
Graduate-Based Assessment of Liberal Arts Program Outcomes in a Private Higher Education Institution in CALABARZON, Philippines: Basis for a Continuous Quality Improvement Framework

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Abstract: The sustainability and societal relevance of liberal arts education are increasingly scrutinized within contemporary higher education quality assurance regimes. Positioned within the framework of outcomes-based education (OBE) and continuous quality improvement (CQI), this study examines graduate-perceived attainment of program outcomes across three Liberal Arts programs—Bachelor of Science in Psychology, Bachelor of Arts in Political Science, and Bachelor of Arts in Communication—offered at a private higher education institution in CALABARZON, Philippines. Using a descriptive evaluative design, the research investigates (a) the extent of program learning outcomes attainment, (b) curriculum relevance to graduates' occupational roles, (c) responsiveness to industry expectations, and (d) institutional mission–vision alignment as operationalized through program implementation. Findings indicate generally moderate to high levels of perceived outcomes attainment, albeit with discipline-specific variations. Psychology graduates reported strong theoretical foundations but comparatively lower confidence in applied assessment competencies. Political Science graduates demonstrated strengths in analytical reasoning and communication, while identifying the need for deeper integration of ethical and civic praxis. Communication graduates exhibited consistently high attainment across digital, media, and development communication competencies, reflecting closer alignment with contemporary labor market demands. Across programs, curricula were perceived as relevant and responsive; however, systemic gaps were identified in practice-oriented learning, structured industry engagement, entrepreneurial preparation, and global competence integration. The study concludes that while Liberal Arts programs demonstrate substantial alignment with institutional objectives and professional expectations, targeted curricular recalibration is necessary to strengthen applied learning ecosystems, interdisciplinary responsiveness, and global–local coherence. By generating empirically grounded CQI inputs, the study contributes to the discourse on outcomes assessment in liberal arts education and advances a structured model for aligning academic programs with employability, institutional mission fulfillment, and sustainable development imperatives.

Keywords: Liberal Arts Education, Program Outcomes Assessment, Curriculum Relevance, Industry Responsiveness, Continuous Quality Improvement, Higher Education Quality Assurance

I. INTRODUCTION

Across global higher education systems, outcomes-based education (OBE) and continuous quality improvement (CQI) have become central mechanisms for demonstrating academic accountability, institutional effectiveness, and societal relevance. Learning outcomes assessment is no longer treated as a peripheral compliance requirement; rather, it functions as a strategic instrument for strengthening curricular coherence, improving pedagogical alignment, and generating defensible evidence of student learning (Alyasin *et al.*, 2023; Hernández-Campos *et al.*, 2025). Contemporary scholarship underscores the need to transition from fragmented, course-level evaluation practices toward integrated, program-level assessment systems capable of producing valid, reliable, and comparable indicators of graduate competence (Mufanti *et al.*, 2024). In this regard, CQI is increasingly conceptualized not merely as cyclical monitoring but as an evidence-driven mechanism for adaptive institutional learning.

Despite the institutionalization of OBE frameworks, persistent tensions remain between curricular intentions and graduates' workplace readiness—particularly within liberal arts disciplines, where the value proposition frequently centers on transferable competencies such as critical thinking, communication, ethical reasoning, and adaptability. Empirical studies continue to document competency mismatches between graduate self-assessment and employer expectations, particularly in applied problem-solving, collaborative engagement, and professional judgment (Sophia & Onen, 2024). These findings resonate with broader debates concerning the purpose of higher education: whether employability should be framed as a core institutional mandate or as one dimension of a broader civic and intellectual mission (Tight, 2023). Such debates are especially salient for liberal arts programs, which historically emphasize intellectual breadth, ethical citizenship, and democratic participation alongside vocational preparation.

Compounding these structural tensions are rapid technological transformations reshaping professional practice and graduate capability expectations. The integration of digital platforms, automation, and generative artificial intelligence into organizational workflows has intensified calls for curricula that cultivate not only foundational disciplinary knowledge but also adaptive, interdisciplinary, and technologically mediated competencies (Weng *et al.*, 2024). Consequently, higher education institutions are compelled to recalibrate program learning outcomes to ensure alignment with evolving labor market demands while preserving epistemic rigor and critical inquiry.

Within this evolving landscape, graduate-based program evaluation emerges as a critical feedback mechanism. Graduate perceptions provide a post-completion lens through which curricular relevance, program coherence, and institutional mission realization can be examined. Unlike purely internal metrics of academic performance, graduate-informed assessments capture the interface between educational preparation and professional enactment, offering insight into the extent to which intended learning outcomes translate into workplace competence and civic engagement (Hernández-Campos *et al.*, 2025). Such approaches align with contemporary quality assurance paradigms that emphasize stakeholder-informed evaluation and longitudinal evidence of program impact.

This study investigates three Liberal Arts programs—Bachelor of Science in Psychology, Bachelor of Arts in Political Science, and Bachelor of Arts in Communication—offered at a private higher education institution in CALABARZON, Philippines. Specifically, it examines: (1) the extent of program learning outcomes attainment as perceived by graduates; (2) the relevance of curricular content to their current occupational roles; (3) the responsiveness of programs to industry requirements; and (4) the degree to which institutional Vision and Mission statements are substantively realized and operationalized through program implementation.

By situating graduate feedback within a structured CQI framework, the study advances a model of evidence-informed curricular recalibration. It contributes to the literature on liberal arts outcomes assessment by providing empirical insights from a Philippine higher education context—an underrepresented setting in global quality assurance scholarship. Moreover, by linking program evaluation to broader sustainable development imperatives—particularly quality education (SDG 4), decent work and economic growth (SDG 8), and institutional partnership strengthening (SDG 17)—the study positions liberal arts education not merely as an academic tradition but as a strategic driver of socially responsive and future-oriented higher education systems.

Ultimately, the study argues that rigorous, graduate-informed outcomes assessment is indispensable to sustaining the intellectual integrity, labor market relevance, and societal contribution of liberal arts programs in an era of accelerating transformation.

II. STATEMENT OF THE PROBLEM

This study aims to assess the outcomes of the Liberal Arts programs offered at a private higher education institution in Laguna, Philippines, specifically focusing on program outcomes that could inform continuous quality improvement.

The study seeks to address the following research questions:

1. To what extent have students attained the program outcomes in the following degree programs:
 - 1.1 Bachelor of Science in Psychology
 - 1.2 Bachelor of Arts in Political Science and
 - 1.3 Bachelor of Arts in Communication?
2. To what extent is the curriculum of these programs relevant to the graduates' current job roles?
3. To what extent is the curriculum responsive to the demands and requirements of industry?
4. To what extent has the institutional Vision been realized through the implementation of the Liberal Arts programs?
5. To what extent has the institutional Mission been operationalized through the implementation of the Liberal Arts programs?
6. Based on the result of the study, what continuous quality improvement framework may be proposed?

III. METHOD

This study employed a descriptive-evaluative research design to examine graduate-perceived attainment of intended learning outcomes across selected Liberal Arts programs and to generate empirically grounded inputs for continuous quality improvement (CQI). The evaluative orientation of the design is consistent with outcomes-based education (OBE) frameworks, which emphasize systematic documentation of program effectiveness through structured stakeholder feedback. While descriptive designs do not permit causal inference, they are appropriate for institutional program assessment where the objective is to establish performance baselines, identify developmental gaps, and inform strategic curricular recalibration.

The participants consisted of 42 graduates from a private higher education institution in CALABARZON, Philippines, distributed across three degree programs: Bachelor of Science in Psychology ($n = 18$), Bachelor of Arts in Political Science ($n = 14$), and Bachelor of Arts in Communication ($n = 10$). A stratified random sampling technique was employed to ensure proportional representation across programs, thereby enhancing internal representativeness and allowing discipline-specific comparison. Although the sample size reflects the bounded population of recent graduates within the programs under study, it is adequate for descriptive institutional evaluation where the primary objective is program-level insight rather than statistical generalization to a national population. Nevertheless, findings should be interpreted within the institutional context and not assumed to represent all liberal arts programs in the Philippines.

Data were gathered using a researcher-developed questionnaire grounded in relevant Commission on Higher Education (CHED) Memorandum Orders governing program standards for Psychology, Political Science, and Communication. The instrument operationalized four evaluative domains: (1) program learning outcomes attainment, (2) curriculum relevance to current occupational roles, (3) responsiveness to industry requirements, and (4) realization and operationalization of the institutional Vision and Mission. Items were measured using a four-point Likert scale. The absence of a neutral midpoint was deliberate, designed to reduce central tendency bias and encourage discriminative evaluative judgments. While self-reported measures may introduce perceptual bias, graduate feedback remains a critical source of post-completion evidence in quality assurance systems, particularly when examining the alignment between academic preparation and professional practice.

