

The University of Pangasinan Graduate Tracer Study

**A Study Presented to the Commission
on Higher Education**

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- The **Graduate Tracer Study (GTS)** initiated and implemented by the OPPRI Division of **CHED** has considered the **University of Pangasinan** as one of the beneficiary-institutions.



Sampling Plan

- at least **500 graduates** of four-year degree programs (except Law) of the University for the years **2001-2004** inclusive.
- **proportionally distributed** to the various degree programs for the years covered based on the **number of graduates, per year, per program.**



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Random Sampling → Snowball Sampling

- **Simple random sampling**
- Reach-out efforts to the first few identified respondents, however, yielded **negative results**. The respondent was either out of the province or out of the country.
- Considering budget constraints, the researcher endeavored to get the **cooperation of students presently enrolled** in the various
- programs.
- **“Snowball Sampling”**

Objectives

- to determine the **employment/unemployment rate** of U-Pang graduates;
- to ascertain the **reasons for graduates' unemployment**;
- to determine which **programs are most sought by employers**;

Objectives

- to find out which **programs** have the **highest potential** for **initial highest earning**;
- to find out which **type of graduates** is most **employable**;
- to determine the **length of waiting time** before a graduate gets **employed**;

Objectives

- to discover the **reasons** for a graduate's **staying on the job**;
- to ascertain the **competencies learned in college**, which graduates found **very useful**;
- and to determine the **correlates of graduates' employability**.

Treatment of Data

- **frequency counts,**
- **percentage, and**
- **chi-square**

f

%

$\chi^2(k)$

Observations/Findings

- The **employment rate** of U-Pang graduates was **75%**.
- **Bachelor of Arts** and **Bachelor of Science in Nursing** registering the highest rate of **83%**. **Lowest** employment rates were seen in **Architecture, Management Accounting, and Physical Therapy (67%)**.

Observations/Findings

- Prevalent **reasons** for graduates' **unemployment** were **“no job opportunity”** and **“lack of work experience.”**



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Observations/Findings

- Most-sought programs were, of course, those programs with high employment rates- **Bachelor of Arts and Bachelor of Science in Nursing**, followed closely by **Computer Engineering and Secondary Education**.



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Observations/Findings

- Graduates' **waiting time** mostly ranged from “**less than a month**” to **1 to 6 months**.
- In terms of **waiting time**, **Commerce** was the leading program, followed by **Management Accounting, Computer Engineering** and **Accountancy**.



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Observations/Findings

- The most popular job-search method adopted by graduates was “**recommendation**” followed by “**walk-in application.**”



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Observations/Findings

- The program with **highest potential** for **highest initial earning** was **Bachelor of Science in Commerce** followed by **Accountancy**



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Observations/Findings

- In terms of **employment status**, the **female graduates** have an edge over male graduates.
- In terms of **graduates' monthly gross income**, the **male graduates** were better gross-income earners.



Observations/Findings

- In terms of **waiting time**, both **male and female graduates** were almost comparable with just a little edge of the male over the female.



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Observations/Findings

- There was a **higher percentage of males** than females who accepted **the job-degree mismatch** because of **salaries and benefits** and **because of career challenge**.
- On the other hand, there was a larger percentage of **females** than males who accepted the mismatch because the job was **related to their skills**.

Observations/Findings

- There were **more female** graduates than males who showed **better academic performance.**



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Observations/Findings

- The most popular reason for **graduates' staying on the job** was **“the job was related to course of study.”**
- Three other popular reasons **were “related to special skills”, “career challenge”** and **“proximity to residence.”**

Observations/Findings

- **Competencies learned in college, which graduates found very useful were: Communication Skills, Human Relations Skills, Critical Thinking Skills, and Problem-Solving Skills.**

Observations/Findings

- **Graduates' employability** is influenced by such skills/competencies as **Communication Skills, Computer Skills, Problem-Solving Skills and Critical Thinking Skills.**

Conclusions

- There is a need to **improve** the **employment rate** of U-Pang graduates, especially in the **Architecture, Management Accounting, and Physical Therapy** programs.

Conclusions

- Fresh graduates are challenged by the **lack of job opportunity** and by their **lack of work experience.**
- Waiting time for U-Pang graduates is **reasonably acceptable.**

Conclusions

- The institution needs to pursue more vigorously a **program for job placement of its graduates.**



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Conclusions

- Male graduates were just as employable as female graduates.
- **The relevance of the job to one's course of study makes one stay on the job.**

Conclusions

- **Communication skills** pave the way for one's success in the world of work.
- An individual's **employability** is influenced by his **communication skills, computer skills, problem-solving skills and critical thinking skills.**

Recommendations

- Among other things, it was strongly recommended that the University of Pangasinan should seriously consider **institutionalizing a Job Placement Unit** under the Guidance Office or Student Affairs office;

Recommendations

- strengthening the **OJT component** of its curricular offerings in order to offset **“the lack of experience,”**

Recommendations

- prioritizing the development of **Communication Skills** in every student across all program offerings;

Recommendations

- shifting drastically from the **traditional modes of teaching** to the **more modern and progressive modalities** to ensure the **development of students' higher order thinking skills.**

THANK YOU



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