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Research Article

From Classroom to Career: A Tracer Study on The Achievements and Employment Patterns of BS in Accountancy, BS in Accounting Information System and BS in Entrepreneurship Graduates

Michael B. Bongalonta*, Michelle M. Bongalonta, Santos Gigantoca, Graham M. Naz, Allyboy Melitante, Marilyn N. Inocentes, Diana V. Sales, Led L. Despuig, Abegail A. Fulgar, Gloriane Delmonte, Benjamin Ambrose, Eula Ceeline Barcarse, Renebec A. Balaguer, Mary ann D. Especial, Shalom C. Guim

Sorsogon State Univesity Bulan Campus, Philippines

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*Corresponding author:

E-mail:

bongalontamichael@sorsu.edu.ph

ABSTRACT

This study evaluates the achievements and employment patterns of BS Accountancy, BS in Accounting Information Systems, and BS in Entrepreneurship graduates from Sorsogon State University Bulan Campus (2019-2023). It assesses the extent of Program Educational Objectives (PEOs) achievement, analyzes employment rates, and gathers employer feedback on graduates' competencies. Using a descriptive-survey design, data were collected from recent graduates, employers, and notable alumni. Findings indicate high success in achieving PEOs, strong employment rates, and positive employer evaluations. Recommendations include curriculum updates, enhanced industry partnerships, and expanded career services to further support graduate success.

Keywords: Career, Achievement, Employment, Accountancy, Accounting Information System, Entrepreneurship, Graduates

Introduction

The shift from education to professional life marks a crucial period for graduates, especially those in fields like Accountancy and Entrepreneurship. Examining the achievements and employment trends of these individuals not only sheds light on their career paths but also helps educational institutions evaluate the effectiveness of their programs. As the business

landscape evolves, it is essential to assess how well academic curricula meet industry needs and the skills necessary for successful careers (Katz, 2017). Tracer studies have become a valuable tool for gathering information about graduates' experiences after education, revealing both the challenges and successes they face in their careers (Cahapay, 2020). This research focuses on graduates from the Bachelor of Science in

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Accountancy (BSA), Bachelor of Science in Accounting Information Systems (BSAIS), and Bachelor of Science in Entrepreneurship (BSE). It investigates their achievements and employment patterns following graduation, aiming to identify key factors that influence their professional outcomes and development.

The importance of this research is highlighted by the increasing focus on employability within higher education, necessitating that institutions continuously evaluate and adjust their programs to align with student and job market needs (Smith & Houghton, 2019). Accounting is fundamental to the functioning of businesses and economies globally, making the education and training of future accountants and professionals essential. The structured curriculum of the Bachelor of Science in Accountancy, Entrepreneurship, and Accounting Information Systems is designed to equip graduates with the necessary skills and knowledge for success in the accounting field. However, it is crucial to assess how effectively this program achieves its educational objectives and impacts graduates' career paths.

Graduates are expected to meet established Program Educational Objectives (PEOs), ensuring they are well-prepared to excel in their careers and positively contribute to their organizations and communities. Evaluating the attainment of these objectives is vital for determining whether educational outcomes align with employer needs and the evolving accounting profession. Additionally, tracking graduates' employment rates and success stories offers valuable insights into the program's effectiveness and the demand for accounting professionals in the labor market. Understanding employer feedback can help educational institutions refine their curricula and teaching methods, better preparing students for real-world challenges. Recognizing graduates who have received awards or made significant contributions to the field can enhance the program's credibility and inspire current students to pursue excellence.

Graduate employability has become a focal point of research in recent years, emphasizing the need to align educational outcomes with the demands of the labor market. Tomlinson (2017) argues that employability stems not only

from academic credentials but also from the cultivation of skills, competencies, and relevant work experience. This viewpoint underscores the importance of developing curricula that blend practical experiences with theoretical knowledge, thus equipping students for real-world challenges. Tracer studies have proven to be essential for assessing the experiences of graduates after completing their degrees. These studies gather data on employment outcomes, career advancement, and how well academic training correlates with job responsibilities. According to Cahapay (2020), such studies offer critical insights into the successes and difficulties graduates face, allowing institutions to refine their programs based on solid evidence. This approach is particularly valuable for tracking the paths of graduates in fast-paced fields like Accountancy and Entrepreneurship.

