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## Research Article

### Driving Quality and Continuous Improvement: A Tracer Study of Graduate Programs at Osias Colleges Incorporated

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## ABSTRACT

This tracer study examines the outcomes of the MAEd and MBA graduate programs at Osias Colleges, Inc. (OCI). Building upon a descriptive design and data from 143 alumni gathered via a validated survey, results reveal high satisfaction and engagement, particularly in teaching, research, and extension services. Although the comprehensive exam is a pivotal assessment of the students' understanding and the overall outcome of their teaching and learning, a number of studies find little relationship between the exam score and the professional outcomes, such as subsequent work performance of graduate students. Recommendations include enhanced administrative support and continuous alumni engagement to strengthen program quality as well as provide a number of more relevant professional development programs and recognition programs to further strengthen program efficacy.

**Keywords:** Personal Development, Professional Growth, Institutional Improvement, Learning Engagement in Graduate School

## Background

Student satisfaction in higher education is shaped by several key factors, including the quality of instruction, academic support systems, and campus facilities. In European institutions, for example, the caliber of teaching and support services are crucial determinants of student satisfaction (Müller et al., 2018). Similarly, in the ASEAN region, which includes Singapore, academic support, mentoring programs, campus infrastructure, and extracurric-

ular activities play significant roles in influencing student satisfaction (Koh & Tan, 2016; Seng et al., 2017). In Japan, undergraduate students' satisfaction is notably enhanced by instructors, facilities, and support services (Stein & Wei, 2024).

Generally, student satisfaction with educational services and facilities has a profound impact on academic performance and success in graduate school, as it is closely linked to student well-being and engagement (Bueno, 2020). Higher Education Institutions recognize

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the importance of student satisfaction in enhancing the graduate school experience. By regularly assessing and improving services and facilities, institutions can create a supportive learning environment that fosters academic success and student well-being (Bueno, 2020). The pursuit of graduate education is pivotal in fostering intellectual growth, enhancing socio-economic conditions, and ensuring high employability of graduates in the global workforce (Bueno, 2017; Daguplo et al., 2019; Abulencia et al., 2021).

Graduate education serves as a pathway to career advancement and professional network development, bridging theoretical knowledge with practical application (Sumande et al., 2022). It also plays a crucial role in teacher professional development, which is essential for sustainable nation-building (Gepila Jr., 2020; David et al., 2020; Petalla & Madrigal, 2017; Jorrilla & Bual, 2021). Graduate tracer studies are vital tools for assessing the quality delivery of graduate programs and evaluating higher education outcomes (Dela Cruz, 2020; Tutor et al., 2021). These studies provide insights into graduate employability and career advancement, which are essential for continuous improvement and quality assurance in educational institutions (Woya, 2019). In the Philippines, initiatives such as the Department of Education's professional development programs and the Commission on Higher Education's revised policies aim to enhance graduate education quality (CHED, 2019).

Furthermore, the former Vice President for Research, Extension, and Development and Dean of Graduate School Dr. Santiago (2021) conducted a tracer study titled "Master's Degree Program at Osias Colleges, Incorporated... In the Prospect of Educators and Corporate World Employees" and she found out that Majority are females, occupying upgraded positions; Teacher III, Head Teacher, Master Teacher, and Principal. On the other hand, most of the MBA graduates works as Senior High School teachers, some in Water Districts, with high positions like Corporate Budget Specialist, Senior Financial Planning Specialist, and Customer Service Officer. Others are from Phil-Health, BIR, NFA, and non-teaching staff of DepEd. With regards to the contributions of the

Master's Degree Program to the respondents, academic profession is described very highly along with all the indicators particularly meeting present and future professional needs, learning efficiency, people skills, and values formation. Likewise, the highest rating is given to professor's knowledge of subject matter along with professor's pedagogical expertise, quality of instruction, relevance to your profession, and teacher-student relationships, all described as very highly. She recommended that Osias Colleges, Inc. (OCI) Management and Faculty shall continue to adapt the lifelong learning mindset and continuous communication and networking with the alumni.

The purpose of this tracer study was to conduct a comprehensive assessment of the outcomes and impact of the Master's Degree Program at Osias Colleges, Incorporated (OCI). This study aimed to provide a detailed description of the demographic and professional profiles of graduates, evaluate their satisfaction with OCI's services, facilities, and learning environment, and assess their level of engagement during their graduate studies. Furthermore, it sought to understand how the program has contributed to graduates' personal development and professional growth, gather their overall rating of the program, and identify opportunities for improvement that can be proposed to OCI's management.

