
Assessing Graduate Outcomes Through Employer Feedback: An Institutional Evaluation of Teacher Education Programs

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Abstract — This study evaluated the effectiveness of the Teacher Education Programs of the University of Rizal System–Morong Campus using employers’ feedback as evidence of outcomes attainment. Anchored on the Context–Input–Process–Product (CIPP) evaluation model, the study consolidated employer feedback from Bachelor of Elementary Education, Bachelor of Secondary Education (English, Mathematics, and Science), and Bachelor of Technology and Livelihood Education programs from 2023 to 2025. Using descriptive–evaluative synthesis, composite means across competence, commitment, collaboration, and credibility were analyzed at the institutional level. Results showed that graduates achieved an overall institutional composite mean of 4.59, interpreted as Outstanding. Credibility ranked highest ($M = 4.63$), followed by collaboration ($M = 4.59$), competence ($M = 4.57$), and commitment ($M = 4.55$). Findings indicate that graduates demonstrate strong professional competence, ethical conduct, and workplace readiness. However, stakeholder feedback identified opportunities for strengthening technology integration, assessment competence, and classroom management. The findings provide empirical evidence of curriculum effectiveness and support the development of an outcomes-based curriculum enhancement plan.

Keywords: *curriculum evaluation, employer feedback, teacher education, outcomes-based education, CIPP model*

I. INTRODUCTION

Teacher education institutions are responsible for preparing graduates with the competencies required for effective teaching practice and professional performance. The effectiveness of teacher education programs is reflected in graduates' ability to demonstrate professional competence, ethical conduct, collaboration, and commitment in workplace settings.

Stakeholder feedback, particularly from employers, serves as a reliable indicator of curriculum effectiveness. Employers directly observe graduate performance and can evaluate the extent to which curriculum outcomes translate into workplace competence. Employer feedback provides empirical evidence supporting curriculum improvement and institutional quality assurance.

Several employer feedback studies conducted at the University of Rizal System–Morong Campus evaluated graduate performance across teacher education programs. Employers consistently assessed graduates based on competence, commitment, collaboration, and credibility. These domains represent essential competencies required for professional teaching practice.

Despite the availability of program-level studies, institutional-level consolidation is necessary to evaluate overall curriculum effectiveness. This study addresses this gap by synthesizing employer feedback findings across teacher education programs and providing evidence-based recommendations for curriculum strengthening.

II. METHODOLOGY

This study utilized a descriptive–evaluative research design using the Context–Input–Process–Product (CIPP) evaluation framework (Stufflebeam & Zhang, 2017). The study consolidated quantitative and qualitative employer feedback findings from multiple teacher education programs.

Employer feedback data were obtained from institutional research studies evaluating graduates from: Bachelor of Elementary Education, Bachelor of Secondary Education major in

English, Bachelor of Secondary Education major in Mathematics, Bachelor of Secondary Education major in Science, Bachelor of Technology and Livelihood Education

Employers included school heads, principals, and department heads responsible for evaluating graduate performance. Graduate performance was evaluated across four competency domains: Competence, Commitment, Collaboration, Credibility

These domains reflect core competencies expected of professional teachers.

Institutional composite means were computed by consolidating program-level composite means. Domain-level and overall institutional composite means were calculated to determine curriculum effectiveness.

III. RESULTS AND DISCUSSION

Institutional Employer Evaluation of Teacher Education Graduates

The primary objective of this study was to evaluate the effectiveness of the Teacher Education Programs of the University of Rizal System–Morong Campus using employers' feedback as an indicator of outcomes attainment. Employer evaluation provides direct evidence of graduate competence, workplace readiness, and alignment between curriculum implementation and professional expectations.

Table 1 presents the consolidated institutional-level employer evaluation across teacher education programs.

TABLE 1
COMPOSITE EMPLOYER EVALUATION OF TEACHER EDUCATION GRADUATES
BY PROGRAM

Program	Competence	Commitment	Collaboration	Credibility	Grand Mean	Interpretation
BSEd Mathematics	4.47	4.50	4.64	4.63	4.56	Outstanding
BTLEd	4.59	4.50	4.52	4.53	4.53	Outstanding
BSEd English	4.51	4.57	4.52	4.68	4.57	Outstanding
BSEd Science	4.70	4.67	4.73	4.79	4.72	Outstanding
BEEd	4.59	4.50	4.52	4.53	4.53	Outstanding
Mean	4.57	4.55	4.59	4.63	4.59	Outstanding

The institutional composite mean of 4.59 indicates that graduates achieved an outstanding level of performance across all evaluated competency domains. This finding confirms that the Teacher Education Programs effectively develop professional competencies aligned with workplace expectations. The consistently high ratings across all programs demonstrate strong curriculum implementation and successful attainment of intended learning outcomes.

Among the programs, BSEd Science graduates obtained the highest overall composite mean ($M = 4.72$), indicating exceptional graduate performance. This suggests that the program effectively prepares graduates with strong instructional competence, professionalism, and workplace readiness. Similarly, BSEd English and Mathematics graduates also demonstrated

outstanding performance, reflecting effective curriculum delivery and competency development across teacher education specializations.

These findings provide empirical support for the effectiveness of the teacher education curriculum and demonstrate institutional consistency in preparing competent and professionally ready graduates.

Institutional Ranking of Graduate Competency Domains

Table 2 presents the institutional ranking of competency domains based on employer evaluation.