Program Educational Objectives (PEOs) act as standards for evaluating the effectiveness of academic programs. These objectives delineate the anticipated achievements of graduates within a certain timeframe after graduation. Figueroa (2019) notes that assessing whether these PEOs are met enables institutions to gauge their educational impact and adjust curricula to better satisfy industry requirements. This alignment is especially important in fields like Accountancy, where market demands are continually changing. Despite the strong educational foundation provided by institutions, many graduates still struggle to find employment that matches their qualifications. Nguyen et al. (2021) found that graduates frequently face a gap between their skills and employer expectations, resulting in underemployment and dissatisfaction with their jobs. This discrepancy highlights the importance of continuous communication between educational institutions and industry partners to ensure graduates possess the relevant competencies needed in the workforce.

Employer feedback is crucial for gauging how well graduates are prepared for the job market. Research by Smith and Johnson (2020) points out that employers' place value not just on academic performance but also on soft skills like communication, teamwork, and problem-solving. By integrating employer perspectives into curriculum development, educational programs can become more relevant and better

equip students to face workplace challenges. Additionally, celebrating the achievements of alumni who have made significant contributions in their fields can inspire current students. Houghton (2018) suggests that recognizing the successes of distinguished graduates can elevate the reputation of academic programs and motivate students to aim for excellence in their careers. Such recognition provides tangible examples of how academic training can lead to successful professional journeys.

This study, titled "From Classroom to Career: A Tracer Study on the Achievements and Employment Patterns of BS in Accountancy, BS in Accounting Information Systems, and BS in Entrepreneurship Graduates," aims to explore the career trajectories of graduates from these programs and evaluate their achievements and employment patterns within an ever-changing job market. Research shows that graduates frequently encounter challenges in securing jobs that align with their academic qualifications, which can lead to a disconnect between educational outcomes and labor market requirements (Nguyen et al., 2021). Additionally, analyzing graduates' employment patterns provides insights into how effectively academic programs prepare students for the workforce (Smith & Johnson, 2020). By focusing on graduates from Accountancy, Accounting Information Systems, and Entrepreneurship, this study aims to identify critical factors that contribute to successful employment outcomes and professional achievements.

The results of this tracer study will enrich the existing knowledge on graduate employability and provide recommendations for educational institutions to improve their curricula and support services. By examining graduates' achievements and employment trends, the research seeks to bridge the gap between classroom learning and real-world applications, fostering better alignment with industry needs. This study aims to conduct a thorough evaluation of graduates from the Bachelor of Science in Accountancy, Entrepreneurship, and Accounting Information Systems, providing actionable insights to enhance educational offerings, promote student success, and contribute to the advancement of the accounting profession. By systematically assessing the objectives, employment success,

employer feedback, and contributions of graduates, this research intends to inform stakeholders in both academia and industry about the program's strengths and areas for improvement.

It is along this premise why the researchers decided to conceptualize this research proposal entitled **"FROM CLASSROOM TO CAREER: A TRACER STUDY ON THE ACHIEVEMENTS AND EMPLOYMENT PATTERNS OF BS IN ACCOUNTANCY, BS IN ACCOUNTING INFORMATION SYSTEM AND BS IN ENTREPRENEURSHIP GRADUATES"**.

Objectives of the Study

This study determined the achievements and employment patterns of the BS Accountancy, BS in Accounting Information System and BS in Entrepreneurship graduates of Sorsogon State University Bulan campus from batches 2019 to 2023. This specifically sought to:

1. Assess the extent to which the Program Educational Objectives (PEOs) have been achieved by graduates of the Bachelor of Science in Accountancy, Bachelor of Science in Entrepreneurship, and Accounting Information Systems programs;
2. Analyze the percentage of graduates who have successfully secured employment, and quantify how many of these individuals have attained prominence as notable accountants and business leaders in their respective fields;
3. Gather feedback from employers regarding the performance, competencies, and preparedness of graduates for the workplace; and
4. Identify the number of graduates who have received awards and recognition for their exceptional performance and contributions in the field of accounting and entrepreneurship.

Methodology

This research adopted a Descriptive-Survey Research Design. This aims to systematically gather and analyze data to describe characteristics of a population without manipulating the study environment. This design primarily focuses on quantifying aspects of a group or phenomenon, providing a comprehensive snapshot

of the variables of interest. The quantitative aspect focused on evaluating how well the Program Educational Objectives (PEOs) have been met, along with employment statistics and recognition among graduates.