## Statement of the Problem

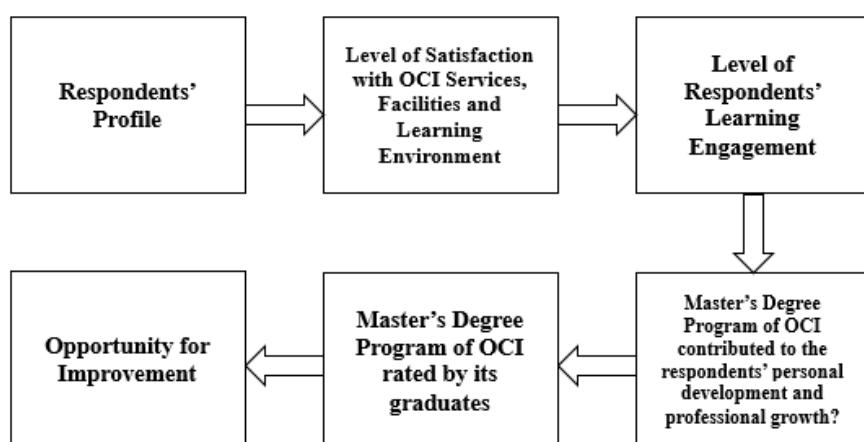
In light of the major problem, the following specific research questions were considered:

1. How may the respondents' profile be described in terms of:
  - 1.1. Degree obtained;
  - 1.2. Organization of employment;
  - 1.3. Employment status; and
  - 1.4. Current position?
2. How satisfied are graduates with OCI services and learning environment?
3. What is the level of graduate engagement?
4. What contribution did the program make to personal and professional development?
5. How is the Master's Degree Program of OCI rated by its graduates?
6. What opportunities for improvement can be proposed to the Management of Osias Colleges, Incorporated?

## Conceptual Framework

The framework for this study is grounded in the model developed by the Commission on Higher Education (CHED) Technical Working Group (TWG), which played a crucial role in creating and validating the research instrument. This framework focuses on assessing the effectiveness of student services and graduate competencies through job assessments, highlighting the relevance of graduate competencies and the need for additional skills development. These components are essential for evaluating the impact of the Master's Degree Programs at Osias Colleges, Incorporated (OCI), providing critical data to revise and enhance

the current programs. Specifically, the study aimed to describe the demographic and professional profiles of graduates, evaluate their satisfaction with OCI's services, facilities, and learning environment, assess their learning engagement, and understand how the program has contributed to their personal and professional growth. Additionally, it sought to gather graduates' ratings of the program and identify opportunities for improvement to propose to OCI's management. This framework aligned with the curriculum of the Master's Degree Programs offered by OCI, ensuring that the study's findings are relevant and actionable for program development.



**Figure 1. Paradigm of the Study**

## Methods

This study used a descriptive survey research design to characterize the experiences and achievements of 143 MAEd and MBA graduates (2022-2024), employing convenience sampling via web-based Google Forms. The respondents, consisting of 73 MAEd and 70 MBA graduates, hailed from various municipalities within Tarlac and neighboring provinces in Region III, including Pampanga and Nueva Ecija. The survey questionnaire, adapted from the University of Sto. Tomas (UST) graduate school and National University Manila (NU) College of Education, Arts, and Sciences, was validated by three experts: the Vice President for Academic Affairs (VPA), the Program Head of Business Administration, and the Consultant in Statistics. Data collection

involved administering the adapted questionnaire via Google Forms, with ethical considerations addressed through permission from the school president and informed consent from respondents.

Data analysis primarily involved frequency counts and percentages to describe respondents' profiles, while weighted means and scoring protocols were utilized to assess and interpret satisfaction levels with OCI services, learning engagement in graduate school, and contributions of the OCI graduate school to students' personal and professional growth. These measures of central tendency provided insights into how respondents rated their degree programs at OCI. The scoring protocol included a four-point scale ranging from "Strongly Agree" to "Strongly Disagree,"

with corresponding interpretations for satisfaction, engagement, and contribution levels.

## Result and Discussion

This section presents and discusses the findings of the tracer study, providing insights into the demographic profiles of graduates, their satisfaction with educational services, learning engagement, personal and professional development, and overall program ratings, along with proposed improvements for Osias Colleges, Incorporated.