The instrument underwent rigorous face and content validation by five experts in higher education, curriculum development, and outcomes-based education. Reviewers assessed domain alignment, item clarity, and conceptual coverage relative to program standards, and revisions were incorporated to strengthen construct representation and eliminate ambiguity. Internal consistency reliability was assessed using Cronbach's alpha. The overall instrument demonstrated excellent reliability ($\alpha = .93$), indicating strong internal coherence. Subscale coefficients were similarly robust: program outcomes attainment ($\alpha = .91$), curriculum relevance ($\alpha = .88$), industry responsiveness ($\alpha = .90$), and vision and mission realization ($\alpha = .87$). All values exceeded the established threshold of .70, supporting the reliability of the instrument for evaluative research and institutional decision-making purposes.

Prior to data collection, formal authorization was obtained from the College Dean. The validated questionnaire was administered electronically via Google Forms to ensure efficiency, accessibility, and secure data management. Participation was voluntary, and respondents were informed of the study's objectives, procedures, and their right to withdraw at any stage without consequence. No personally identifiable information was collected, and responses were anonymized through automated coding. The study adhered to institutional research guidelines, international ethical standards for human subjects research, and the provisions of the Data Privacy Act of 2012 (Republic Act No. 10173). Informed consent was obtained electronically prior to participation, and all data were stored in password-protected files accessible only to authorized researchers.

Data analysis employed descriptive statistical techniques to determine the extent of attainment across evaluative domains. Weighted means and standard deviations were computed for individual items and composite subscales, and program-level composite means were calculated to enable cross-disciplinary comparison. Reliability coefficients were reconfirmed using the final dataset prior to interpretation. Statistical analyses were conducted using standard statistical software to ensure computational accuracy and replicability. While the analytical approach is primarily descriptive, it provides a structured empirical foundation for identifying discipline-specific strengths, developmental gaps, and targeted CQI interventions.

IV. RESULTS AND DISCUSSION

Table 1.1 indicates that the Bachelor of Science in Psychology program outcomes were attained to a moderate extent, as reflected by a composite mean of 2.98 (SD = 0.63). This suggests that graduates generally perceive themselves as having achieved the intended competencies of the program, particularly in terms of theoretical understanding, ethical practice, and interpersonal skills. Such results are consistent with recent outcomes-based education (OBE) studies emphasizing that liberal arts and psychology programs tend to be effective in developing foundational knowledge and soft skills, although mastery often remains developmental rather than advanced at the undergraduate level (Hernández-Campos *et al.*, 2025; Mufanti *et al.*, 2024). From a quality assurance perspective, the moderate extent of attainment indicates that the program is functionally aligned with its intended outcomes while still offering clear opportunities for targeted enhancement under a continuous quality improvement (CQI) framework.

Among the indicators, the highest mean score ($M = 3.17$) was recorded for graduates' ability to discuss and analyze major psychological theories and concepts, followed closely by outcomes related to ethical behavior and interpersonal relationships. These results suggest that the curriculum effectively supports conceptual understanding, ethical grounding, and relational competence—core strengths traditionally associated with psychology education. Recent studies affirm that psychology programs are generally successful in cultivating theoretical literacy, ethical awareness, and social competence, especially when curricula are aligned with national standards and professional expectations (Papageorgi *et al.*, 2023; Tight, 2023). This outcome reinforces the role of psychology education in advancing SDG 4 (Quality Education) by fostering critical thinking and ethical responsibility, as well as SDG 16 (Peace, Justice, and Strong Institutions) through the development of socially responsive and ethically grounded graduates.

Conversely, the lowest mean score ($M = 2.44$) was observed in graduates' perceived ability to conduct psychological assessments and evaluations, indicating attainment to a low extent. This finding reflects a well-documented challenge in psychology education, where assessment competencies often require extensive

supervised practice, specialized training, and exposure to standardized tools that may be limited at the undergraduate level (Sophia & Onen, 2024). Recent literature emphasizes that insufficient hands-on assessment experiences can weaken graduates' confidence and readiness for professional practice, particularly in applied psychology roles (Weng et al., 2024). The result highlights a critical implication for program enhancement: strengthening practicum components, integrating simulation-based assessment training, and reinforcing industry-aligned assessment competencies. Addressing this gap supports SDG 8 (Decent Work and Economic Growth) by improving graduates' employability and professional readiness, while providing concrete inputs for curriculum review and continuous quality improvement planning.

Table 1.1
Extent of Attainment of Bachelor of Science in Psychology Program Outcomes

ASPECTS	M	SD	VD/VI
After taking my course, I am able to...			
demonstrate the ability to discuss and analyze the major theories and concepts in psychology.	3.17	0.51	A
demonstrate and apply the methods of psychological inquiry in building knowledge on local culture and context.	3.00	0.49	A
demonstrate and apply psychological theories and methods in personal and professional setting.	3.06	0.73	A
demonstrate capability for self-reflection and independent leaning in graduate education or in a professional context.	3.00	0.84	A
demonstrate professional and ethical behaviors in research and practice in psychology.	3.11	0.32	A
demonstrate harmonious interpersonal relationship with colleagues, clients, and others in diverse cultural setting.	3.06	0.73	A
demonstrate the ability to conduct psychological assessments and evaluation.	2.44	0.78	D
Composite Mean	2.98	0.63	AME

Legend:

4.00 – 3.26 – Strongly Agree (SA)/ Attained to a Great Extent (AGE); 3.25 – 2.51 – Agree(A)/ Attained to a Moderate Extent (AME); 2.50 – 1.76 – Disagree (D)/ Attained to a Low Extent (ALE); 1.75 – 1.00 – Strongly Disagree (SD)/ Not at all Attained (NA)

The findings of this study have important implications for continuous quality improvement in the Bachelor of Science in Psychology program. While the program demonstrates strengths in theoretical grounding, ethical formation, and interpersonal competence, there is a clear need to enhance applied learning opportunities, particularly in psychological assessment and evaluation. Integrating more structured practicum experiences, simulation-based assessment activities, and supervised exposure to standardized psychological tools may help bridge the gap between theory and practice. Strengthening partnerships with industry, clinics, and community institutions can further support authentic learning experiences that align curricular outcomes with professional expectations. These improvements directly contribute to SDG 8 (Decent Work and Economic Growth) by enhancing graduate employability and professional readiness. Moreover, the use of outcomes-based evidence from this study provides a solid foundation for data-driven curriculum review, faculty development initiatives, and strategic planning, reinforcing the institution's commitment to sustainable, responsive, and quality higher education.

Table 1.2 indicates that the Bachelor of Arts in Political Science program outcomes were attained to a moderate extent, as reflected by a composite mean of 3.23 (SD = 0.43). This suggests that graduates generally perceive themselves as having achieved the intended learning outcomes of the program, particularly in disciplinary knowledge, research capability, and civic-oriented competencies. Recent outcomes-based education studies affirm that political science programs tend to demonstrate strong alignment between curricular intentions and student learning outcomes when program objectives are clearly articulated and embedded across courses (Hernández-Campos et al., 2025; Tight, 2023). From a quality assurance standpoint, the results indicate that the

program is performing effectively while still allowing room for refinement under a continuous quality improvement framework.

Among the indicators, the highest mean score ($M = 3.36$) was recorded for graduates' ability to demonstrate written, visual, and oral presentation skills in producing and presenting analytical reports. This highlights the program's strength in developing communication and analytical competencies, which are central to political science education and highly valued in professional, policy, and governance-related contexts. Supporting this finding, recent literature emphasizes that political science curricula that emphasize research communication, policy analysis, and argumentation skills significantly enhance graduates' academic and professional readiness (Papageorgi *et al.*, 2023; Sophia & Onen, 2024). These competencies directly contribute to SDG 4 (Quality Education) by fostering higher-order thinking and communication skills, and to SDG 16 (Peace, Justice, and Strong Institutions) by preparing graduates for informed participation in democratic and governance processes.

Table 1.2
Extent of Attainment of Bachelor of Arts in Political Science Program Outcomes

ASPECTS	M	SD	VD/VI
After taking my course, I am able to...			
compare, contrast, and classify the major concepts in the discipline;	3.21	0.43	A
recognize and define the distinctiveness of the discipline, its subfields, theories, and methods;	3.21	0.43	A
design and execute research inquiries using appropriate quantitative and qualitative methods guided by theories of conceptual frameworks;	3.21	0.43	A
demonstrate written, visual, and oral presentation skills to produce and present analytical reports;	3.36	0.50	A
critique, judge, and respond to current issues and problems based on a substantive understanding of the historical and contemporary developments in the national and global contexts; and	3.21	0.43	A
develop a predisposition towards ethical political involvement and practice in various forms and on different levels of engagement.	3.14	0.36	A
Composite Mean	3.23	0.43	AME

Legend:

4.00 – 3.26 – Strongly Agree (SA)/ Attained to a Great Extent (AGE); 3.25 – 2.51 – Agree(A)/ Attained to a Moderate Extent (AME); 2.50 – 1.76 – Disagree (D)/ Attained to a Low Extent (ALE); 1.75 – 1.00 – Strongly Disagree (SD)/ Not at all Attained (NA)

In contrast, the lowest mean score ($M = 3.14$) was observed in graduates' predisposition toward ethical political involvement and practice, although this still falls within the "Agree" category. This suggests that while ethical awareness is present, there remains a need to further strengthen values formation and ethical engagement within authentic political and civic contexts. Recent studies have noted that ethical and civic dispositions are more effectively cultivated when political science programs integrate experiential learning, community engagement, and issue-based simulations rather than relying solely on theoretical instruction (Weng *et al.*, 2024; Tight, 2023). This finding points to an opportunity to enhance values-oriented outcomes through more immersive and practice-based pedagogical approaches.