The study targeted graduates from the Bachelor of Science in Accountancy, BS in Entrepreneurship, and Accounting Information Systems programs who have completed their

degrees in the last five years (Academic Years 2019-2023). A purposive sampling strategy was used to identify participants, including recent graduates, employers in relevant sectors, and notable alumni who have achieved recognition in their fields. This study considered 322 respondents out of the total population of 348, as shown in Table 1.

Table 1. Population and Actual Respondents of the Study

Programs under Study	Population	% of Actual Respondents	No. of Actual Respondents	% of Distribution
Bachelor of Science in Accountancy	56	85.71%	48	14.91%
Bachelor of Science in Accounting Information System	157	92.99%	146	45.34%
Bachelor of Science in Entrepreneurship	135	94.81%	128	39.75%
Total	348		322	100.00%

To collect quantitative data, a structured online survey was administered to graduates. This survey measured the attainment of PEOs on a Likert scale (4.50-5.00=Fully Achieved; 3.50- 4.49=Mostly Achieved; 2.50-3.49=Moderately Achieved; 1.50-2.49=Somewhat Achieved; 1.00

1.49=Not Achieved), along with employment status, job roles, and any awards received. For measuring the performance, competencies and preparedness of the respondents (graduates) as evaluated by the employers, likert scales of “4.50-5.00=Excellent; 3.50-4.49=very Good; 2.50-

3.49=Good; 1.50-2.49=fair; 1.00 1.49=Poor”; 4.50-5.00=Very high Competence; 3.50-4.49=High Competence; 2.50-3.49=Moderate Competence; 1.50-2.49=Low Competence; 1.00 1.49=Very Low Competence”; and “4.50-5.00=Extremely prepared; 3.50-4.49=Very prepared; 2.50-3.49=Moderately prepared; 1.50-2.49=Slightly prepared; 1.00 1.49=Not at all prepared”, respectively.

Descriptive statistics including means, frequencies, and percentages were computed to evaluate the achievement of PEOs, employment rates, and recognition levels among graduates. Statistical software such as SPSS or R was utilized to analyze the data for correlations and trends. For the qualitative data gathered through interviews, thematic analysis was conducted to extract

common themes and insights related to employer feedback and alumni achievements. NVivo or similar tools was employed in coding and organizing this qualitative information.

Results and Discussions

A. Extent to which the Program Educational Objectives (PEOs) have been achieved by graduates of the Bachelor of Science in Accountancy, Bachelor of Science in Entrepreneurship, and Accounting Information Systems programs

This presents the findings related to the achievement of the Program Educational Objectives (PEOs) by graduates of the Bachelor of Science in Accountancy, Bachelor of Science

in Entrepreneurship, and Accounting Information Systems programs. Through the evaluation of various metrics and stakeholder feedback, the extent to which these PEOs have been successfully met will be assessed. This analysis offers valuable insights into the effectiveness of the educational programs in preparing graduates for their professional careers, highlighting both strengths and areas for improvement.

Table 2 presents the respective Program Educational Objectives of Bachelor of Science in Accountancy program and the extent to which it was achieved by the graduates therefrom. The Bachelor of Science in Accountancy course aims to develop the qualities that will enhance the

student's professional competencies. Its primary goal is to produce competent professional accountants capable of making a positive contribution over their lifetime to the profession and society in which they work.

Specifically, such program has the following program educational objectives: 1. To provide basic accounting knowledge, skills and values and prepare them to perform effectively and efficiently in today's rapidly changing organizational and business environment. 2. To enhance the student's skills in communication in English and Filipino, both oral and written, and if any,

foreign language/s. 3. To inculcate in the minds of students the importance of smooth interpersonal relationship to the society where they are in. 4. To promote professionalism as accountants in public practice, commerce and industry, government and education sectors. 5. To prepare the students to be capable of passing the Certified Public Accountants Licensure Examination. 6. To apply knowledge gained through job-seeking in a globally competitive environment. 7. To conduct studies in order to meet the standard of quality accounting education.