### 3.1. Profile

*Table 1. Master's Degree Program Graduated*

Indicator	Frequency	Percentage
MAEd	73	51.05
MBA	70	48.95
<b>Total</b>	<b>143</b>	<b>100</b>

Osias Colleges, Incorporated offers two primary Master's Degree Programs: Master of Arts in Education (MAEd) with majors in Administration and Supervision, Early Childhood Education, and Guidance and Counseling, and the Master in Business Administration (MBA) (Osias Colleges, Inc., n.d.). These programs cater to diverse educational needs, providing specialized training in education and business administration. The MAEd program aligns with the Philippine Qualification Framework (PQF) Level 7, which emphasizes the development of advanced competencies in education (Osias Educational Foundation, n.d.). The MBA program, being non-thesis, focuses on practical business skills. The distribution of graduates shows that 51.05% completed the MAEd program, while

Data profiling plays a vital role in this study by providing accurate and comprehensive insights into the graduate data from Osias Colleges, Incorporated, thereby informing critical decisions for program improvement and development.

#### 3.1.1. Degree Completed

Osias Colleges, Incorporated offers two Master's Degree Programs: the Master of Arts in Education (MAEd) with three specialized majors—Administration and Supervision (AS), Early Childhood Education (ECE), and Guidance and Counseling (GC)—and the Master in Business Administration (MBA).

48.95% completed the MBA program. This balance reflects the institution's commitment to providing a comprehensive graduate education experience, which is crucial for enhancing professional competencies and contributing to personal and professional growth (Bueno, 2020).

#### 3.1.2. Organization of Employment

The common organizations where the graduates work is the Department of Education (DepEd), Commission on Higher Education (CHED), Water Districts, Social Security System (SSS), PhilHealth, Bureau of Internal Revenue (BIR), Commission on Audit (COA), and other private agencies.

*Table 2. Organization of Employment of MAEd*

Workplace	Frequency	Percentage
<b>Department of Education (DepEd)</b>	61	83.56
<b>Philippine Women's University</b>	2	2.74
<b>Dominican College</b>	1	1.37
<b>CIT Colleges Paniqui Tarlac</b>	1	1.37
<b>Osias Colleges, Incorporated (OCI)</b>	7	9.59
<b>Tarlac State University</b>	1	1.37
<b>Total</b>	<b>73</b>	<b>100</b>

The employment outcomes of Master of Arts in Education (MAEd) graduates from Osias Colleges, Incorporated reveal a strong presence in the education sector, with a significant majority (83.56%) employed by the Department of Education (DepEd). This trend aligns with broader employment patterns in the Philippines, where graduates often find employment in sectors closely related to their field of study (PATHWAY2Employability, 2024). For instance, a study on mathematics graduates found that many were employed in roles

relevant to their education, highlighting the relevance of academic training to employment outcomes (e.g., Kapalang College of Agriculture, Sciences, and Technology, 2022-2023). The high concentration of MAEd graduates in DepEd underscores the effectiveness of their educational preparation for roles in public education, which is consistent with findings that graduates often secure employment in structured environments post-graduation (PATHWAY2Employability, 2024).

*Table 3. Organization of Employment of MBA*

Workplace	Frequency	Percentage
<b>Department of Education (DepEd)</b>	20	28.57
<b>Osias Colleges, Incorporated (OCI)</b>	4	5.71
<b>Bureau of Internal Revenue (BIR)</b>	10	14.29
<b>Philhealth</b>	5	7.14
<b>Commission on Audit (COA)</b>	3	4.29
<b>Don Bosco Technical Institute (DBTI)</b>	2	2.86
<b>Social Security System</b>	12	17.14
<b>Bangko Sentral ng Pilipinas</b>	2	2.86
<b>Tarlac State University</b>	2	2.86
<b>Philippine Women's University</b>	5	7.14
<b>Tarlac Agricultural University</b>	2	2.86
<b>Holy Cross College - Concepcion Tarlac</b>	3	4.29
<b>Total</b>	<b>70</b>	<b>100</b>

The table provides insights into the employment distribution of MBA graduates across various organizations in the Philippines. The data shows that the Department of Education (DepEd) is the largest employer, with 28.57% of the graduates, indicating a strong presence of MBA holders in the public education sector. This could reflect the value placed on management skills in educational institutions, as well as the potential for leadership roles within DepEd. The Social Security System (SSS) is another significant employer, with 17.14% of the graduates, highlighting the demand for managerial expertise in government-run social services. The presence of graduates in institutions like Osias Colleges, Incorporated (OCI) and Philippine Women's University suggests that some MBA graduates are also involved in the private education sector.