The results of this study have important implications for the continuous quality improvement of the Bachelor of Arts in Political Science program. While the program demonstrates strong attainment of core disciplinary knowledge, research skills, and communication competencies, further emphasis may be placed on deepening ethical political engagement and applied civic participation. Integrating experiential learning strategies such as policy simulations, legislative internships, community-based political projects, and ethics-focused case analyses can strengthen graduates' ethical dispositions and real-world readiness. Strengthening partnerships with government agencies, civil society organizations, and policy institutions may also enhance curriculum relevance and authenticity. These initiatives support SDG 16 by promoting ethical governance and active citizenship, and SDG 8 (Decent Work and Economic Growth) by enhancing graduates' employability

across public, private, and non-government sectors. Moreover, the findings provide evidence-based inputs for curriculum review, faculty development, and strategic planning, reinforcing the institution’s commitment to outcomes-driven, sustainable, and socially responsive higher education.

Table 1.3 revealed that the Bachelor of Arts in Communication program outcomes were attained to a great extent, as indicated by a composite mean of 3.51 (SD = 0.53). This suggests a high level of perceived competency among graduates across information management, media production, research, leadership, ethics, and development communication. The result reflects strong curriculum alignment with intended learning outcomes and professional standards, consistent with outcomes-based education literature which notes that communication programs tend to demonstrate high outcome attainment when experiential, skills-based, and multimodal learning approaches are embedded across the curriculum (Hernández-Campos *et al.*, 2025; Mufanti *et al.*, 2024). From a quality assurance perspective, the great extent of attainment signifies that the program is not only meeting but exceeding minimum expectations for graduate competencies.

Table 1.3
Extent of Attainment of Bachelor of Arts in Communication Program Outcomes

ASPECTS	M	SD	VD/VI
After taking my course, I am able to...			
Define and access information needs; assess and organize information and knowledge; produce, share and utilize information and knowledge.	3.40	0.52	SA
Communicate in different formats and platforms (print, broadcast, and online).	3.70	0.48	SA
Prepare communication/ media plan.	3.60	0.52	SA
Conduct communication and media research and evaluation.	3.60	0.52	SA
Develop and produce communication materials in different formats and platforms.	3.50	0.53	SA
Demonstrate communication management and leadership skills.	3.50	0.53	SA
Develop entrepreneurial capabilities.	3.30	0.67	SA
Adhere to ethical standards and practices.	3.50	0.53	SA
Know and practice rights and responsibilities and accountabilities in the communication profession.	3.50	0.53	SA
Demonstrate a development orientation in communication work.	3.60	0.52	SA
Apply communication theories/models, principles, practices, and tools in development work.	3.40	0.52	SA
Composite Mean	3.51	0.53	AGE

Legend:

4.00 – 3.26 – Strongly Agree (SA)/ Attained to a Great Extent (AGE); 3.25 – 2.51 – Agree(A)/ Attained to a Moderate Extent (AME); 2.50 – 1.76 – Disagree (D)/ Attained to a Low Extent (ALE); 1.75 – 1.00 – Strongly Disagree (SD)/ Not at all Attained (NA)

The highest mean score (M = 3.70) was recorded for graduates’ ability to communicate across different formats and platforms, followed closely by competencies in media planning, research and evaluation, and development-oriented communication work. These findings highlight the program’s strong emphasis on digital literacy, multimedia communication, and applied professional practice. Recent studies affirm that communication graduates’ proficiency in cross-platform communication and media production is a critical indicator of curriculum relevance in the digital and knowledge economy, particularly amid rapid technological change and platform convergence (Sophia & Onen, 2024; Weng *et al.*, 2024). These strengths directly support SDG 4 (Quality Education) by developing advanced communication competencies, and SDG 9 (Industry, Innovation, and Infrastructure) through the cultivation of digitally skilled and innovation-ready graduates.

Although all indicators were rated to a great extent, the lowest mean score (M = 3.30) was observed in graduates’ entrepreneurial capabilities. While still interpreted as strongly attained, this result suggests relative room for enhancement in entrepreneurial orientation compared to other competencies. Recent literature indicates that entrepreneurship in communication education is most effectively developed through industry immersion, project-based ventures, and start-up simulations rather than conventional coursework alone (Tight, 2023).

Strengthening this dimension aligns with SDG 8 (Decent Work and Economic Growth) by equipping graduates not only for employment but also for self-employment, creative enterprise, and leadership in the communication industry.

The results of this study have significant implications for the continuous quality improvement of the Bachelor of Arts in Communication program. The consistently high attainment across all learning outcomes affirms the effectiveness of the program's outcomes-based curriculum, particularly its emphasis on digital communication, media research, ethical practice, and development-oriented communication. To sustain and further enhance these strengths, ongoing curriculum review should ensure responsiveness to emerging communication technologies, platform innovations, and evolving industry standards. At the same time, the relatively lower—but still strong—entrepreneurial outcome suggests the need to intensify experiential learning opportunities related to media entrepreneurship, such as industry-based projects, start-up incubations, freelance simulations, and partnerships with creative enterprises. These enhancements would strengthen graduates' adaptability and career sustainability, reinforcing the program's contribution to SDG 8, SDG 9, and SDG 17 (Partnerships for the Goals). Overall, the findings provide robust, evidence-based inputs for strategic planning, curriculum innovation, and institutional quality assurance initiatives.

Table 2 shows the extent to which the curriculum to the institution is perceived by graduates as relevant to their current job roles, providing evidence to inform curriculum alignment and continuous quality improvement across the Liberal Arts programs.

Bachelor of Science in Psychology

The results indicate that the BS Psychology curriculum is perceived as Relevant to graduates' current jobs, with a composite mean of 2.61 (SD = 0.79). This suggests that graduates generally see the curriculum as aligned with workplace requirements, although the level of relevance is closer to the lower end of the "Relevant" band. In outcomes-based education and employability literature, this pattern is commonly observed in programs where foundational knowledge is strong but where job alignment varies depending on graduates' actual occupational placements and the extent of authentic work exposure embedded in the program (Akhtar *et al.*, 2024; Jackson & Dean, 2023). Likewise, tracer and feedback-oriented evaluation studies emphasize that graduate perceptions are valuable signals for CQI because they reflect how well curricular experiences translate into real work conditions and competency demands (Dzomeku *et al.*, 2024).

Across items, BS Psychology graduates rated the curriculum most positively in task relevance (M = 2.72), the inclusion of directly contributory content (M = 2.72), and the application of theory to practice (M = 2.67). These results suggest that core psychological theories and general professional competencies are useful in the workplace, consistent with evidence that program relevance improves when curricula intentionally connect conceptual learning to applied decision-making and professional routines (Akhtar *et al.*, 2024). However, the lowest rating appears in case studies/examples aligned with job responsibilities (M = 2.50, Not Relevant), indicating a clear need for more contextualized, practice-based learning resources. This aligns with work-integrated learning research showing that employability and perceived preparedness improve when students engage in structured authentic tasks (e.g., cases, simulations, supervised practice) that mirror workplace demands rather than relying on abstract learning alone (Jackson & Dean, 2023).

These findings suggest that BS Psychology should preserve its strengths in foundational knowledge and general job relevance while addressing the practical gap in job-aligned cases. A CQI response may include expanding contextualized casework (e.g., assessment/HR/counseling/community psych scenarios), embedding simulation-based activities, strengthening practicum supervision, and increasing employer-informed assessment tasks. Such improvements support SDG 4 (Quality Education) by strengthening applied learning quality and SDG 8 (Decent Work and Economic Growth) by improving competence transfer and employability through authentic professional preparation (Jackson & Dean, 2023; Dzomeku *et al.*, 2024).

