational experience.

Much research has focused on graduate attributes and their implications for educational practices. Barrie (2006) highlights the need for universities to define and articulate the attributes they seek to develop in their graduates. He argues that clearly understanding these attributes guides curriculum design and enhances the educational experience. This perspective is echoed by Hart (2016), who emphasizes that graduate attributes should align with the expectations of employers and the demands of the job market. Hart's research showed a need to engage with industry stakeholders to ensure that the skills and competencies developed in academic programs are relevant and applicable in real-world settings. In the context of the College of Arts and Sciences, the interdisciplinary nature of the curriculum presents unique opportunities for fostering graduate attributes.

Leask and Carroll (2011) examine the role of interdisciplinary learning in developing students' critical thinking, communication, and teamwork skills. The study's findings suggest that exposure to diverse perspectives and collaborative learning environments enhances students' ability to navigate complex problems and engage effectively with others. Nonetheless, it aligns with the mission, vision, goals, and objectives of the College of Arts and Sciences, with programs such as Political Science, Psychology, and English Language and Literature that push its graduates to think critically and communicate clearly across various contexts. The importance of experiential learning in developing graduate attributes cannot be overstated. Such findings have significant implications for the College of Arts and Sciences, where opportunities for internships, community engagement, and research projects allow students to apply theoretical knowledge in practical setting.

Eyler and Giles (1999) further support this notion, demonstrating that students who engage in service-learning experiences develop a greater sense of civic responsibility and enhanced problem-solving skills. Such findings highlight the value of integrating experiential learning opportunities into the curriculum to foster attributes essential for professional success and societal contributions. In addition to experiential learning, the role of assessment in developing graduate attributes is a critical area of inquiry.

Boud and Falchikov (2006) emphasize the importance of formative assessment practices in promoting self-regulated learning and reflection among students. By incorporating assessment methods that encourage students to reflect on their learning experiences, educators can help them more effectively identify and develop their graduate attributes. This approach is particularly relevant in the College of Arts and Sciences, where diverse assessment strategies can be employed to evaluate students' critical thinking, communication, and collaborative skills.

Tinto (1993) unveiled the importance of student engagement and belonging in promoting academic success and retention. Tinto's model of student departure suggests that institutions must create inclusive and supportive environments that encourage students to connect with their peers and faculty. It is particularly relevant for students in the College of Arts and Sciences, where interdisciplinary collaboration and faculty engagement can enhance graduate attributes' development.

Furthermore, the role of faculty in modeling and promoting graduate attributes is essential. Chickering and Gamson (1987) identify seven principles for good practice in undergraduate education, emphasizing the importance of faculty-student interaction. Faculty members who actively engage with students and provide mentorship can significantly influence the development of graduate attributes. That is especially true in the College of Arts and Sciences, where faculty members often bring diverse experiences and perspectives to the classroom, enriching the learning experience for students. Considering the implications of these studies and theories, it is essential to recognize the evolving nature of graduate attributes in response to societal changes.

The rapid advancement of technology and globalization transformed the skills and competencies required in the workforce. A report by the World Economic Forum (2020) identifies vital skills such as critical thinking, creativity, and emotional intelligence as essential for success in the 21st-century job market. The study highlights the need for the College of Arts and Sciences to continuously adapt its curriculum and pedagogical practices to ensure students have the attributes necessary to thrive in a dynamic and complex world.

In conclusion, studies and literature reveal the multifaceted nature of graduate attributes and their significance in higher education, particularly within the College of Arts and Sciences. Integrating interdisciplinary learning, experiential opportunities, effective assessment practices, supportive learning environments, and engaged faculty contribute to developing these essential qualities. As universities strive to prepare students for the challenges of the contemporary job market and society, a continued focus on graduate attributes will be crucial in shaping skilled, adaptable professionals who can contribute to their fields and communities.

**4. Objective of the study**

The primary objective of this research is to evaluate the post-graduation outcomes of alumni from the Political Science, English Language and Literature, and Psychology programs. Specifically, the study aims to determine the employment rate of these graduates, analyze the types of employment and sectors in which they are engaged, measure the alignment between their employment and their respective fields of study, and assess the professional skills and competencies they utilize in their jobs.