TABLE 2
INSTITUTIONAL RANKING OF GRADUATE COMPETENCY DOMAINS

Domain	Institutional Mean	Rank	Interpretation
Credibility	4.63	1	Outstanding
Collaboration	4.59	2	Outstanding
Competence	4.57	3	Outstanding
Commitment	4.55	4	Outstanding
Overall Institutional Mean	4.59	—	Outstanding

Credibility obtained the highest institutional mean ($M = 4.63$), indicating that graduates consistently demonstrate professionalism, ethical conduct, reliability, and accountability. This finding suggests that graduates possess strong professional identity and adhere to ethical standards expected of educators. Employers recognized graduates as trustworthy and dependable

professionals capable of fulfilling their teaching responsibilities effectively. The strong credibility ratings reflect the effectiveness of the curriculum in promoting professional values and ethical teaching practices.

Collaboration ranked second ($M = 4.59$), indicating that graduates demonstrate strong interpersonal skills and the ability to work effectively with colleagues, administrators, and students. Collaboration competence is essential for effective teaching practice, as educators must engage in teamwork, participate in professional learning communities, and maintain positive relationships within educational environments. The high collaboration ratings indicate that the curriculum effectively develops graduates' communication and interpersonal competencies.

Competence ranked third ($M = 4.57$), reflecting graduates' strong pedagogical knowledge, instructional skills, and ability to apply teaching strategies effectively. Employers recognized graduates' ability to deliver instruction, manage classroom activities, and apply professional teaching standards. These findings indicate that curriculum implementation effectively supports the development of instructional competence and professional teaching skills.

Commitment ranked fourth ($M = 4.55$), but still within the outstanding range. This finding indicates that graduates demonstrate strong professional dedication, work ethic, and responsibility. Employers recognized graduates' commitment to fulfilling their professional duties and contributing positively to their workplace environment.

The consistently high ratings across all domains indicate balanced competency development, suggesting that the teacher education curriculum effectively prepares graduates across multiple dimensions of professional competence.

Institutional-Level Curriculum Effectiveness Based on CIPP Product Evaluation

Within the Context–Input–Process–Product (CIPP) evaluation framework, employer feedback represents Product Evaluation, which focuses on the outcomes and effectiveness of

program implementation. The outstanding institutional composite mean confirms that the teacher education curriculum successfully achieves its intended outcomes.

The high competence ratings indicate that curriculum content, instructional strategies, and assessment methods effectively develop pedagogical competence. The strong collaboration and credibility ratings indicate that the curriculum successfully develops professional and interpersonal competencies essential for workplace success.

These findings demonstrate that curriculum inputs (faculty expertise, instructional resources, and curriculum design) and curriculum processes (teaching-learning delivery, practicum implementation, and competency-based assessment) effectively contribute to positive graduate outcomes.

Identified Areas for Curriculum Enhancement

Despite the overall outstanding evaluation, employer feedback identified specific areas requiring strengthening to further improve curriculum effectiveness.

Technology Integration

Employers emphasized the importance of strengthening graduates' technology integration skills. As education increasingly incorporates digital learning tools, teachers must demonstrate competence in integrating technology into instruction. Strengthening digital pedagogy training will improve graduates' ability to deliver effective instruction in technology-supported learning environments.

Assessment Competence

Employers also recommended strengthening assessment competence, particularly in designing assessment tools, evaluating student performance, and providing effective feedback. Assessment competence is essential for monitoring student learning and improving instructional effectiveness.

Classroom Management

Employers identified classroom management as an area requiring improvement. Effective classroom management supports positive learning environments and enhances instructional effectiveness. Strengthening classroom management training will improve graduates' ability to manage diverse classroom environments.

Practical Teaching Experience

Employers emphasized the importance of strengthening practicum and field-based learning experiences. Increased exposure to actual classroom environments enhances graduates' readiness and professional competence.

Synthesis of Findings

Overall, the findings demonstrate that the Teacher Education Programs of the University of Rizal System–Morong Campus effectively prepare graduates for professional teaching roles. The outstanding institutional composite mean confirms that curriculum implementation successfully develops intended competencies.

The high ratings across competence, commitment, collaboration, and credibility indicate that graduates possess strong instructional skills, professional values, and workplace readiness. These findings provide empirical evidence supporting curriculum effectiveness and institutional program quality.

However, continuous curriculum enhancement is necessary to ensure sustained relevance and responsiveness to evolving educational demands. Strengthening technology integration, assessment competence, classroom management, and practicum experiences will further improve curriculum effectiveness and graduate preparedness.

IV. CONCLUSIONS

The findings confirm that the Teacher Education Programs of the University of Rizal System–Morong Campus effectively prepare graduates for professional teaching roles. The institutional composite mean of 4.59, interpreted as outstanding, indicates that graduates demonstrate high levels of competence, commitment, collaboration, and credibility. These results reflect the effectiveness of curriculum implementation in developing essential teaching competencies and professional attributes aligned with workplace expectations.

The high ratings across all competency domains indicate strong alignment between curriculum outcomes and employer expectations. Graduates demonstrate adequate pedagogical competence, professional responsibility, interpersonal skills, and ethical conduct. These findings validate the effectiveness of the teacher education curriculum in achieving its intended outcomes.

However, employer feedback identified areas for enhancement, particularly in technology integration, assessment competence, classroom management, and practicum experiences. Continuous curriculum improvement is therefore necessary to sustain program relevance and responsiveness to evolving educational demands.

V. RECOMMENDATIONS

Based on the findings, the following recommendations are proposed:

1. Strengthen curriculum integration of educational technology, assessment practices, and classroom management competencies.
2. Enhance practicum and field-based learning experiences to further improve graduates' workplace readiness.
3. Provide continuous faculty development to support effective curriculum implementation and competency development.
4. Institutionalize regular stakeholder feedback as part of the curriculum evaluation and quality assurance process.
5. Conduct follow-up and longitudinal studies to support continuous curriculum improvement.

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