Table 2. Extent to which the Program Educational Objectives (PEOs) have been achieved by graduates of the Bachelor of Science in Accountancy

PEOs	Ratings	Adjectival Interpretations
A. AS TO ACCOUNTING COMPETENCIES AND SKILLS		
1. To provide basic accounting knowledge, skills and values and prepare them to perform effectively and efficiently in today's rapidly changing organizational and business environment.	4.75	FULLY ACHIEVED
2. To enhance the student's skills in communication in English and Filipino, both oral and written, and if any, foreign language/s.	4.54	FULLY ACHIEVED
3. To inculcate in the minds of students the importance of smooth interpersonal relationship to the society where they are in.	4.41	MOSTLY ACHIEVED
4. To promote professionalism as accountants in public practice, commerce and industry, government and education sectors.	4.80	FULLY ACHIEVED
AVERAGE RATING	4.63	FULLY ACHIEVED
B. AS TO APPLICATION TO ACTUAL PRACTICE		
5. To prepare the students to be capable of passing the Certified Public Accountants Licensure Examination.	4.65	FULLY ACHIEVED
6. To apply knowledge gained through job-seeking in a globally competitive environment.	4.90	FULLY ACHIEVED
7. To conduct studies in order to meet the standard of quality accounting education.	4.15	MOSTLY ACHIEVED
AVERAGE RATING	4.57	FULLY ACHIEVED
WEIGHTED AVERAGE RATING	4.60	FULLY ACHIEVED

Note: 4.50-5.00=Fully Achieved; 3.50-4.49=Mostly Achieved; 2.50-3.49=Moderately Achieved; 1.50-2.49=Somewhat Achieved; 1.00-1.49=Not Achieved

The data from the table indicates that the Program Educational Objectives (PEOs) are closely aligned with the expected outcomes for graduates of the Bachelor of Science in Accountancy. An average weighted rating of 4.60 signifies that these objectives are regarded as

"FULLY ACHIEVED," showcasing the effectiveness of the curriculum and teaching methods in place.

The PEOs focused on improving accounting competencies and skills received particularly strong ratings. For example, the objective of

providing essential accounting knowledge, skills, and values was rated 4.75, suggesting that graduates are well-equipped to succeed in a fast-paced business environment. This finding is supported by existing literature that emphasizes the importance of a solid foundation in accounting for success across various sectors (Bennett & Daff, 2016). Additionally, the goal of enhancing communication skills in English, Filipino, and potentially other languages earned a rating of 4.54, highlighting the critical role of communication in the accounting field. Effective communication is essential for collaboration and client relations (Floyd & Fowler, 2015). The focus on interpersonal skills, rated at 4.41, aligns with research that underscores the significance of soft skills in achieving professional success (Robles, 2012). Furthermore, the objective promoting professionalism across different sectors achieved a notable rating of 4.80, reinforcing the program's dedication to instilling ethical standards and professional conduct in its graduates. This aligns with findings from Smith and Kessler (2018), who emphasize that professionalism is vital for establishing credibility in accounting.

When it comes to the application of knowledge in real-world contexts, the objective

of preparing students for the Certified Public Accountants Licensure Examination received a strong rating of 4.65, affirming the program's success in readying students for essential professional qualifications. Additionally, the impressive rating of 4.90 for the goal of enhancing job-seeking skills in a competitive global environment underscores the program's relevance to current market needs. However, the lower rating of 4.15 for the objective focused on conducting studies to ensure quality standards indicates that while this area is "mostly achieved," there is still potential for improvement. This suggests a continuous need for evaluation and refinement of educational practices to align with changing industry standards.

Additionally, Table 2 outlines the specific Program Educational Objectives of the Bachelor of Science in Accounting Information Systems program and the degree to which these objectives were achieved by its graduates. The objectives of the BSAIS program are to: 1. Equip students with specific skills for entry into the BPO industry and accounting profession; and 2. Prepare the students for eventual entry into the regular degree program of the Bachelor of Science in Accountancy (BSA).

Table 3. Extent to which the Program Educational Objectives (PEOs) have been achieved by graduates of the Bachelor of Science in Accounting Information System

PEOs	Ratings	Adjectival Interpretations
1. To equip students with specific skills for entry into the BPO industry and accounting profession.	4.55	FULLY ACHIEVED
2. To Prepare the students for eventual entry into the regular degree program of the Bachelor of Science in Accountancy (BSA).	3.45	MODERATELY ACHIEVED
WEIGHTED AVERAGE RATING	4.00	MOSTLY ACHIEVED

Note: 4.50-5.00=Fully Achieved; 3.50-4.49=Mostly Achieved; 2.50-3.49=Moderately Achieved; 1.50-2.49=Somewhat Achieved; 1.00 1.49=Not Achieved

The weighted average rating of 4.00 indicates that the Program Educational Objectives (PEOs) are considered "MOSTLY ACHIEVED." While the program successfully prepares students for careers in the BPO industry, the moderate achievement of the second PEO highlights a potential area for improvement. It is vital for educational institutions to regularly assess their curricula and support systems to ensure that students

are adequately prepared for their subsequent academic endeavors.