1. To Determine the Employment Rate of Graduates from Political Science, English Language and Literature, and Psychology Programs
2. To Analyze the Types of Employment and Sectors in Which Graduates Are Employed
3. To Measure the Alignment Between Graduates' Employment and Their Field of Study
4. To Assess the Professional Skills and Competencies Utilized by Graduates in Their Jobs

**5. Research Methodology**

The study utilized the descriptive research method with the adopted modified questionnaire based on the one used by the Commission on Higher Education (CHED). Print and online versions of the questionnaire were used to gather data from the respondents. Walk-in graduates of the College of Arts and Sciences were asked to answer the print version of the questionnaire. Social networking was also used to reach more respondents and fill out the questionnaires' online version. Some respondents were reached through phone calls and personal visits. The graduates of the Psychology, Political Science, and English programs from 2019 to 2024 were considered as respondents of this study. Frequency count and percentage were used to summarize, analyze, and interpret the data gathered from the respondents. This section presents specific information regarding the utilized research design, the research environment, how the research respondents are selected and sampled, the research instrument for the data collection, and the methods used in analyzing the data. In addition, the research procedure covers the data collection, data analysis, trustworthiness, and ethical considerations observed throughout the study process.

**6. Results and Discussion**

Table 1  
*Profile of the Respondents (N=294)*

Profile	Frequency	Percentage	
<b>Present Location</b>			
Cebu City	228	77.6%	
Cebu Province	48	16.3%	
Outside Cebu but within Region VII	6	2.0%	
Other Region within the Philippines	6	2.0%	
Other Countries	6	2.0%	
<b>Total</b>	<b>294</b>	<b>100.0</b>	
<b>Sex</b>			
MALE	51	17.3%	
FEMALE	243	82.7%	
<b>Total</b>	<b>294</b>	<b>100.0</b>	
<b>Year Graduated</b>			
2019	36	12.2%	
2020	9	3.1%	
2021	15	5.1%	
2022	33	11.2%	
2023	63	21.4%	
2024	138	46.9%	
<b>Total</b>	<b>294</b>	<b>100.0</b>	
<b>Degree Course Taken</b>			
AB Major in Psychology	159	54.1%	
AB Major in English	81	27.6%	
AB Major in Political Science	54	18.4%	
<b>Total</b>	<b>294</b>	<b>100.0</b>	
<b>Government-Administered Examination Passed (N=294)</b>			
	<b>Yes</b>	<b>No</b>	
Civil Service Exam	<b>15</b>	<b>279</b>	<b>5.1% 94.9%</b>

Licensure Examination for Teachers	27	267	9.2%	90.8%
Psychometrician Licensure Examination	12	282	4.1%	95.9%
<b>Total</b>		<b>294</b>		<b>100.0</b>

The data reveals a significant concentration of the College of Arts and Sciences graduates within Cebu City, accounting for 77.6% of the total respondents. This suggests that the college has established a solid local presence, likely catering to a large pool of students from the city. While Cebu Province and other regions within the Philippines have a relatively more minor representation, the presence of graduates from these areas indicates that the college's outreach extends beyond Cebu City. It is noteworthy to include graduates from other countries, though relatively small in number, highlighting the college's growing international appeal.

The concentration of graduates in Cebu City suggests that the horizons for College of Arts and Sciences graduates from the University of Cebu-Main may be limited regarding geographic dispersion. While the college maintains a strong local reputation, this focus on Cebu City may restrict its graduates' broader exposure and opportunities. To address this, the college must urgently consider incorporating activities and programs that encourage students to explore opportunities in other regions and countries into the curriculum. By doing so, the college will not only diversify the career experiences of its graduates but also prepare them for a broader range of professional challenges and enhance their global competitiveness.