The employment distribution also highlights the involvement of MBA graduates in government agencies such as the Bureau of Internal Revenue (BIR) and Commission on Audit (COA), which require strong financial management skills. This aligns with the general trend observed in studies on MBA employment, where graduates often find roles in both public and private sectors that leverage their skills in management and finance (Kotler & Keller, 2020). However, specific studies from 2020 to 2024 focusing on the Philippine context are limited. Generally, MBA graduates are sought after for their strategic thinking and leadership abilities, which are valuable across various sectors (Bennis & O'Toole, 2020). For more detailed insights into the Philippine job market for MBA graduates, further research would be beneficial, but the table suggests a diverse range of employment opportunities.

### 3.1.3. Employment Status

In this study, the respondents are occupying permanent positions in the government.

There are only twenty-six (26) who work on contractual capacity.

Table 4. Status of Employment

Degree Program	Permanent		Contractual		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
MAEd	64	87.67	9	12.33	73	100
MBA	53	75.71	17	24.29	70	100

The employment status of MBA graduates in the Philippines shows a significant proportion holding permanent positions, with 75.71% of respondents in permanent roles and 24.29% on contractual terms (Table 4). This trend aligns with broader observations that MBA graduates often secure stable employment due to their enhanced skills and qualifications (Kotler & Keller, 2020). However, specific studies from 2020 to 2024 focusing on the employment status of MBA graduates in the Philippines are limited. A study from 2018 noted that a high percentage of MBA graduates in the Philippines are gainfully employed with regular status, highlighting the value of an MBA in securing stable employment (Academic Research, 2018).

The prevalence of permanent employment among MBA graduates reflects the demand for skilled professionals in both public and private sectors. The Philippine job market has seen improvements, with a high employment rate and decreasing unemployment, which could influence the availability of permanent positions.

### 3.1.5. Current Position

This provides various positions held by respondents, ranging from administrative roles like principals and head teachers to specialized roles such as guidance officers and master teachers. Understanding these roles and their prevalence can help in assessing the structure and needs of educational institutions, as well as identifying trends in career advancement and specialization among educators.

Table 5. Current Position of MAEd

Indicator	Frequency	Percentage
<b>Principal III</b>	3	2.10
<b>Principal II</b>	2	1.40
<b>Elementary School Head Teacher III</b>	7	4.90
<b>Head Teacher</b>	9	6.29
<b>Master Teacher II</b>	10	6.99
<b>Master Teacher I</b>	14	9.79
<b>Teacher III and Guidance Designate</b>	28	19.58
<b>Guidance Officer</b>	3	2.10
<b>Teacher III</b>	38	26.57
<b>Teacher II</b>	9	6.29
<b>College Instructor</b>	20	13.99
<b>Total</b>	<b>143</b>	<b>100</b>

The distribution of occupations among MAEd graduates reflects a strong presence in educational leadership and teaching roles. The prevalence of positions like Principal III, Elementary School Head Teacher III, and Master

Teacher roles indicates that MAEd graduates are well-equipped for leadership and specialized teaching positions, aligning with the program's focus on professional advancement for teachers and education personnel (Darling-

Hammond, 2020; although not specific to MAEd, it highlights the importance of advanced education in teaching). The high percentage of Teacher III roles (26.57%) and Teacher III and Guidance Designate (19.58%) suggests that these graduates are also actively involved in core teaching positions, contributing to the educational system's backbone. The presence of College Instructors (13.99%) indicates that some MAEd graduates transition into higher education roles, which is consistent with the broader trend of educators moving into academic positions (National University, 2024).

However, specific studies from 2020 to 2024 directly addressing the employment outcomes of MAEd graduates in the Philippines are limited, and further research would provide more detailed insights into their career paths.

### 3.1.6. Current Position of MBA

All of the MBA respondents are occupying second level positions. According to the Civil Service, the second level involves professional, technical, or scientific work and educational requiring at least four years of college studies (Civil Service Commission, 2019).