The data in Table 3 show differing levels of success in meeting the PEOs for the Bachelor of Science in Accounting Information Systems program. The ratings reveal both achievements and aspects that need further development. The first PEO, aimed at equipping students with the skills necessary for entry into the BPO industry and

accounting profession, garnered a strong rating of 4.55, classifying it as "FULLY ACHIEVED." This result indicates that the program effectively prepares graduates with the competencies needed to succeed in these fields. The importance of training students for the BPO sector aligns with research emphasizing the increasing demand for skilled workers in this area, especially in developing regions (Gonzalez & Gupta, 2017). The focus on practical skills is essential, as the BPO industry requires individuals who can quickly adapt to changing work environments.

On the other hand, the second PEO, which aims to prepare students for transition into the Bachelor of Science in Accountancy (BSA) degree program, received a rating of 3.45, reflecting that it is "MODERATELY ACHIEVED." This suggests that while some foundational preparation exists, there may be shortcomings in helping students navigate the more demanding academic requirements of the BSA program. Research indicates that implementing bridging programs or enhanced support services could bolster student

readiness for advanced accounting studies (Martinez & Williams, 2019).

Finally, Table 4 details the specific Program Educational Objectives of the Bachelor of Science in Entrepreneurship program and the extent to which these objectives have been met by its graduates. Under the BS in Entrepreneurship Curriculum, graduates should be able to: 1. conduct a self-assessment to determine level of entrepreneurship competencies. 2. Analyze/scan the environment to determine business opportunities and develop their profitability profile from which entrepreneurial ventures can be selected. 3. Prepare a business plan. 4. Mobilize the necessary human, financial logistical and technical resources to implement the business plan. 5. Prepare and comply with requirements for business operations. 6. Operate and manage the enterprises observing good governance and social responsibility. 7. Apply entrepreneurial management in any organization other than own enterprises.

Table 4. Extent to which the Program Educational Objectives (PEOs) have been achieved by graduates of the Bachelor of Science in Entrepreneurship

PEOs	Ratings	Adjectival Interpretations
1. Conduct a self-assessment to determine level of entrepreneurship competencies.	4.50	FULLY ACHIEVED
2. Analyze/scan the environment to determine business opportunities and develop their profitability profile from which entrepreneurial ventures can be selected.	4.51	FULLY ACHIEVED
3. Prepare a business plan.	4.60	FULLY ACHIEVED
4. Mobilize the necessary human, financial logistical and technical resources to implement the business plan.	4.10	MOSTLY ACHIEVED
5. Prepare and comply with requirements for business operations.	3.45	MODERATELY ACHIEVED
6. Operate and manage the enterprises observing good governance and social responsibility.	3.50	MODERATELY ACHIEVED
7. Apply entrepreneurial management in any organization other than own enterprises.	4.60	FULLY ACHIEVED
WEIGHTED AVERAGE RATING	4.18	MOSTLY ACHIEVED

Note: 4.50-5.00=Fully Achieved; 3.50-4.49=Mostly Achieved; 2.50-3.49=Moderately Achieved; 1.50-2.49=Somewhat Achieved; 1.00-1.49=Not Achieved

The findings in Table 4 reveal differing levels of success in achieving the Program Educational Objectives (PEOs) for the Bachelor of Science in Entrepreneurship program. The overall

weighted average rating of 4.18 suggests that the PEOs are considered "MOSTLY ACHIEVED," indicating strong performance in several critical areas while also pointing out

opportunities for further development. The first three PEOs received high ratings, classifying them as "FULLY ACHIEVED." Graduates demonstrated a solid ability to conduct self-assessments of their entrepreneurship competencies (4.50), analyze the environment for business opportunities (4.51), and prepare comprehensive business plans (4.60). These skills are crucial, as self-assessment encourages personal development and adaptability, while environmental analysis helps identify promising business ventures (Kuratko & Hodgetts, 2014). Creating a business plan is particularly important as it forms the foundation for successfully starting and managing a business (Schilling, 2020).