There is a notable disparity of gender among graduates of the College of Arts and Sciences at the University of Cebu-Main, as revealed in the data, with a substantial majority of the graduates being female (82.7%), while only 17.3% are male. This gender imbalance suggests a trend that females are more inclined to pursue and complete degrees offered by the college, or it may reflect broader societal patterns influencing educational choices. This disparity could extend to the types of programs offered by the college and how they are marketed, as well as to the support services and resources fitted to meet the needs of a predominantly female student population.

The distribution of graduates by year, shown in the table, indicates a consistent increase in the number of graduates from 2019 to 2024, with the most significant surge observed in 2024, where 46.9% of the total graduates completed their studies, which may suggest that fresh graduates are more compliant to the call of this tracer study. This sharp rise in 2024 could be attributed to the fact that the graduates of the recent batch are more in touch than those of previous graduates. The consistent increase in graduates over the years suggests that the college's capacity is expanding its appeal, which connotes a favorable implication for its reputation and influence. Also, the college needs to consider the impact of its growth on resources, curriculum, faculty, facilities, services, and programs to ensure the quality of education that supports its graduates even to become globally employable.

As highlighted in the result, most College of Arts and Sciences graduates at the University of Cebu-Main (54.1%) have completed a degree in AB Major in Psychology. This is followed by 27.6% of graduates who pursued an AB Major in English and 18.4% who took an AB Major in Political Science. Graduates majoring in Psychology in college reflect a growing interest in the field, more likely driven by the increasing recognition of mental health issues, mental health awareness, and demand for professionals in this area, which were timely and relevant to the country's endeavors and interests.

Regarding government-administered examinations, a small proportion of graduates have passed these exams. Approximately 5.1% passed the Civil Service Exam, 9.2% passed the Licensure Examination for Teachers, and 4.1% passed the Psychometrician Licensure Examination, suggesting that Bachelor of Arts graduates do not prioritize taking these government-administered examinations. The possible factors contributing to AB graduates not taking and passing these exams were their interest in pursuing these certifications or facing challenges in passing these exams. This highlights the need for the college to provide additional support, such as review programs or career counseling, to better prepare students for these crucial examinations. This support is not just a necessity but also a potential game-changer in enhancing the college's professional credentials and the employability of its graduates.

Table 2  
**Reasons for Taking up a Bachelor of Arts (N=294)**

Profile	Frequency	Percentage out of 100%
1. High grades in the course or subject area(s) related to the course	195	66.3%
2. Good grades in high school	216	73.5%
3. Influence of parents or relatives	108	36.7%
4. Peer influence	78	26.5%
5. Inspired by role models.	135	45.9%
6. Strong passion for the profession	219	74.5%

7. Prospect for immediate employment	213	72.4%
8. Status or prestige of the profession	165	56.1%
9. Availability of course offering in chosen institution	207	70.4%
10. Prospect of career advancement	231	78.6%
11. Affordable for the family	231	78.6%
12. Prospect of attractive compensation	159	54.1%
13. Opportunity for employment abroad	144	49.0%
14. No particular choice or no better idea	90	30.6%

Table 2 outlines why students pursued a Bachelor of Arts degree, based on responses from 294 graduates. The frequently cited reason for taking AB courses is a strong passion for the profession, with 74.5% of respondents identifying this as their primary motivation. Close behind, 73.5% of graduates mentioned good grades in high school as a significant factor in their decision, followed by 72.4% who were motivated by the prospect of immediate employment. The prospect of career advancement was also an important consideration, cited by 78.6% of the respondents. However, affordability for the family was a key factor, also cited by 78.6% of the respondents. Additionally, the availability of the course offerings at their chosen institution influenced 70.4% of graduates. This finding suggests that pragmatic considerations, like cost and convenience, were among those that played a significant role in their decision-making.

External influences also significantly shape students' decisions. Role models inspired 45.9% of respondents, while parents or relatives influenced 36.7%. Peer influence, however, was less significant, affecting only 26.5% of respondents. Notably, 30.6% of graduates admitted to a lack of clear direction or a better idea, indicating uncertainty in their decision to pursue a Bachelor of Arts degree.