*Table 6. Current Position of MBA*

Indicator	Frequency	Percentage
Corporate Budget Analyst	3	4.29
Sr. Financial Planning Specialist/Supervisor	3	4.29
Revenue Officer III	5	7.14
Administrative Officer III	8	11.43
Instructor in College	6	8.57
A.O. Phil Health	2	2.86
Store Manager	6	8.57
Audit Team Supervisor	2	2.86
Accounting Supervisor	4	5.71
Accountant	8	11.43
Administrative Assistant III	7	10.00
Corporate Budget Specialist	2	2.86
Teacher III (Senior High School)	10	14.29
Master Teacher I	2	2.86
Legal Officer II (BSP)	2	2.86
<b>Total</b>	<b>70</b>	<b>100</b>

The distribution of occupations among MBA graduates highlights a diverse range of roles, with a significant presence in financial and administrative positions. Roles like Accountant and Accounting Supervisor are prominent, reflecting the strong demand for financial management skills in both public and private sectors. The presence of Instructor in College and Teacher III (Senior High School) roles indicates that some MBA graduates transition into education, leveraging their business acumen to teach or lead in educational settings. This trend aligns with broader observations that MBA graduates often find employment across various sectors, including finance, consulting, and technology (National University,

2025). However, recent trends suggest that the job market for MBA graduates has faced challenges, with a slowdown in hiring and fewer job offers at top business schools (Business Insider, 2025; Entrepreneur, 2025). Despite these challenges, MBA graduates continue to be sought after for their strategic thinking and leadership skills, which are valuable in competitive job markets (Poets & Quants, 2025).

### 3.2. Level of Satisfaction with OCI Services, Facilities, and Learning Environment

This involves evaluating students' perceptions across three main dimensions: service quality (responsiveness and empathy), facilities (condition and accessibility), and learning

environment (academic aspects like course content and teaching). Institutions use surveys to measure these dimensions and analyze their

impact on overall satisfaction, providing insights into students' educational experiences at OCI.

*Table 7. Level of Satisfaction with OCI Services, Facilities, and Learning Environment*

<b>OCI Student Support Services</b>	<b>Mean</b>	<b>Interpretation</b>
Administrative Services	3.16	Satisfied
Library	3.10	Satisfied
Guidance Services	3.46	Satisfied
Laboratory	3.11	Satisfied
Research Services	3.87	Highly Satisfied
Extension Services	3.62	Highly Satisfied
Faculty	3.89	Highly Satisfied
<b>Grand Mean</b>	<b>3.46</b>	<b>Satisfied</b>

The level of satisfaction with OCI services, facilities, and learning environment provides valuable insights into students' educational experiences. The data indicates that students are generally satisfied with various services, including administrative, library, guidance, laboratory, and research services. Notably, research services and extension services receive high satisfaction ratings, with means of 3.87 and 3.62, respectively, suggesting that OCI effectively supports students' research endeavors and community engagement. The high satisfaction with faculty (mean of 3.89) underscores the importance of teaching quality and faculty-student interaction in enhancing educational experiences (Hativa, 2020). This aligns with broader research indicating that faculty support and engagement significantly impact student satisfaction and academic success (Komaraju et al., 2020).

The overall satisfaction level, with a grand mean of 3.46, indicates that students are generally satisfied with OCI's services and learning environment. This satisfaction is crucial for fostering a positive educational experience, as it can influence students' motivation, engagement, and ultimately, their academic performance (Soria & Stubblefield, 2020). The high satisfaction with research and extension

services suggests that OCI is effectively providing opportunities for students to engage in practical learning and community involvement, which are essential for developing well-rounded graduates (Bennett et al., 2022).

### **3.3. Level of Respondents' Learning Engagement in the Graduate School**

This includes their willingness to engage with course materials, interact with instructors and peers, and apply knowledge to real-world scenarios (TalentLMS, 2024). Learning engagement is characterized by behaviors such as regular attendance, strong study habits, and active participation in discussions (Study.com). It also encompasses cognitive engagement, where students employ strategies to deepen their understanding and motivation for learning (ERIC, 2019). To operationalize this assessment, institutions can use surveys or observational tools to measure students' engagement levels across cognitive, affective, and psychomotor domains, as these dimensions influence the depth of learning and academic outcomes (Yang & Koszalka, 2020). By focusing on these aspects, educators can design instructional activities that foster higher levels of engagement, leading to more effective learning experiences.