The fourth PEO, which focuses on mobilizing the necessary resources to execute a business plan, received a rating of 4.10, indicating it is "MOSTLY ACHIEVED." This suggests that while graduates generally possess the skills needed for resource mobilization, there may still be gaps that could be addressed through improved training or hands-on experience. Research shows that successful resource mobilization is vital for entrepreneurship, requiring both strategic planning and effective networking (Pistrui et al., 2019). In contrast, the fifth and sixth PEOs—focused on preparing for compliance with business operation requirements (3.45) and operating with good

governance and social responsibility (3.50)—were rated as "MODERATELY ACHIEVED." These results imply that graduates might need additional support to fully grasp regulatory compliance and the principles of governance and social responsibility. Understanding these areas is crucial, as strong management practices and adherence to ethical standards are essential for long-term sustainability in business (Carroll & Buchholtz, 2014). Finally, the seventh PEO, which emphasizes the application of entrepreneurial management in various organizations, received a rating of 4.60, indicating that graduates are well-equipped to contribute to different workplaces, enhancing their adaptability in the job market.

B. Percentage of graduates who have successfully secured employment, and quantify how many of these individuals have attained prominence as notable accountants and business leaders in their respective fields.

Table 5 reflects the number of actual respondents, the number of graduates who successfully secured employment, and the corresponding percentages for each program. These data provide essential insights into the effectiveness of the educational programs and the preparedness of graduates for the job market.

Table 5. Percentage of Graduates who have successfully secured employment

Programs under Study	No. of Actual Respondents	No. of Graduates who have successfully secured employment	%
Bachelor of Science in Accountancy	48	44	91.67
Bachelor of Science in Accounting Information System	146	132	90.41
Bachelor of Science in Entrepreneurship	128	117	91.41

The findings reveal a strong employment rate among graduates from all examined programs, with figures between 90.41% and 91.67%. The Bachelor of Science in Accountancy program stands out with the highest employment rate at 91.67%. These results suggest that the educational offerings are successfully equipping graduates for careers in their respective fields.

Moreover, the impressive employment figures correspond with existing research that highlights the significance of program relevance

in relation to industry demands. For instance, a study by Pritchard et al. (2020) found that including practical experiences and fostering industry partnerships greatly enhances graduates' readiness for the job market. This relationship is mirrored in the results of the current study, indicating that the programs likely adopt similar approaches to prepare students with pertinent skills. Additionally, research by Smith and Jones (2021) points out that graduates in fields such as accounting and entrepreneurship are often more employable

due to strong market demand for these roles. The present data reinforces this idea, showcasing high employment rates among graduates in these disciplines.

Ultimately, the insights from Table 5 not only emphasize the effectiveness of these educational programs but also contribute to the larger conversation about the role of higher education in preparing students for the workforce. Ongoing

evaluation and updates of the curricula will be crucial for sustaining these high rates of employment.

On one hand, the data presented in Table 6 illustrate the percentage of graduates who have achieved prominence in their respective fields, specifically as notable accountants and business leaders.

Table 6. Percentage of Graduates who have attained prominence as notable accountants and business leaders.

Programs under Study	No. of actual respondents	No. of graduates who have attained prominence as notable accountants and business leaders.	%
Bachelor of Science in Accountancy	48	14	29.17
Bachelor of Science in Accounting Information System	146	29	19.86
Bachelor of Science in Entrepreneurship	128	26	20.31

The findings reveal that graduates from the Bachelor of Science in Accountancy program exhibit the highest rate of achieving recognition as prominent accountants. Specifically, about 29.17% of these graduates have gained significant acknowledgment in their field, underscoring their potential to excel as distinguished professionals. This observation is consistent with existing research, which highlights the intensive training and comprehensive skill development provided by Accountancy programs tailored to meet industry expectations (Smith, 2020).

In contrast, while the percentages for graduates from the Bachelor of Science in Accounting Information System (19.86%) and Bachelor of Science in Entrepreneurship (20.31%) are lower than those for Accountancy graduates, they still represent meaningful accomplishments in attaining influential positions within their sectors. The fact that a substantial number of these graduates have emerged as successful business leaders suggests that entrepreneurship education equips students to adeptly navigate complex market challenges (Jones & Taylor, 2019). These results contribute to the wider conversation about the role of higher education in nurturing leadership and expertise within specific fields. The prominence achieved by these graduates

indicates a strong link between educational credentials and career advancement. Research by Brown (2021) indicates that graduates from specialized programs like Accountancy and Entrepreneurship are often better prepared with the skills and knowledge needed to succeed in competitive environments.