The data suggests that while intrinsic motivation, such as passion for the profession, is a key driver for many students, external factors like affordability also play crucial roles. The relatively high percentage of AB graduates who were motivated by the availability of the course offering and affordability implies that institutional factors like these played a significant role in students' educational choices. This underscores the need for educational institutions like the University of Cebu to offer appealing programs and ensure their accessibility and affordability, especially for students from lower-income backgrounds. Furthermore, the significant number of students who entered the program without a clear direction suggests a potential need for more robust career guidance and counseling services, which the university must intensify among its services offered to help students make more informed decisions about their educational and professional endeavors.

Table 3  
**Employment Profile of the Respondents (N=294)**

Profile	Frequency	Percentage
<b>Employment</b>		
Employed	243	82.7%
No (but previously employed)	15	5.1%
Never employed	36	12.2%
<b>Total</b>	<b>294</b>	<b>100.0</b>
<b>Job Position in the Company</b>		
Managerial Position	21	7.1%
Supervisory Position	12	4.1%
Rank and File Position	198	67.3%
NA (for those no job at present)	63	21.4%
<b>Total</b>	<b>294</b>	<b>100.0</b>
<b>Present Employment Status</b>		
Regular or Permanent	150	51.0%
Temporary	18	6.1%
Casual	6	2.0%
Contractual	57	19.4%
Self-employed	9	3.1%
Not applicable (not presently employed or not employed ever since)	54	18.3%
<b>Total</b>	<b>294</b>	<b>100.0</b>
<b>Primary Reason for Not Having a Job</b>		
Taking up advanced or further studies	24	8.2%

Due to family concern and decided not to find a job	6	2.0%
Due to health-related reason(s)	6	2.0%
Due to lack of work experience	6	2.0%
No job opportunity	9	3.1%
NA	243	82.7%
<b>Total</b>	<b>294</b>	<b>100.0</b>

The data in Table 3 reveals a high employment rate among College of Arts and Sciences graduates (82.7%), with a smaller percentage (5.1%) previously employed but currently unemployed and 12.2% never employed. This indicates the college's success in preparing students for the job market. However, the presence of unemployed graduates underscores the urgent need for support initiatives to address challenges in securing employment, which is a crucial focus of this report.

Most College of Arts and Sciences graduates (67.3%) hold rank-and-file positions in their current employment. On the other hand, managerial and supervisory positions take up a smaller percentage (7.1% and 4.1%, respectively); these indicate the college's success in preparing students for leadership positions. The relatively high number of graduates who are currently unemployed (21.4%) may imply that these graduates faced challenges in securing suitable employment. This could be attributed to work experience, inadequate job skills, or economic conditions. The College of Arts and Sciences could consider implementing initiatives to support graduates' job search and career development, such as career counseling, workshops, and internship programs like job fairs.

Data reveals that most College of Arts and Sciences graduates (51%) hold regular or permanent positions, indicating a solid career foundation. While temporary and casual work account for smaller percentages (6.1% and 2%), these employment types suggest that some graduates may be exploring short-term or part-time opportunities. Contractual work represents a significant portion (19.4%) of graduates' employment status, indicating a reliance on fixed-term contracts. Additionally, self-employment (3.1%) and unemployment (18.3%) highlight the diverse career paths and challenges graduates face. The college could consider implementing initiatives to support graduates in securing permanent positions and addressing the challenges associated with temporary, contractual, or self-employed work.

The data reveals that the primary reason College of Arts and Sciences graduates need a job is their pursuit of further studies (8.2%). Other factors cited include family concerns (2%), health-related reasons (2%), lack of work experience (2%), and limited job opportunities (3.1%). However, the majority (82.7%) of graduates were not actively seeking employment at the time of the survey, possibly due to various personal or circumstantial reasons. These results underscore the diverse challenges AB graduates face in entering the workforce and the crucial need for the college to provide support and resources to address these issues.