Table 2
Relevance of the Curriculum within your current job

ASPECTS	Bachelor of Science in Psychology			Bachelor of Arts in Political Science			Bachelor of Arts in Communication			TOTAL		
	M	SD	VD/VI	M	SD	VD/VI	M	SD	VD/VI	M	SD	VI
The curriculum...												
1. aligns well with the requirements of my current job.	2.61	0.78	A	2.71	0.83	A	3.10	0.57	A	2.81	0.73	R
2. applies theoretical concepts to practical aspects of my current job.	2.67	0.77	A	2.86	0.66	A	3.10	0.57	A	2.88	0.67	R
3. provides opportunities for hands-on experience relevant to my current job.	2.67	0.77	A	3.07	0.83	A	3.00	0.47	A	2.91	0.69	R
4. includes content that directly contributes to the tasks I perform in my current job.	2.72	0.89	A	2.93	0.73	A	3.10	0.32	A	2.92	0.65	R
5. prepares me for the challenges I face in my current job.	2.56	0.78	A	3.07	0.92	A	3.20	0.42	A	2.94	0.71	R
6. involves real-world problems similar to those I encounter in my current job.	2.56	0.92	A	2.93	0.83	A	3.10	0.57	A	2.86	0.77	R
7. emphasizes skills and knowledge that are currently in demand in the job market.	2.67	0.69	A	2.93	0.83	A	3.00	0.47	A	2.87	0.66	R
8. updates content to reflect current trends and technologies used in my field.	2.61	0.78	A	2.79	0.89	A	3.20	0.42	A	2.87	0.70	R
9. provides a strong foundation for professional development in my career.	2.56	0.78	A	3.07	0.83	A	3.30	0.48	SA	2.98	0.70	R
10. includes relevant case studies and examples that apply to my job responsibilities.	2.50	0.71	D	2.79	0.97	A	3.10	0.32	A	2.80	0.67	R
Composite Mean	2.61	0.79	R	2.91	0.83	R	3.12	0.46	R	2.88	0.69	R

Legend:

4.00 – 3.26 – Strongly Agree (SA) / Highly Relevant (HR) 3.25 – 2.51 – Agree(A) / Relevant (R)
 2.50 – 1.76 – Disagree (D) / Not Relevant (NR) 1.75 – 1.00 – Strongly Disagree (SD) / Highly Not Relevant (HNR)

Bachelor of Arts in Political Science

Findings show that the BA Political Science curriculum is also perceived as Relevant, with a composite mean of 2.91 (SD = 0.83). This suggests stronger perceived alignment to graduates' current roles compared to psychology, reflecting that political science competencies—analysis, research, and issue-based reasoning—can be applied across multiple job contexts, including public service, NGOs, education, and administrative work. Contemporary curriculum alignment research highlights that graduates' relevance perceptions improve when programs are designed around clearly articulated competencies and when research and analytic outputs are intentionally tied to real policy and organizational demands (Akhtar *et al.*, 2024). Tracer-study literature likewise underscores that graduate feedback can guide program adjustments to keep curricula responsive to evolving institutional and societal needs (Dzomeku *et al.*, 2024).

The strongest ratings for BA Political Science relate to hands-on experience (M = 3.07), preparation for job challenges (M = 3.07), and professional development foundation (M = 3.07). These indicate that experiential opportunities and broader competence development are recognized as useful for work. However, relatively lower ratings are observed in updating content for trends/technologies (M = 2.79) and job requirement alignment (M = 2.71), suggesting that curriculum updating and explicit industry/public-sector alignment could be strengthened. This is consistent with evidence that curricula must be continuously updated—not only in content but also in methods and tools—particularly as workplaces increasingly demand digital competence, evidence-informed practice, and data-literate policy analysis (Tomczyk, 2024). Work-integrated learning research further supports that employability outcomes improve when programs expand structured partnerships and applied experiences beyond traditional classroom outputs (Jackson & Dean, 2023).

The BA Political Science program can enhance relevance by strengthening structured field-based learning (e.g., LGU/agency internships, policy labs, civic-data projects), updating analytical toolkits (e.g., evidence synthesis, basic data analysis, digital governance tools), and formalizing stakeholder feedback loops to keep curriculum responsive. These actions advance SDG 16 (Peace, Justice, and Strong Institutions) by preparing graduates for ethical and effective civic participation and SDG 17 (Partnerships for the Goals) by reinforcing sustained collaboration with governance and community institutions, while also supporting SDG 8 through improved job readiness and occupational adaptability (Jackson & Dean, 2023; Tomczyk, 2024).

Bachelor of Arts in Communication

The results indicate the highest curriculum relevance for BA Communication, with a composite mean of 3.12 (SD = 0.46)—still under “Relevant,” but clearly stronger than the other programs. This implies that graduates experience strong continuity between curricular competencies and workplace demands, especially given the applied nature of communication work. Recent higher education research shows that curricula aligned with real industry practices, multimodal production, and technology-enabled communication tend to produce higher graduate-perceived relevance and stronger employability outcomes (Akhtar *et al.*, 2024). In parallel, studies emphasize that employability is increasingly shaped by digital fluency and the ability to communicate across platforms, making ongoing curriculum updating essential for sustained relevance (Cain *et al.*, 2024; Tomczyk, 2024).

Item-level results further underscore BA Communication's strength: graduates strongly agreed on professional development foundation (M = 3.30, Highly Relevant) and rated highly the curriculum's alignment with job requirements, practice-oriented learning, and trend responsiveness (many items at M = 3.10–3.20). These outcomes are consistent with work-integrated learning and employability research demonstrating that structured experiential learning—projects, real clients, platform production, and evaluation work—improves perceived preparedness and relevance (Jackson & Dean, 2023). The comparatively weaker item is still case studies/examples (M = 3.10, Relevant), implying that even strong programs can further improve by deepening “industry-authentic” cases and projects anchored on actual briefs, analytics, and stakeholder needs.

The BA Communication program should sustain its strong relevance by institutionalizing continuous curriculum updating (platform trends, media analytics, AI-supported content workflows, digital ethics) and by strengthening industry-linked project pipelines (media houses, LGUs, NGOs, development agencies). Enhancing entrepreneurship-related experiences (e.g., portfolio commercialization, freelancing simulations, creative enterprise labs) would further support long-term career sustainability. These improvements align with SDG 4 by strengthening job-relevant learning, SDG 8 through employability and livelihood pathways, and SDG 9 (Industry, Innovation, and Infrastructure) by reinforcing innovation-ready digital communication competence (Cain *et al.*, 2024; Tomczyk, 2024; Jackson & Dean, 2023).

Table 3 shows the extent to which the curriculum of the institution responds to industry requirements as perceived by graduates, serving as a basis for evaluating industry alignment and informing continuous quality improvement initiatives.

Bachelor of Science in Psychology

The findings indicate that the Bachelor of Science in Psychology curriculum is perceived as responsive to industry requirements, with a composite mean of 2.67 (SD = 0.76). This suggests that graduates generally recognize the curriculum's alignment with industry expectations, although responsiveness remains at a moderate level. Contemporary higher education literature notes that psychology programs often demonstrate moderate industry responsiveness, particularly because professional competencies in psychology typically require extended supervised practice and post-graduate credentialing beyond undergraduate training (Akhtar *et al.*, 2024; Jackson & Dean, 2023). As such, undergraduate programs frequently focus on foundational competencies that prepare graduates for entry-level roles rather than immediate professional specialization.

Item-level analysis shows relatively higher ratings for the curriculum's incorporation of current industry trends (M = 2.83) and inclusion of practical experiences (M = 2.72), suggesting that graduates acknowledge efforts to contextualize learning within contemporary practice. However, lower ratings were observed in industry partnerships and internships (M = 2.56) and alignment with industry standards and best practices (M = 2.61). These results reflect a commonly cited limitation in psychology education, where opportunities for structured industry immersion and employer-driven curriculum feedback are often constrained (Dzomeku *et al.*, 2024). Studies consistently show that stronger collaboration with professional organizations and applied settings significantly enhances graduates' perception of curriculum responsiveness and workplace readiness (Jackson & Dean, 2023).

The findings suggest that while the BS Psychology curriculum provides a relevant foundational preparation, responsiveness to industry demands can be strengthened through expanded industry partnerships, structured internships, and practitioner-informed curriculum review mechanisms. Embedding more industry-validated competencies, assessment tools, and supervised applied experiences may improve graduates' confidence in meeting employer expectations. These improvements directly support SDG 4 (Quality Education) by enhancing learning relevance and SDG 8 (Decent Work and Economic Growth) by strengthening pathways to employment and professional practice through industry-responsive education.

Bachelor of Arts in Political Science

Graduates of the Bachelor of Arts in Political Science program perceived the curriculum as responsive to industry and sectoral requirements, as indicated by a composite mean of 2.92 (SD = 0.88). This suggests a relatively stronger alignment with workplace expectations compared to psychology, particularly in areas related to analytical competence, policy engagement, and civic-oriented skills. Recent studies emphasize that political science programs tend to show higher responsiveness when curricula integrate applied research, policy analysis, and real-world issue engagement that mirror governance and organizational environments (Tight, 2023; Akhtar *et al.*, 2024).