Additionally, the high percentage of Accountancy graduates gaining recognition can be linked to the rising demand for professional accountants in both public and private sectors, as highlighted by Wilson (2020). The extensive training they receive equips them for roles that require analytical skills and ethical judgment, making them vital assets to organizations. For Entrepreneurship graduates, their rise as influential business leaders reflects the increasing trend of innovation and the entrepreneurial spirit in today's economy. Davis (2021) notes that entrepreneurship education promotes critical thinking, creativity, and a willingness to take risks— traits essential for launching successful ventures.

With a significant portion of graduates achieving recognition as skilled accountants and impactful business leaders, these programs demonstrate their effectiveness in preparing students for prosperous careers. As the job market evolves, it is vital for academic institutions to

continually adapt their curricula to align with industry needs, ensuring the ongoing success of their graduates.

C. Gather feedback from employers regarding the performance, competencies, and preparedness of graduates for the workplace.

Table 7 provides an overview of employer feedback regarding the performance, competencies, and preparedness of graduates from three programs: Bachelor of Science in Ac-

countancy, Bachelor of Science in Accounting Information System, and Bachelor of Science in Entrepreneurship. The feedback is presented using a five-point Likert scale, with ratings and descriptions reflecting the employers' assessments.

This section illustrates the insights provided by employers, capturing their assessments of how well graduates are equipped to meet industry demands. This feedback is essential for understanding the strengths of the graduates as well as identifying potential areas for improvement in their education and training.

Table 7. Feedbacks from employers regarding the performance, competencies, and preparedness of graduates for the workplace.

PROGRAMS UNDER STUDY	EMPLOYERS FEEDBACK					
	PERFORMANCE		COMPETENCIES		PREPAREDNESS	
	Rating	Description	Rating	Description	Rating	Description
Bachelor of Science in Accountancy	4.78	Excellent	4.92	Very High Competence	4.65	Extremely Prepared
Bachelor of Science in Accounting Information System	4.58	Excellent	4.82	Very High Competence	4.52	Extremely Prepared
Bachelor of Science in Entrepreneurship	4.61	Excellent	4.57	Very High Competence	4.54	Extremely Prepared

The ratings reflect a strong agreement among employers about the high performance and competencies of graduates from these programs. The Bachelor of Science in Accountancy stands out with the highest performance rating of 4.78, indicating an "excellent" evaluation by employers. Following closely is the Bachelor of Science in Accounting Information Systems with a rating of 4.58 and the Bachelor of Science in Entrepreneurship at 4.61, both also rated as "excellent."

In terms of competencies, the Bachelor of Science in Accountancy leads with an impressive score of 4.92, categorized as "very high competence." The other programs also performed well, with the Bachelor of Science in Accounting Information Systems earning a rating of 4.82 and the Bachelor of Science in Entrepreneurship at 4.57, both reflecting "very high competence". The preparedness ratings further support these results, with the Bachelor of Science in Accountancy rated at 4.65, the Accounting Information Systems program at 4.52, and

the Entrepreneurship program at 4.54—all classified as "extremely prepared" for workplace expectations. These high ratings from employers suggest that the educational programs effectively equip graduates for their professional careers.

According to Lizzio and Wilson (2005), feedback from employers serves as a key indicator of educational effectiveness, as it shows how well academic training aligns with industry demands. The strong performance ratings imply that the curriculum and hands-on learning experiences offered in these programs are well-designed to provide students with the essential skills needed in the workplace. Moreover, literature highlights the significance of competencies for graduate employability. Bridgstock (2009) notes that graduates with high competency levels are more likely to thrive in the job market. The "very high competence" ratings suggest that these graduates possess critical skills valued by employers, including critical thinking, problem-solving, and technical abilities.

Additionally, the preparedness ratings emphasize the effective training and professional development these programs provide. Research by Wilton (2011) indicates that higher education institutions play a crucial role in preparing graduates for workplace demands through thorough skill development. These findings underscore the necessity for ongoing collaboration between educational institutions and industry partners to ensure that curricula remain relevant and adaptable to shifting market conditions. By consistently collecting and analyzing employer feedback, academic programs can

identify strengths and areas for enhancement, ultimately boosting the employability of their graduates.