Table 4  
**Relatedness of the First Job to the Course in the**  
**Reasons Involved in Accepting, Staying, and Living the First Job (N=294)**

Profile	Frequency	Percentage
<b>Job at Present is the same Job After College</b>		
Same Job After College	147	50.0%
Not the same Job After College	90	30.6%
NA (for not presently employed or never employed)	57	19.4%
<b>Total</b>	<b>294</b>	<b>100.0</b>
<b>Reasons for Accepting the First Job</b>		
NA (for not presently employed or never employed)	105	35.7%
salaries and benefits	87	29.6%
career challenge	54	18.4%
related to special skills	33	11.2%
proximity to residence	15	5.1%
<b>Total</b>	<b>294</b>	<b>100.0</b>
<b>Reasons for Changing Job</b>		
NA (for not presently employed or never employed)	177	60.2%
salaries and benefits	78	26.5%
career challenge	24	8.2%
related to special skills	9	3.1%
proximity to residence	6	2.0%
<b>Total</b>	<b>294</b>	<b>100.0</b>

Table 4 revealed that a bigger portion of the College of Arts and Sciences graduates (50%) remain in the same job they held immediately after college, indicating high job satisfaction or commitment to their initial career path. However, a considerable number of graduates (30.6%) have transitioned to different jobs, implying a need for adaptability and flexibility in the workforce. Likewise, 19.4% of graduates who are not currently employed or have never been employed highlight the challenges some individuals face in securing or maintaining stable employment. These results show the importance of career planning, skill development, and continuous learning in navigating the evolving job market.

Furthermore, the data reveals that the primary reason AB graduates accept their first jobs is financial considerations, with 29.6% citing salaries and benefits. Career growth and development opportunities (18.4%) were also significant factors, followed by the alignment of jobs with graduates' special skills (11.2%). Proximity to residence played a smaller role (5.1%), indicating that location can be a consideration, but it is often secondary to other factors. Notably, a significant % of graduates (35.7%) were not employed or had never been employed, suggesting that factors beyond these reasons may influence their employment status.

Finally, the data from the table reveals that a significant majority of AB graduates (60.2%) who have changed jobs did so for reasons unrelated to employment status. This could suggest that career growth, better compensation, or personal preferences played a more significant role in their job transitions. While financial incentives (26.5%) and career advancement opportunities (8.2%) were also influential, a smaller percentage (3.1%) changed jobs due to skill-related factors, and proximity to residence was a less common motivation (2%). These findings highlight the diverse reasons for job changes among AB graduates and emphasize the importance of continuous professional development and adaptability in the workforce.

Table 5  
**Means and Duration of Finding Initial  
Monthly Gross Income and Length of Stay in the First Job (N=294)**

Profile	Frequency	Percentage
<b>Relatedness of First Job to Course Taken</b>		
First Job is related to Course Taken	156	53.1%
First Job in not related to Course Taken	102	34.7%
Not Applicable	36	12.2%
<b>Total</b>	<b>294</b>	<b>100.0</b>
<b>Relatedness of Current Job to Course Taken</b>		
Current Job Related to Course Taken	54	18.4%
Current Job is not related to Course Taken	60	20.4%
Not Applicable	180	61.2%
<b>Total</b>	<b>294</b>	<b>100.0</b>
<b>Duration of Stay in the First Job</b>		
Not Applicable	105	35.7%
Less than a Year	183	62.2%
One to Five Years	0	0.0%
Six to Ten Years	6	2.0%
Eleven to Fifteen Years	0	0.0%
More than Fifteen Years	0	0.0%
<b>Total</b>	<b>294</b>	<b>100.0</b>
<b>Means of Finding the First Job</b>		
Not Applicable	0	0.0%
Response to an advertisement	51	17.3%
As walk-in applicant	96	32.7%
Recommended by someone	108	36.7%
Information from friends	24	8.2%
Arranged by school's job placement officer	3	1.0%
Family business	3	1.0%
Job Fair or Public Employment Service Officer (PESO)	9	3.1%
<b>Total</b>	<b>294</b>	<b>100.0</b>
<b>Duration of landing of First Job</b>		
Not Applicable	0	0.0%
less than a month	147	50.0%
1 month to 5 months	117	39.8%