*Table 8. Level of Respondents' Learning Engagement in the Graduate School*

<b>Statement</b>	<b>Mean</b>	<b>Description</b>	<b>Interpretation</b>
I had a sense of belonging to OCI.	3.12	Agree	Engaged
I felt prepared for my study.	3.25	Agree	Engaged

I participated in Discussions online or face-to-face.	3.54	Strongly Agree	Very Engaged
I worked with other students as part of my study.	3.56	Strongly Agree	Very Engaged
I interacted with students outside my study requirements.	3.57	Strongly Agree	Very Engaged
I interacted with students who are different from me.	3.14	Agree	Engaged
I participated in different seminars	3.58	Strongly Agree	Very Engaged
I attended research colloquium and research congress	3.64	Strongly Agree	Very Engaged
I participated in the activities offered by graduate school council.	3.14	Agree	Engaged
<b>Grand Mean</b>	<b>3.39</b>	<b>Agree</b>	<b>Engaged</b>

The data from Table 8 highlights strong levels of learning engagement among graduate students at OCI, particularly in collaborative and participatory activities. The highest engagement scores are observed in working with peers (mean = 3.56), interacting outside study requirements (mean = 3.57), and participating in seminars and research events (means = 3.58–3.64), all rated as "Strongly Agree" and "Very Engaged." These results align with studies emphasizing that collaborative learning and academic participation enhance cognitive and social engagement, fostering deeper understanding and critical thinking (Johnson & Johnson, 2021). The emphasis on research colloquiums and seminars reflects the importance of active learning environments in graduate education, which are linked to higher academic performance and motivation (Lee & Hannafin, 2020). Such engagement aligns with the broader pedagogical shift toward experiential and community-based learning in higher education (Freeman et al., 2020).

While overall engagement is strong (grand mean = 3.39), lower scores in sense of belonging (mean = 3.12) and interaction with diverse peers (mean = 3.14) suggest areas for improvement. Research indicates that a sense of belonging is critical for sustained academic engagement and retention, particularly in graduate programs where isolation can hinder progress (Tinto, 2020). The moderate scores here may reflect the need for stronger institutional support systems to foster inclusivity. However, the high participation in structured activities

like seminars and research congresses underscores OCI's effectiveness in creating opportunities for academic and professional growth, which are key predictors of student satisfaction and success (Kahu & Nelson, 2020). These findings corroborate the role of institutional environments in shaping engagement outcomes.

### **3.4. Contribution of the Master's Degree Program to the Graduates Personal Development and Professional Growth.**

Personal development and professional growth are distinct concepts, although they are often used interchangeably. Personal development involves activities aimed at enhancing an individual's emotional well-being, self-awareness, and overall quality of life. This includes training, seminars, certifications, coaching, and education that focus on personal growth and self-improvement (Goodlife, 2025; Success, 2024). On the other hand, professional growth or development focuses on acquiring new skills and experiences that enhance career prospects and performance. It involves applying these skills to advance in one's current position or pursue new career opportunities, preparing individuals for increased responsibilities, promotions, and potential job changes (Indeed, 2025; UKCPD, n.d.).

The distinction between these two areas is crucial, as personal development provides a foundation for self-growth, while professional development builds upon this foundation to support career aspirations (LinkedIn, 2024). Personal development can lead to improved

emotional intelligence and resilience, which are beneficial in professional settings (Robbins, as cited in Success, 2024). Conversely, professional development equips individuals with the technical skills and strategic thinking necessary for career advancement (Indeed, 2025).

Balancing both personal and professional development is essential for achieving holistic growth and sustained success (Goodlife, 2025).

*Table 9. Contribution of the Master's Degree Program to the Graduates Personal Development and Professional Growth.*

<b>Indicators</b>	<b>MAEd</b>		<b>MBA</b>		<b>Grand Mean</b>	<b>Interpretation</b>
	Mean	Interpretation	Mean	Interpretation		
Academic Profession	3.58	Excellent	3.54	Excellent	<b>3.56</b>	Excellent
Research Capability	3.64	Excellent	3.61	Excellent	<b>3.63</b>	Excellent
Learning Efficiency	3.51	Excellent	3.68	Excellent	<b>3.60</b>	Excellent
Communication Skills	3.58	Excellent	3.84	Excellent	<b>3.71</b>	Excellent
People Skills	3.57	Excellent	3.94	Excellent	<b>3.76</b>	Excellent
Problem Solving Skills	3.62	Excellent	3.64	Excellent	<b>3.63</b>	Excellent
Information Technology Skills	3.67	Excellent	3.51	Excellent	<b>3.59</b>	Excellent
Meeting Present and Future Professional Needs	3.53	Excellent	3.53	Excellent	<b>3.53</b>	Excellent
Exposure to Local Community within Field of Specialization	3.89	Excellent	3.54	Excellent	<b>3.72</b>	Excellent
Values Formation	3.58	Excellent	3.84	Excellent	<b>3.71</b>	Excellent
<b>Overall Grand Mean</b>	<b>3.62</b>	<b>Excellent</b>	<b>3.67</b>	<b>Excellent</b>	<b>3.64</b>	<b>Excellent</b>