Table 3
Responsiveness of the curriculum in the requirements in the industry

ASPECTS	Bachelor of Science in Psychology			Bachelor of Arts in Political Science			Bachelor of Arts in Communication			TOTAL		
	M	SD	VD/VI	M	SD	VD/VI	M	SD	VD/VI	M	SD	VI
1. incorporates current industry trends.	2.83	0.86	A	2.79	0.89	A	2.90	0.32	A	2.84	0.69	R
2. prepares students with skills required by employers.	2.72	0.67	A	3.00	0.88	A	2.70	0.48	A	2.81	0.68	R
3. aligns with industry standards and best practices.	2.61	0.78	A	2.93	1.00	A	3.10	0.32	A	2.88	0.70	R
4. includes practical experiences relevant to the industry.	2.72	0.89	A	2.79	0.89	A	3.20	0.63	A	2.90	0.80	R
5. updates its content based on industry feedback.	2.61	0.70	A	2.86	0.95	A	2.90	0.32	A	2.79	0.66	R
6. offers courses that are directly applicable to industry needs.	2.72	0.83	A	2.79	0.89	A	3.10	0.32	A	2.87	0.68	R
7. facilitates industry partnerships and internships.	2.56	0.70	A	2.93	1.00	A	3.00	0.47	A	2.83	0.72	R
8. integrates emerging technologies and practices used in the industry.	2.67	0.69	A	3.00	0.88	A	3.00	0.47	A	2.89	0.68	R
9. reflects feedback from industry professionals.	2.61	0.70	A	3.00	0.68	A	3.00	0.67	A	2.87	0.68	R
10. supports students in developing industry-specific competencies.	2.67	0.77	A	3.14	0.77	A	3.10	0.57	A	2.97	0.70	R
Composite Mean	2.67	0.76	R	2.92	0.88	R	3.00	0.46	R	2.86	0.70	R

Legend:

4.00 – 3.26 – Strongly Agree (SA)/ Highly Responsive (HR) 3.25 – 2.51 – Agree(A) / Responsive (R)

2.50 – 1.76 – Disagree (D) / Not Responsive (NR) 1.75 – 1.00 – Strongly Disagree (SD) / Not at all Responsive (NR)

Higher mean scores were observed in developing industry-specific competencies (M = 3.14), preparing students with employer-required skills (M = 3.00), and integrating emerging technologies and practices (M = 3.00). These findings suggest that graduates recognize the curriculum’s relevance to professional roles in government, NGOs, education, and policy-related fields. However, relatively lower ratings in industry

partnerships and internships ($M = 2.93$) and content updating based on industry feedback ($M = 2.86$) indicate room for strengthening institutional linkages with external stakeholders. Literature consistently highlights that political science curricula benefit from sustained engagement with public institutions, civil society organizations, and policy networks to maintain responsiveness amid evolving governance challenges (Tomczyk, 2024).

To further enhance responsiveness, the BA Political Science program may expand structured internships, policy laboratories, and collaborative projects with government and civil society partners. Regular consultation with practitioners and integration of contemporary governance tools—such as digital policy analysis and evidence-informed decision-making—can further align curricular content with industry needs. These initiatives reinforce SDG 16 (Peace, Justice, and Strong Institutions) by strengthening ethical and competent public service preparation, while also advancing SDG 17 (Partnerships for the Goals) through sustained institutional collaboration.

Bachelor of Arts in Communication

The Bachelor of Arts in Communication program demonstrated the highest level of industry responsiveness among the three programs, with a composite mean of 3.00 ($SD = 0.46$). This indicates that graduates strongly perceive the curriculum as aligned with industry expectations, particularly in communication, media, and development-oriented sectors. Recent Scopus-indexed studies confirm that communication programs that emphasize applied production, media research, digital platforms, and industry-driven competencies tend to exhibit higher responsiveness and graduate employability outcomes (Cain *et al.*, 2024; Sophia & Onen, 2024).

Graduates rated highly the curriculum's inclusion of practical experiences ($M = 3.20$), alignment with industry standards and best practices ($M = 3.10$), and integration of emerging technologies ($M = 3.00$). These findings highlight the program's strength in maintaining currency with evolving communication technologies and professional practices. Nonetheless, moderate ratings in industry feedback integration and formal partnerships suggest that even strong programs must continuously update mechanisms for industry consultation to remain responsive in rapidly changing media environments (Akhtar *et al.*, 2024).

The results affirm the effectiveness of the BA Communication curriculum while underscoring the importance of sustained industry engagement, curriculum agility, and innovation-oriented instruction. Strengthening partnerships with media organizations, development agencies, and creative industries, alongside integrating AI-enabled communication tools and analytics, can further enhance industry responsiveness. These strategies support SDG 9 (Industry, Innovation, and Infrastructure) by fostering innovation-ready graduates and SDG 8 by enhancing employability in dynamic communication sectors.

Table 4 shows the extent to which the Vision statement of the institution is realized as reflected in graduates' perceptions of program implementation across the Liberal Arts disciplines, providing evidence for institutional quality assurance and continuous improvement.

Bachelor of Science in Psychology

The findings indicate that the Vision statement of the institution is realized to a moderate extent among Bachelor of Science in Psychology graduates, as reflected by a composite mean of 2.77 ($SD = 0.69$). This suggests that graduates generally recognize the institution's efforts to operationalize its vision through academic excellence, ethical formation, and learner support, although attainment remains developmental. Recent literature on institutional vision realization emphasizes that students' perceptions of vision realization are closely linked to their lived academic experiences, including instructional quality, support services, and learning resources (Akhtar *et al.*, 2024; Hernández-Campos *et al.*, 2025).

Table 4
Extent of Realization of Vision statement of the institution

ASPECTS	Bachelor of Science in Psychology			Bachelor of Arts in Political Science			Bachelor of Arts in Communication			TOTAL		
	M	SD	VD/VI	M	SD	VD/VI	M	SD	VD/VI	M	SD	VI
The institution...												
1. demonstrates excellence in its academic programs.	2.72	0.57	A	3.07	0.83	A	3.00	0.47	A	2.93	0.62	RME
2. nurtures diverse learners through personalized support.	2.83	0.62	A	3.07	0.83	A	3.10	0.32	A	3.00	0.59	RME
3. integrates innovative teaching methods in its curriculum.	2.67	0.77	A	2.86	0.77	A	3.20	0.63	A	2.91	0.72	RME
4. education that emphasizes strong moral and ethical values.	2.94	0.73	A	3.36	0.84	SA	3.30	0.48	SA	3.20	0.68	RME
5. maintains a high standard of academic excellence.	2.67	0.69	A	3.14	0.95	A	3.20	0.63	A	3.00	0.76	RME
6. offers a curriculum that is relevant to current global and industry trends.	2.72	0.83	A	2.93	0.83	A	3.10	0.32	A	2.92	0.66	RME
7. encourages collaboration and diverse perspectives in the learning environment.	2.89	0.58	A	3.21	0.80	A	3.10	0.32	A	3.07	0.57	RME
8. provides adequate resources to support student learning and achievement.	2.50	0.71	D	3.07	0.92	A	3.00	0.47	A	2.86	0.70	RME
9. fosters a strong sense of community among its students and alumni.	2.89	0.68	A	3.14	0.77	A	3.20	0.42	A	3.08	0.62	RME
10. promotes continuous personal and professional development for its learners.	2.83	0.71	A	3.07	0.73	A	3.10	0.32	A	3.00	0.59	RME
Composite Mean	2.77	0.69	RME	3.09	0.83	RME	3.13	0.44	RME	3.00	0.65	RME

Legend:

4.00 – 3.26 – Strongly Agree (SA)/ Realized to a Great Extent (RGE); 3.25 – 2.51 – Agree(A)/ Realized to a Moderate Extent (RME); 2.50 – 1.76 – Disagree (D)/ Realized to a Low Extent (RLE); 1.75 – 1.00 – Strongly Disagree (SD)/ Not at all realized (NR)

Among the indicators, relatively higher ratings were observed in areas related to ethical and moral education ($M = 2.94$), collaboration and diverse perspectives ($M = 2.89$), and sense of community ($M = 2.89$). These findings suggest that the institution's values-based orientation and community culture are evident to psychology graduates, consistent with studies highlighting that moral education and institutional ethos are more readily perceived than abstract claims of excellence or innovation (Tight, 2023). Conversely, the lowest rating ($M = 2.50$) was recorded for the provision of adequate learning resources, indicating a perceived gap between institutional vision and the availability of tangible academic support structures. Similar findings in higher education research suggest that resource adequacy significantly influences students' perceptions of institutional effectiveness and vision fulfillment (Dzomeku *et al.*, 2024).

The results imply that while the institution's vision is moderately realized in the BS Psychology program—particularly in ethical formation and community building—greater emphasis is needed on strengthening learning resources and academic infrastructure. Enhancing access to learning materials, laboratory facilities, digital tools, and student support services can improve alignment between the vision and students' actual learning experiences. These actions support SDG 4 (Quality Education) by improving learning conditions and SDG 8 (Decent Work and Economic Growth) by ensuring graduates are adequately supported in developing professional competencies.

Bachelor of Arts in Political Science

For the Bachelor of Arts in Political Science program, the Vision statement of the institution was likewise realized to a moderate extent, with a composite mean of 3.09 ($SD = 0.83$). This indicates a stronger perceived alignment between institutional vision and program implementation compared to psychology, particularly in areas related to ethical education, collaboration, and civic orientation. Research on institutional mission and vision alignment suggests that social science programs often demonstrate higher coherence with institutional ideals due to their explicit focus on ethics, governance, and social responsibility (Akhtar *et al.*, 2024).