6 months to 1 year	27	9.2%
1 year to 2 years	3	1.0%
<b>Total</b>	<b>294</b>	<b>100.0</b>
<b>Initial Monthly Gross Income</b>		
Not Applicable	0	0.0%
Less than P10,000	27	9.2%
P10,000 to less than P20,000	201	68.4%
P20,000 to less than P30,000	57	19.4%
P30,000 to less than P40,000	9	3.1%
More than P40,000	0	0.0%
<b>Total</b>	<b>294</b>	<b>100.0</b>

The data in Table 5 reveals that a significant majority of graduates, 53.1%, secured their first job in a field related to their course of study. However, 34.7% of graduates found employment in areas unrelated to their field of study, and 12.2% reported their situation as not applicable. This suggests that while over half of the graduates apply their academic knowledge in their first jobs, a substantial portion is entering different fields. This could imply a mismatch between educational training and job market demands, or it might indicate the graduates' adaptability and openness to diverse employment opportunities. The 12.2% reporting non-applicability could be exploring non-traditional career paths or pursuing further studies.

In like manners, only 18.4% of graduates reported that their current job is related to their course, while 20.4% are in jobs unrelated to their course. A significant 61.2% of respondents did not find this question applicable. The decrease from the first job to the current job in relevance to the course taken could indicate career shifts over time, perhaps due to changes in interest, opportunities for better compensation, or evolving market trends. The large proportion of "Not Applicable" responses might suggest that many graduates may have transitioned into roles where their academic background is no longer directly relevant.

On the other hand, a notable 62.2% of graduates stayed in their first job for less than a year, and only 2.0% remained in their first job for six to ten years. No respondents stayed in their first job for one to five years or over ten years. The high turnover rate within the first year might reflect dissatisfaction, job instability, or a strategy to transition into more desirable positions quickly. This also points to the possibility that many graduates view their first job as a stepping stone rather than a long-term career.

Regarding securing their first job, recommendations (36.7%) and walk-in applications (32.7%) were the most common methods. Responses to advertisements accounted for 17.3%, while a smaller percentage found employment through job fairs or public employment services, family businesses, or school job placement officers. Networking is crucial in job acquisition, highlighting the importance of personal connections and proactive job-seeking behavior. The relatively low reliance on institutional support (like job fairs and placement officers) could indicate limited access to these resources or a preference for more direct job-searching methods.

To continue, half of the respondents (50.0%) found their first job in less than a month, while 39.8% took between one to five months. Only a tiny percentage (1.0%) took one to two years. The prompt employment of graduates suggests a relatively favorable job market for recent graduates, at least in the short term. However, nearly 40% who took up to five months to secure a job may need help aligning job availability with graduate qualifications or preferences.

Regarding initial monthly gross income, a significant proportion (68.4%) of the College of Arts and Sciences graduates reported earning between P10,000 to P20,000, which is believed to be within the minimum wages in Cebu City, where most of the respondents were employed, in their first job. A noticeable proportion (19.4%) of these graduates earn between P20,000 and P30,000. Only a tiny minority earned either below P10,000 or between P30,000 and P40,000. The concentration of income within the P10,000 to P20,000 range suggests a standard starting salary for graduates, which reflects entry-level compensation norms in the region. The lower percentages in the higher income brackets could indicate limited high-paying entry-level opportunities or the presence of significant wage gaps depending on the sector or job type.

Lastly, table 5 provides a comprehensive insight into the early career experiences of graduates from the University of Cebu-Main's College of Arts and Sciences. The findings suggest that revisiting the curricular offering must address the challenges of aligning educational outcomes with job market demands and the importance of networking and adaptability in securing employment. Furthermore, the relatively shorter duration of graduates staying in their first jobs and modest starting salaries suggest that while graduates can find employment relatively quickly, the jobs they secure may only sometimes meet their long-term career goals or financial expectations. These results highlight the need for continued efforts to bridge the gap between education and employment to guarantee that graduates are employable and positioned for sustainable career growth.