The data from Table 9 highlights the significant contribution of Master's degree programs to graduates' personal development and professional growth. Both MAEd and MBA graduates reported excellent ratings across various indicators, including academic profession, research capability, learning efficiency, and communication skills. These findings align with broader research indicating that Master's programs enhance career advancement opportunities by providing specialized knowledge and skills (Almeda, 2014; Esguerra et al., 2020). The emphasis on communication skills and people skills suggests that these programs also foster interpersonal competencies essential for leadership roles and professional networking (Indeed, 2024). Moreover, the high ratings for exposure to local community within field of specialization underscore the importance of practical experiences and community engagement in graduate education.

The overall grand mean of 3.64, interpreted as "Excellent," indicates that Master's degree programs are highly effective in supporting both personal and professional development. This aligns with studies showing that graduate education enhances earning potential, career opportunities, and personal fulfillment (Indeed, 2024). The development of values formation and problem-solving skills further underscores the holistic impact of these programs on graduates' personal and professional lives (Leeds Beckett University, 2021). While specific studies from 2020 to 2024 focusing on the Philippine context are limited, the data suggests that Master's programs play a crucial role in preparing graduates for advanced roles and responsibilities, consistent with global trends in graduate education (CGS, 2024).

### **3.5. Rating of the Master's Degree Program By the Osias Colleges, Incorporated Graduates**

Conducting performance appraisals among graduates benefits higher education institutions administratively by providing authentic feedback. This feedback is crucial for strategic planning and improvement, as it reflects the real-world impact of programs, allowing institutions to refine strategies and enhance

performance (Kahu & Nelson, 2020). By leveraging this feedback, institutions can identify strengths and weaknesses, leading to informed decision-making and improved educational experiences for future students (Soria & Stubblefield, 2020).

*Table 10. Rating of the Master's Degree Program By the Osias Colleges, Incorporated Graduates*

Indicators	MAEd		MBA		Grand Mean	Interpretation
	Mean	Interpretation	Mean	Interpretation		
Range of Courses	3.55	Excellent	3.58	Excellent	3.57	Excellent
Relevance to your Profession	3.64	Excellent	3.61	Excellent	3.63	Excellent
Extra-Curricular Activities	3.51	Excellent	3.54	Excellent	3.53	Excellent
Premium Given to Research	3.64	Excellent	3.62	Excellent	3.63	Excellent
Interdisciplinary Learning	3.58	Excellent	3.55	Excellent	3.57	Excellent
Teaching and Learning Environment	3.69	Excellent	3.55	Excellent	3.62	Excellent
Quality of Instruction	3.72	Excellent	3.61	Excellent	3.67	Excellent
Teacher-Student Relationships	3.84	Excellent	3.87	Excellent	3.86	Excellent
Library Resources	3.58	Excellent	3.54	Excellent	3.56	Excellent
Laboratory Resources	3.67	Excellent	3.61	Excellent	3.64	Excellent
Class Size	3.54	Excellent	3.52	Excellent	3.53	Excellent
Professor's Pedagogical Expertise	3.86	Excellent	3.67	Excellent	3.77	Excellent
Professor's Knowledge of Subject Matter	3.89	Excellent	3.61	Excellent	3.75	Excellent
<b>Overall Grand Mean</b>	<b>3.67</b>	<b>Excellent</b>	<b>3.61</b>	<b>Excellent</b>	<b>3.64</b>	<b>Excellent</b>

The ratings provided by Osias Colleges, Incorporated (OCI) graduates for their Master's degree programs highlight a strong overall satisfaction with various aspects of their educational experience. Both MAEd and MBA graduates rated the range of courses, relevance to profession, extra-curricular activities, and premium given to research as excellent, indicating that the programs effectively align with professional needs and provide a comprehensive learning environment (Kahu & Nelson, 2020). The high ratings for teaching and learning environment, quality of instruction, and teacher-

student relationships underscore the importance of pedagogical expertise and interpersonal dynamics in enhancing educational outcomes (Soria & Stubblefield, 2020). These findings align with broader research emphasizing the role of supportive learning environments in fostering student engagement and satisfaction (Freeman et al., 2020).