The highest mean score was observed in the institution's emphasis on moral and ethical values ($M = 3.36$), followed by collaboration and diverse perspectives ($M = 3.21$) and fostering a sense of community ($M = 3.14$). These outcomes suggest that the Political Science curriculum effectively translates the institution's vision into learning experiences that promote ethical citizenship and participatory engagement. However, relatively lower ratings were noted in innovative teaching methods ($M = 2.86$) and curriculum relevance to global and industry trends ($M = 2.93$), suggesting that while values formation is strong, pedagogical innovation could be further enhanced. Literature indicates that continuous curriculum innovation is essential for sustaining institutional vision in dynamic political and governance contexts (Tomczyk, 2024).

The findings point to the need for strengthening innovative and technology-enhanced pedagogies within the BA Political Science program to more fully realize the institution's vision. Integrating digital governance tools, policy simulations, and interdisciplinary approaches can enhance instructional innovation while reinforcing ethical and civic learning outcomes. These initiatives advance SDG 16 (Peace, Justice, and Strong Institutions) by preparing ethically grounded graduates and SDG 17 (Partnerships for the Goals) through increased engagement with governance and civil society stakeholders.

Bachelor of Arts in Communication

The Bachelor of Arts in Communication program demonstrated the highest level of perceived realization of the institutional vision, with a composite mean of 3.13 ($SD = 0.44$), indicating attainment to a moderate extent across all indicators. This suggests that communication graduates clearly perceive the institution's commitment to academic excellence, innovation, ethical practice, and professional development. Recent studies confirm that

programs emphasizing applied learning, innovation, and industry engagement tend to more visibly embody institutional vision statements in students' academic experiences (Cain *et al.*, 2024; Mufanti *et al.*, 2024).

High ratings were observed in ethical education ($M = 3.30$), innovative teaching methods ($M = 3.20$), and sense of community ($M = 3.20$), reflecting strong alignment between the institution's vision and the program's instructional practices. These findings align with literature emphasizing that communication programs are often well-positioned to operationalize institutional ideals through experiential learning, collaborative projects, and values-oriented professional preparation (Sophia & Onen, 2024). Nonetheless, ratings related to academic excellence and resource provision suggest opportunities for further strengthening institutional support systems to sustain high-quality program delivery.

The results affirm the BA Communication program's strong alignment with the institution's vision while underscoring the importance of sustaining innovation and resource adequacy. Continuous investment in digital infrastructure, instructional technologies, and faculty development can further enhance the visibility and impact of the institutional vision. These actions support SDG 4, SDG 9 (Industry, Innovation, and Infrastructure), and SDG 8, reinforcing the institution's commitment to producing ethically grounded, innovation-ready, and professionally competent graduates.

Table 5 shows the extent to which the Mission statement of the institution is operationalized as reflected in graduates' perceptions of program implementation across the Liberal Arts disciplines, serving as evidence for institutional alignment and continuous quality improvement.

Bachelor of Science in Psychology

The findings indicate that the Mission statement of the institution is operationalized to a moderate extent among Bachelor of Science in Psychology graduates, as reflected by a composite mean of 2.78 ($SD = 0.73$). This suggests that graduates generally perceive the institution as fulfilling its mission in terms of holistic development, research engagement, community involvement, and professional preparation, although attainment remains uneven across specific dimensions. Recent higher education studies emphasize that students' perceptions of mission attainment are shaped by the consistency between institutional aspirations and tangible academic experiences, particularly instructional quality, research exposure, and global orientation (Akhtar *et al.*, 2024; Hernández-Campos *et al.*, 2025).

Relatively higher mean scores were observed in indicators related to research engagement ($M = 3.06$) and support for impactful research projects ($M = 3.00$), suggesting that psychology graduates recognize the institution's efforts to integrate research into teaching and learning. This aligns with contemporary literature highlighting the role of undergraduate research experiences in fostering professional growth and academic identity (Dzomeku *et al.*, 2024). However, the lowest mean score ($M = 2.44$) was recorded for integrating global perspectives into the curriculum, indicating limited exposure to international or globally contextualized learning experiences. Similar findings have been reported in psychology and social science programs, where global competencies are often underdeveloped unless intentionally embedded through curriculum design and internationalization strategies (Tight, 2023).

These results suggest that while the BS Psychology program moderately reflects the institution's mission—particularly in research and community engagement—greater emphasis is needed on internationalization and global competence development. Integrating global case studies, cross-cultural perspectives, virtual exchanges, and internationally informed research topics may strengthen mission alignment. Such initiatives directly support SDG 4 (Quality Education) by broadening learning horizons and SDG 8 (Decent Work and Economic Growth) by preparing graduates for increasingly globalized professional contexts.

Table 5
Extent of Operationalization of Mission statement of the institution

ASPECTS The institution...	Bachelor of Science in Psychology			Bachelor of Arts in Political Science			Bachelor of Arts in Communication			TOTAL		
	M	SD	VD/VI	M	SD	VD/VI	M	SD	VD/VI	M	SD	VI
1. develops learners holistically through a comprehensive educational approach.	2.83	0.71	A	3.14	0.86	A	3.20	0.42	A	3.06	0.66	OME
2. provides quality instruction that prepares students for global competitiveness.	2.56	0.70	A	3.07	0.83	A	3.10	0.57	A	2.91	0.70	OME
3. actively engages in research that enhances the learning experience and professional growth.	3.06	0.80	A	3.07	0.73	A	3.20	0.42	A	3.11	0.65	OME
4. offers opportunities for community engagement that contribute to students' personal and professional development.	2.83	0.71	A	3.07	0.83	A	3.20	0.42	A	3.03	0.65	OME
5. integrates global perspectives into its curriculum to prepare students for international careers.	2.44	0.86	D	2.86	0.95	A	3.10	0.57	A	2.80	0.79	OME
6. supports students in achieving academic excellence and professional readiness.	2.72	0.67	A	3.00	0.96	A	3.10	0.32	A	2.94	22.76	OME
7. fosters critical thinking and problem-solving skills essential for global competitiveness.	2.61	0.61	A	2.93	0.92	A	3.20	0.42	A	2.91	0.65	OME
8. provides resources and support for students to engage in impactful research projects.	3.00	0.77	A	2.86	0.86	A	3.00	0.67	A	2.95	0.77	OME
9. encourages participation in community service as part of its educational philosophy.	2.83	0.71	A	3.07	1.00	A	3.10	0.32	A	3.00	0.68	OME
10. promotes continuous improvement in teaching practices to maintain high educational standards.	2.94	0.73	A	2.93	0.92	A	3.20	0.42	A	3.02	0.69	OME
Composite Mean	2.78	0.73	OME	3.00	0.89	OME	3.14	0.45	OME	2.97	0.69	OME

Legend:

4.00 – 3.26 – Strongly Agree (SA)/ Operationalized to a Great Extent (OGE); 3.25 – 2.51 – Agree(A)/ Operationalized to a Moderate Extent (OME); 2.50 – 1.76 – Disagree (D)/ Operationalized to a Low Extent (OLE); 1.75 – 1.00 – Strongly Disagree (SD)/ Not at all operationalized (NAO)

Bachelor of Arts in Political Science

For the Bachelor of Arts in Political Science program, the Mission statement of the institution was likewise operationalized to a moderate extent, with a composite mean of 3.00 (SD = 0.89). This indicates a stronger perceived alignment between the institutional mission and program implementation compared to psychology, particularly in areas related to holistic development, research engagement, and community service. Recent studies suggest that political science programs often demonstrate clearer mission alignment because of their inherent focus on civic engagement, critical inquiry, and social responsibility (Akhtar *et al.*, 2024; Tight, 2023).

Higher ratings were noted in indicators related to holistic learner development (M = 3.14), research engagement (M = 3.07), and community service participation (M = 3.07), reflecting the program's capacity to translate institutional mission into meaningful academic and civic experiences. However, relatively lower ratings were observed in global competitiveness and international perspectives (M = 2.86), suggesting that while national and local relevance is strong, global orientation could be enhanced. Literature on curriculum internationalization underscores that integrating global governance issues, comparative politics, and international policy analysis is essential for preparing graduates for complex transnational challenges (Tomczyk, 2024).

The findings imply that the BA Political Science program may further strengthen mission attainment by deepening global and comparative perspectives, alongside sustaining strong research and community engagement practices. Expanding international case analyses, collaborative research, and global policy simulations can enhance graduates' readiness for international and cross-sector roles. These efforts advance SDG 16 (Peace, Justice, and Strong Institutions) by preparing globally minded civic leaders and SDG 17 (Partnerships for the Goals) through expanded international and inter-institutional collaboration.

Bachelor of Arts in Communication

The Bachelor of Arts in Communication program demonstrated the highest perceived operationalization of the institutional mission, with a composite mean of 3.14 (SD = 0.45), indicating attainment to a moderate extent across all indicators. This suggests that communication graduates strongly perceive the institution's mission in terms of holistic development, research integration, community engagement, and continuous improvement in teaching practices. Studies in higher education consistently report that applied, practice-oriented programs—such as communication—are more effective in translating mission statements into observable learning experiences (Cain *et al.*, 2024; Mufanti *et al.*, 2024).