Table 6  
**Relevance of the Curriculum in the  
 Learned Competencies Useful in the First Job (N=294)**

<b>Profile</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Relevance of Curriculum to First Job</b>		
Curriculum is relevant to First Job	171	58.2%
Curriculum is not relevant to First Job	84	28.6%
Not Applicable	39	13.3%
<b>Total</b>	<b>294</b>	<b>100.0</b>
<b>Competencies Learned in College Relevant for the First Job (Communication Skills)</b>		
Not Applicable	0	0.0%
Very Useful	228	77.6%
Moderately Useful	63	21.4%
Less Useful	3	1.0%
Not Useful	0	0.0%
<b>Total</b>	<b>294</b>	<b>100.0</b>
<b>Competencies Learned in College Relevant for the First Job (Human Relation Skills)</b>		
Not Applicable	0	0.0%
Very Useful	237	80.6%
Moderately Useful	54	18.4%
Less Useful	3	1.0%
Not Useful	0	0.0%
<b>Total</b>	<b>294</b>	<b>100.0</b>
<b>Competencies Learned in College Relevant for the First Job (Problem Solving Skills)</b>		
Not Applicable	0	0.0%
Very Useful	228	77.6%
Moderately Useful	66	22.4%
Less Useful	0	0.0%
Not Useful	0	0.0%
<b>Total</b>	<b>294</b>	<b>100.0</b>
<b>Competencies Learned in College Relevant for the First Job (Critical Thinking Skills)</b>		
Not Applicable	0	0.0%
Very Useful	243	82.7%
Moderately Useful	51	17.3%
Less Useful	0	0.0%
<b>Total</b>	<b>294</b>	<b>100.0</b>

Table 6 indicates that the updated data shows that 58.2% of graduates found the curriculum relevant to their first job, 28.6% did not, and 13.3% reported the relevance as not applicable. This indicates a more substantial alignment between educational programs and job market needs than the previous data. However, with nearly 30% of graduates finding the curriculum irrelevant, a significant gap still suggests areas for improvement in aligning academic offerings with the practical demands of the workplace. The 13.3% for whom this was not applicable might include those in entrepreneurial roles, further studies, or non-traditional career paths.

A striking 77.6% of graduates found communication skills very useful in their first job, while 21.4% found them moderately helpful. Only 1.0% found these skills less valuable, and no respondents considered them not helpful or not applicable. This data underscores the importance of communication skills in the workplace, where clear and effective interaction is essential across most job roles. The high percentage of graduates who found these skills useful reaffirms the need for a strong emphasis on communication training within academic curricula.

80.6% of graduates found human relations skills very useful, and 18.4% found them moderately useful. Only 1.0% considered these skills less useful, with no graduates deeming them not applicable or not valid. This very significant proportion of the respondents

who positively responded highlights the essential role of interpersonal skills in the workplace, particularly in team-oriented environments. The data suggests that graduates recognize the value of effectively interacting and collaborating with others, making these skills a crucial component of their professional success.

For problem-solving skills, 77.6% of graduates reported these as very useful in their first job, and 22.4% found them moderately helpful. All of the respondents found problem-solving skills less useful and applicable. This result suggests that problem-solving is a universally valuable competency across various job roles, enabling graduates to navigate challenges and make decisions effectively. This widespread recognition of the importance of problem-solving skills highlights the need for continued focus on developing these abilities in the academe.

Critical thinking skills were rated as very useful by 82.7% of graduates, with 17.3% finding them moderately useful. Respondents should have reported these skills as less valuable or applicable. This suggests that critical thinking is the most universally valued competency among graduates, essential for analyzing situations, making informed decisions, and approaching tasks strategically. The high relevance of critical thinking skills in the workplace reinforces the need for academic programs to foster these abilities, preparing students for complex problem-solving and decision-making in their professional lives.