The overall grand mean of 3.64, interpreted as "Excellent," suggests that OCI's Master's programs are highly regarded by graduates. The emphasis on interdisciplinary learning and laboratory resources indicates that the programs are well-equipped to support diverse learning

needs and practical skills development (Indeed, 2024). The high ratings for professor's pedagogical expertise and knowledge of subject matter reflect the quality of instruction and faculty expertise, which are critical for academic success (CGS, 2024).

### 3.6. Opportunities For Improvement

The appraisal of the Master's Degree Program by MAEd and MBA graduates highlights

areas for improvement, particularly in resources. This proactive approach aligns with best practices in higher education, where continuous assessment and strategic planning are crucial for maintaining high-quality programs (Soria & Stubblefield, 2020). By addressing resource gaps, OCI demonstrates a commitment to enhancing its programs, essential for maintaining excellence and preparing graduates for professional success (Indeed, 2024).

## Opportunities for Improvement

Areas of Concern	Opportunities for Improvement
Administrative Services	<ul style="list-style-type: none"> <li>Implement a more efficient School Management System to streamline processes and enhance communication.</li> </ul>
Library	<ul style="list-style-type: none"> <li>Acquire updated books (hard copy/electronic) including both international and local titles to expand the collection and support diverse learning needs.</li> </ul>
Guidance Services	<ul style="list-style-type: none"> <li>Develop and implement comprehensive counseling programs to support students' mental health and academic success.</li> </ul>
Laboratory	<ul style="list-style-type: none"> <li>Upgrade laboratory equipment and facilities to provide hands-on learning experiences that align with current industry standards.</li> </ul>
Research Services	<ul style="list-style-type: none"> <li>Incentivize research projects as recommended by PACUCOA to encourage faculty and student research initiatives.</li> </ul>
Extension Services	<ul style="list-style-type: none"> <li>Conduct extension services aligned with the programs offered by the institution to foster community engagement and practical learning.</li> </ul>
Faculty	<ul style="list-style-type: none"> <li>Provide regular seminars and workshops for faculty development to enhance teaching methodologies and subject matter expertise. Implement Gender and Development (GAD) training to promote inclusivity. Organize team-building activities to foster a collaborative work environment.</li> </ul>

All of these needs shall be included in the strategic plan addressed to the President of Osias Colleges, Incorporated who spearheads quality assurance and advancement of this institution.

## Conclusion

This tracer study found that most respondents were Master of Arts in Education graduates working in the Department of Education, while MBA graduates were affiliated with the Bureau of Internal Revenue, Social Security System, and the Department of Education, holding permanent positions such as Teacher III and Administrative Officer III. These graduates expressed satisfaction with Osias Colleges, Incorporated (OCI) services,

facilities, and learning environment, reporting high engagement during their studies, and rated the Master's Degree Program and its contribution to their personal and professional growth as excellent. However, seven major concerns, including administrative, library, guidance, laboratory, research, extension services, and faculty, were identified as opportunities for improvement, suggesting areas where OCI can enhance its graduate programs, particularly the limited evidence connecting comprehensive exam performance to real-world work success. Therefore, it can be inferred that graduates of OCI excel in academic performance, work performance, teaching performance, and intellectual ability.

## Recommendation

To enhance OCI's graduate programs, engagement with MAEd and MBA graduates in government agencies like DepEd and BIR is crucial for gathering feedback and better supporting their professional needs. Maintaining high-quality services, facilities, and learning environments ensures continued graduate satisfaction and attracts future students, while enhancing engagement strategies through interactive learning and community projects enriches the OCI Graduate School Department experience. OCI should promote the excellent rating of the Master's Degree Program through quality assurance initiatives, alumni networks, and marketing campaigns to attract potential students, while building on this success by offering additional professional development opportunities to further support personal and professional growth. Addressing key concerns by upgrading library resources, enhancing guidance services, and incentivizing research initiatives can dramatically improve program effectiveness as well as develop a curriculum based on graduates' needs.

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