High mean scores were evident in research engagement (M = 3.20), community engagement opportunities (M = 3.20), critical thinking development (M = 3.20), and continuous improvement in teaching practices (M = 3.20). These findings suggest that the program effectively operationalizes the institution's mission through experiential learning, research-informed instruction, and values-oriented professional preparation. Nonetheless, ratings related to global competitiveness indicate opportunities for further strengthening international exposure and cross-cultural communication competencies, which are increasingly vital in the communication profession (Sophia & Onen, 2024).

The results affirm the BA Communication program's strong alignment with the institutional mission while highlighting the importance of sustaining innovation and global relevance. Continuous curriculum enhancement through internationalized content, global media practices, and digitally enabled collaboration can further strengthen mission attainment. These initiatives support SDG 4, SDG 8, and SDG 9 (Industry, Innovation, and Infrastructure) by producing graduates who are ethically grounded, globally competent, and professionally agile.

A Comprehensive Discussion of the Continuous Quality Improvement (CQI) Framework for Liberal Arts Education

Liberal Arts education occupies a paradoxical position in contemporary higher education. While it remains foundational to intellectual formation, ethical reasoning, and civic consciousness, it is frequently scrutinized for issues of employability, industry alignment, and measurable outcomes. In response to accelerating global complexity, digital transformation, and shifting labor market expectations, Liberal Arts programs must transcend episodic reform and compliance-driven quality assurance toward sustained, evidence-informed renewal. The proposed Continuous Quality Improvement (CQI) Framework repositions Liberal Arts education as a living, adaptive academic ecosystem governed by cyclical evidence, collective reflection, structural redesign, and embedded implementation.

At its core, the framework conceptualizes quality not as a static benchmark but as a dynamic process of intellectual calibration and institutional learning. The model revolves around four interrelated domains—Evidence, Reflect, Redesign, and Implement—anchored in a central philosophical commitment: Liberal Arts programs must be outcomes-driven, practice-forward, industry-responsive, and globally oriented. These principles safeguard the humanistic identity of Liberal Arts while situating it within contemporary demands for accountability and relevance.

The first domain, Evidence, establishes the epistemic foundation of improvement. Quality begins with disciplined inquiry into what programs actually produce. This includes systematic analysis of program learning outcomes, graduate tracer data, employer feedback, course performance indicators, and student engagement metrics. By transforming assessment into institutional intelligence, the Evidence phase prevents Liberal Arts from relying solely on aspirational rhetoric about transformative education. Instead, it grounds program evaluation in observable capability formation—critical thinking, communication competence, ethical judgment, intercultural fluency, and adaptive problem-solving. Evidence serves not merely as documentation but as diagnostic insight, revealing both structural strengths and developmental gaps.

However, data alone do not produce improvement. The Reflect domain constitutes the intellectual heart of the framework. Through structured faculty dialogues, stakeholder consultations, and curriculum alignment workshops, quantitative findings are translated into shared meaning. Reflection asks not only whether outcomes are achieved, but what these results imply about the kind of graduates being formed. This phase resists technocratic interpretations of assessment and re-centers educational vision. Faculty engagement in interpretive analysis ensures that improvement remains grounded in disciplinary integrity and institutional mission rather than reactive adjustment to market pressures. Reflection thus bridges empirical evidence and normative purpose.

The third domain, Redesign, operationalizes insight into structural recalibration. Curriculum mapping, capability alignment, and applied learning integration occur in this stage. Courses are examined through generative questions: What human capability does this course cultivate? Where is that capability practiced authentically? How does the learning experience contribute to societal needs? Such interrogation transforms curriculum from content accumulation to capability architecture. Redesign emphasizes experiential learning, interdisciplinary integration, digital fluency, and ethical application. Importantly, innovation is not treated as disruption but as disciplined refinement anchored in evidence and mission coherence.

The Implement domain ensures that redesign translates into lived academic practice. Revised syllabi, authentic assessments, industry partnerships, community-based projects, and global collaborations are activated within classroom and co-curricular environments. Implementation is conceived not as a one-time rollout but as adaptive embedding. Continuous monitoring of instructional fidelity, student feedback, and formative outcomes sustains responsiveness. Through this domain, Liberal Arts classrooms evolve into laboratories of intellectual and civic engagement, where theory, practice, and reflection intersect.

Underlying the cyclical structure is the cultivation of a Culture of Quality. CQI is institutionalized through annual program performance reviews, faculty development aligned with redesign priorities, and governance mechanisms that embed evidence-informed decision-making. When faculty routinely engage with data, when dialogue becomes normalized, and when innovation is recognized and supported, quality shifts from compliance obligation to institutional identity. The framework thereby transforms quality assurance from external accountability to internalized academic ethos.

Implementation of the framework follows a structured yet flexible annual cycle, supported by a three-year rolling consolidation model. Year one emphasizes diagnostic analysis and strategic redesign. Year two focuses on full implementation and optimization of redesigned elements. Year three consolidates institutional integration through comparative outcome evaluation and policy embedding. This longitudinal structure prevents reform fatigue while ensuring cumulative progress.

Evaluation of implementation operates at multiple levels. Outcomes evaluation examines progression in program-level competencies. Graduate impact evaluation assesses employability alignment, professional adaptability, and stakeholder satisfaction. Curriculum effectiveness evaluation analyzes coherence and alignment across courses. Cultural evaluation measures faculty engagement and the normalization of reflective practice. Together, these dimensions provide a comprehensive assessment architecture that balances quantitative metrics with qualitative insight.

The significance of this framework lies in its reconciliation of enduring humanistic values with contemporary demands for accountability and relevance. Rather than framing employability and intellectual depth as competing priorities, the model demonstrates that rigorous evidence, disciplined reflection, and strategic redesign can strengthen both. Liberal Arts education, in this formulation, is neither antiquated nor defensively justified; it is dynamically rearticulated as a generator of adaptable, ethically grounded, and globally competent graduates.

In an era characterized by volatility, uncertainty, complexity, and ambiguity, higher education institutions require quality systems capable of continuous renewal. The proposed CQI Framework offers a structured yet philosophically coherent mechanism for such renewal. By embedding cyclical inquiry into the governance and pedagogy of Liberal Arts programs, institutions cultivate not merely improved metrics but enhanced institutional intelligence. Ultimately, quality becomes not a periodic achievement but an ongoing institutional disposition—ensuring that Liberal Arts education remains both timeless in its commitments and timely in its contributions.

Conceptual Architecture of the Continuous Quality Improvement Framework for Liberal Arts Education

The visual framework articulates Continuous Quality Improvement (CQI) as a dynamic, cyclical, and generative system for Liberal Arts education. Rather than portraying quality assurance as a linear or episodic task, the model conceptualizes improvement as an ongoing movement across four interrelated domains—Evidence, Reflect, Redesign, and Implement—all revolving around a central core labeled “CQI for Liberal Arts Programs.” This core embodies the philosophical anchor of the framework: that Liberal Arts education must be outcomes-driven, practice-forward, industry-responsive, and globally oriented.

At a structural level, the framework communicates that quality is not achieved through isolated interventions but through a culture of continuous movement. Each phase feeds the next, and no stage is terminal. The circular design emphasizes that Liberal Arts programs are living systems, continually reshaped by data, dialogue, innovation, and action.

The Core: CQI for Liberal Arts Programs

At the center of the framework is the affirmation that Liberal Arts education operates within a distinctive mission: the formation of intellectually grounded, ethically responsible, and socially responsive individuals. The four guiding principles—outcomes-driven, practice-forward, industry-responsive, and globally oriented—redefine the identity of Liberal Arts in contemporary higher education.

1. Outcomes-driven ensures that learning goals are not aspirational abstractions but measurable human capabilities.
2. Practice-forward asserts that knowledge becomes meaningful only when applied in authentic contexts.
3. Industry-responsive reframes employability not as vocational reductionism but as adaptive readiness for evolving professional landscapes.
4. Globally oriented positions Liberal Arts graduates as participants in transnational, multicultural, and digitally mediated worlds.

These principles anchor all decisions within the CQI cycle and prevent improvement efforts from becoming fragmented or reactive.