The revised data from Table 6 further highlights the importance of aligning academic curricula with the job market demands. Graduates overwhelmingly recognize the value of communication, human relations, problem-solving, and critical thinking skills in their professional roles, indicating that these competencies are crucial for success across various fields. These findings highlight the strong alignment between educational programs and the practical needs of the workplace; there is still room for improvement in ensuring that all graduates find their education relevant to their career paths. Continuous revising, upgrading, and enhancing the curriculum as a collective effect of the universities and its stakeholders in its collective and continued efforts to refine curricula, with an emphasis on these core competencies, will be essential in preparing graduates for the challenges and opportunities of the modern job market.

## 7. Conclusion

The primary objective of this research is to evaluate the post-graduation outcomes of alumni from the Political Science, English Language and Literature, and Psychology programs. Specifically, the study aims to determine the employment rate of these graduates, analyze the types of employment and sectors in which they are engaged, measure the alignment between their employment and their respective fields of study, and assess the professional skills and competencies they utilize in their jobs. These objectives include determining the employment rate of graduates from the programs, analyzing the types of employment and sectors they are employed in, measuring how closely their employment aligns with their field of study, and assessing the professional skills and competencies they apply in their respective jobs.

The data reveals that the College of Arts and Sciences graduates from the University of Cebu-Main are predominantly based in Cebu City, with a more miniature representation from Cebu Province, other regions in the Philippines, and abroad. A significant gender disparity is noted, with most graduates being female. Graduates consistently increased from 2019 to 2024, with the most significant surge in 2024, suggesting the college's growing capacity and appeal. Graduates majoring in AB Psychology form the majority, reflecting the field's increasing relevance, followed by AB English and AB Political Science, respectively. Despite a high employment rate, many graduates hold rank-and-file positions, with fewer in managerial or supervisory roles. The findings indicate that while most graduates secure jobs related to their field of study, many transition to different fields over time, and many find their education less relevant to their current roles. Moreover, graduates highly value communication, human relations, problem-solving, and critical thinking skills in their professional roles.

The findings are subject to several limitations. The concentration of graduates in Cebu City and the recent surge in graduates in 2024 may skew the overall understanding of graduate dispersion and trends. The gender disparity observed may reflect broader societal influences rather than the college's direct impact. The high employment rate and the data on job relevance may only partially capture the quality or satisfaction of the jobs held by graduates. Additionally, the reliance on self-reported data may introduce bias, as graduates' perceptions of skill utility and job relevance can vary widely. Lastly, the data does not account for external factors, such as economic conditions or industry demands, which may have influenced graduates' career paths and employment outcomes.

Looking into the results of the study, the following recommendations were made to the College of Arts and Sciences at the University of Cebu-Main, The first is to enhance its curriculum and support services to better align with the job market's demands and the diverse career paths of its graduates. Second, it should incorporate programs that encourage geographic mobility and global competitiveness, given the concentration of graduates in Cebu City, and address the gender disparity by ensuring that both male and female students are equally supported and represented across all programs. Third, the college should strengthen its

focus on practical skills development, particularly in communication, human relations, problem-solving, and critical thinking, which appear to be highly valued in the workplace. Lastly, through its guidance and counseling services, the university must provide and extend assistance to its graduates and graduating students like career counseling, review programs, and job placement services to help graduates secure course-related jobs, stable and competitive salary employment, and successfully navigate career transitions. These initiatives will help bridge the gap between education and employment so that graduates will be assured of their relevant employment and employability and equip them for sustainable career growth.

For further study, several relevant topics emerge from the findings. Qualitative research could explore the gender disparity in enrollment and graduation rates within the College of Arts and Sciences, investigating the societal, cultural, and institutional factors influencing male and female students' educational choices. Another is graduates' perceptions of curriculum relevance to career success, providing insights into how academic training aligns with professional achievements and suggesting areas for curricular improvement. On the quantitative side, a study could analyze the correlation between curriculum relevance and job satisfaction among graduates, quantifying how academic experiences impact their contentment in their professional roles. Assess the impact of communication and problem-solving skills on career advancement, measuring how these competencies developed during college affect graduates' progression into managerial or supervisory roles.

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