D. Identify the number of graduates who have received awards and recognition for their exceptional performance and contributions in the field of accounting and entrepreneurship.

Table 8 outlines the number of graduates who received awards and recognition for their exceptional performance and contributions in the fields of accounting and entrepreneurship.

Table 8. Number of graduates who have received awards and recognition for their exceptional performance and contributions in the field of accounting and entrepreneurship.

Programs under Study	No. of actual respondents	No. of graduates who have received awards and recognition for their exceptional performance and contributions	%
Bachelor of Science in Accountancy	48	18	37.50
Bachelor of Science in Accounting Information System	146	19	13.01
Bachelor of Science in Entrepreneurship	128	16	12.50

The findings in Table 8 reveal that graduates from the Bachelor of Science in Accountancy program represent the highest percentage of award recipients, with 37.50% recognized for their outstanding performance. In contrast, the Bachelor of Science in Accounting Information Systems and the Bachelor of Science in Entrepreneurship programs have lower rates of 13.01% and 12.50%, respectively. This difference in recognition may stem from the distinct characteristics and expectations of these programs. Research indicates that certain graduate attributes, such as critical thinking and problem-solving skills, which are often prioritized in accounting curricula, can significantly increase a graduate's chances of receiving awards. Suen et al. (2021) emphasize that strong analytical abilities and professional competencies are essential in the accounting profession, leading to acknowledgment by various professional organizations. The Bachelor of Science in Accountancy program likely emphasizes these skills, contributing to the higher achievement rates among its graduates.

Furthermore, the recognition of high achievers can be influenced by the resources and opportunities available within the programs. Becker and Hurst (2019) note that mentorship and industry connections are crucial for enhancing students' professional growth and facilitating recognition opportunities. If the Bachelor of Science in Accountancy program has more robust links to professional networks and mentorship options, this may account for the higher percentage of graduates receiving awards. In contrast, the lower percentages in the Accounting Information Systems and Entrepreneurship programs could suggest different evaluation standards or a lack of organized award structures within those areas.

Finally, the data suggest a relationship between program structure and the rate of graduates acknowledged for excellence. As literature highlights, aligning academic programs with industry standards and competencies is vital for promoting student success (Suen et al., 2021; Becker & Hurst, 2019). Future studies could delve deeper into the factors influencing these

disparities, including curricular design and support systems that may improve recognition opportunities across all program

Output

This research adds to the existing body of knowledge. Sorsogon State University may likewise utilize the findings of this study as basis in formulating enhanced policy to main the quality and advantage of its graduates in the business arena. Educators and researchers can use the findings as educational material and as a reference for future studies on similar or related topics.

Conclusions and Recommendations

The study concludes that the graduates under the studied programs of Sorsogon State University Bulan Campus reported high levels of success in achieving PEOs and an impressive employment rate among graduates, demonstrating that the educational programs effectively prepare students for the job market. Furthermore, positive employer feedbacks indicate that graduates possess high performance ratings and competencies that align well with industry expectations. Most importantly, it can be concluded that Sorsogon State University Bulan campus programs demonstrate effectiveness in preparing graduates for successful careers, evidenced by high employment rates, positive employer assessments, and notable achievements in their respective fields.

Based on these findings, the researchers strongly recommend the following:

1. **Review Curricula Regularly:** Set up a process to regularly update the BS Accountancy, BS in Accounting Information Systems, and BS in Entrepreneurship programs based on feedback from employers and alumni to keep the courses relevant.
2. **Build Industry Partnerships:** Strengthen ties with local and national businesses to create more internship and job opportunities for students, helping them gain practical experience.
3. **Offer Soft Skills Training:** Hold workshops on key skills like communication, teamwork, and leadership to help students better prepare for the workplace.
4. **Enhance Career Services:** Expand support for job placements with resume workshops, interview prep, and networking events to connect students with employers.
5. **Create a Mentorship Program:** Pair recent graduates with experienced professionals to guide them in their careers and help them understand industry expectations.
6. **Gather Feedback Regularly:** Set up a system to collect feedback from students and employers about graduates' performance and program effectiveness, using surveys and focus groups to identify areas for improvement.

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