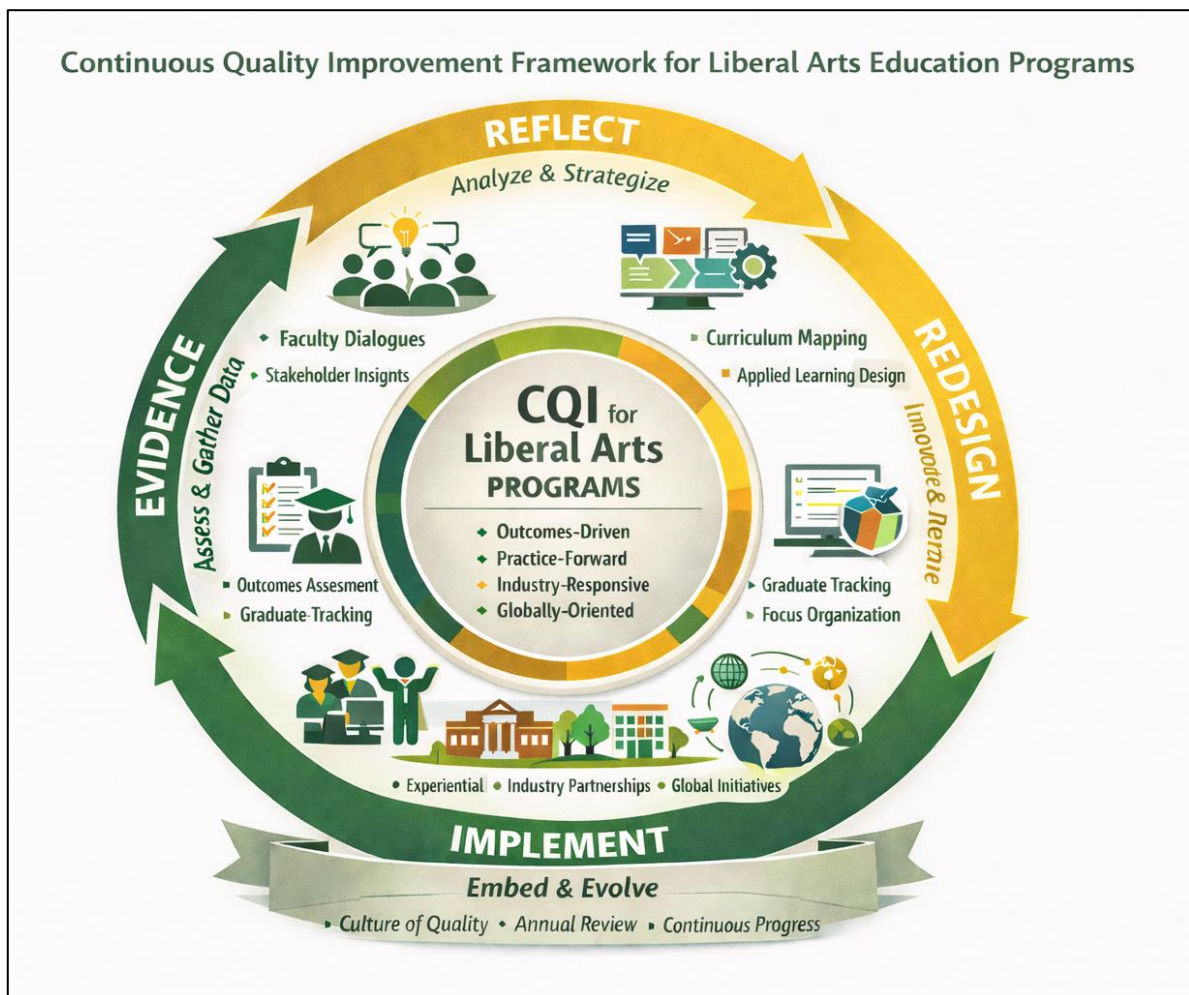


Figure 1. Continuous Quality Improvement Framework for Liberal Arts Education Programs: A Systemic Model for Adaptive Academic Transformation by Alvero, Malalad, and Lumangaya (2026)

Evidence: Assess and Gather Data

The CQI process begins with Evidence, represented as the systematic collection of outcomes data, graduate tracking information, and stakeholder feedback. This phase transforms assessment from a reporting exercise into an institutional intelligence system. Data on learning outcomes, alumni trajectories, employer satisfaction, and student experiences function diagnostically, revealing patterns of strength, developmental gaps, and emerging demands.

Within Liberal Arts education, this is especially critical. Because its value is often framed in broad humanistic terms, the Evidence phase grounds its impact in observable realities—how graduates reason, communicate, lead, adapt, and serve. Evidence thus becomes the moral and strategic foundation of quality: it confronts institutions with the truth of what their programs actually produce.

Reflect: Analyze and Strategize

Evidence alone does not improve quality. The Reflect phase transforms data into meaning through collective academic intelligence. Faculty dialogues, stakeholder consultations, and structured program conversations convert numbers into insight. This stage represents the intellectual heart of CQI.

Here, institutions ask not merely “What are the scores?” but “What do these results say about the kind of human beings we are forming?” Reflection aligns evidence with disciplinary values, institutional mission, and societal needs. It is in this phase that Liberal Arts reclaim their philosophical depth—using data not to constrain imagination, but to sharpen purpose.

Reflection prevents CQI from becoming mechanistic. It ensures that improvement remains anchored in educational vision, ethical responsibility, and human development.

Redesign: Innovate and Refine

The Redesign phase translates insight into structural change. Curriculum mapping, applied learning design, and program refocusing occur here. Courses are not merely revised; they are reimaged as sites of capability formation.

In this phase, every course is interrogated through three generative questions:

1. What human capability does this course develop?
2. Where is this capability practiced authentically?
3. How does this learning serve society?

Redesign moves Liberal Arts beyond content accumulation toward capability architecture. Programs evolve into ecosystems where theory, practice, ethics, and context converge. This phase embodies pedagogical courage—willingness to let go of inherited structures in favor of forms that speak to contemporary realities.

Implement: Embed and Evolve

The Implement phase is where transformation becomes visible. Experiential learning, industry partnerships, and global initiatives bring the redesigned curriculum into lived academic experience. Classrooms become laboratories of life. Students engage in simulations, community research, real-client projects, and cross-border collaborations.

Implementation ensures that CQI is not confined to documents or plans. It enters the rhythm of teaching and learning. Importantly, the framework emphasizes embed and evolve: implementation is not a one-time rollout but an adaptive process. Each cycle refines practice, ensuring responsiveness to changing contexts.

Sustain: Culture of Quality

At the base of the framework is the banner “Culture of Quality – Annual Review – Continuous Progress.” This signals that CQI is not a project but an institutional identity. When evidence informs decisions, reflection becomes routine, redesign is expected, and innovation is rewarded, quality becomes culture.

For Liberal Arts education, this is transformative. It resolves the long-standing tension between tradition and relevance. Programs remain faithful to humanistic ideals while continuously renewing their forms. The institution no longer asks, “Are we compliant?” but “Are we alive to our purpose?”

Integrative Perspective and Theoretical Implications

The proposed CQI framework reconceptualizes Liberal Arts education as a dynamic and adaptive academic system rather than a static curricular tradition. By situating improvement within a cyclical process of evidence generation, critical reflection, structural redesign, and embedded implementation, the model challenges the presumed tension between humanistic depth and professional relevance. It advances the position that intellectual rigor and employability are not competing aims but mutually reinforcing outcomes when guided by disciplined inquiry and principled innovation.

From a theoretical standpoint, the framework contributes to contemporary discourse on quality governance in higher education by reframing quality as systemic renewal rather than episodic correction. It integrates outcomes-based accountability with philosophical intentionality, demonstrating that measurable capability formation can coexist with ethical formation and civic responsibility. In doing so, the model extends prevailing CQI approaches beyond compliance logics toward a regenerative paradigm in which institutional learning becomes continuous and culturally embedded.

Quality, within this perspective, is not defined by remediation of deficiencies but by sustained responsiveness to evolving societal, disciplinary, and global contexts. The framework positions Liberal Arts programs as sites of capability architecture—where reasoning, communication, intercultural fluency, ethical judgment, and adaptive problem-solving are deliberately cultivated and continuously recalibrated. Through this integrative lens, Liberal Arts education emerges not as an inherited legacy requiring justification, but as a strategic engine for intellectual vitality, ethical leadership, and socially responsive transformation in an increasingly complex world.

V. CONCLUSIONS

The findings of this study affirm that the Liberal Arts programs are generally performing at a positive and sustainable level, with outcome attainment ranging from moderate to great extent across disciplines. Distinct program strengths were evident: Psychology graduates demonstrated solid theoretical grounding and ethical awareness but require further enhancement of applied and practice-oriented competencies; Political Science graduates exhibited strong analytical and communicative capacities, yet would benefit from deeper experiential and ethics-driven civic engagement; and Communication graduates consistently reflected high attainment across core competencies, underscoring the program’s applied, industry-aligned orientation. While curriculum relevance and responsiveness to industry were perceived as generally adequate, composite means of 2.88 and 2.86, respectively, indicate the need for stronger integration of authentic learning experiences, systematic industry feedback mechanisms, emerging technologies, and structured partnerships. Moreover, the institutional Vision and Mission were realized to a moderate extent, with comparatively stronger alignment observed in the Communication program. These results collectively suggest that the programs rest on a solid foundation, yet

remain developmental in areas central to global engagement, innovation, applied learning, and sustainable quality assurance.

In response, strategic and program-sensitive enhancements are warranted to advance continuous quality improvement. Strengthening applied competencies in Psychology through expanded supervised practicum and assessment training, deepening experiential and ethics-based engagement in Political Science, and sustaining innovation-driven and entrepreneurial learning in Communication are recommended. Across programs, embedding authentic, workplace-aligned pedagogies—such as real-client projects, simulations, and problem-based learning—alongside institutionalized industry and alumni consultations will enhance curricular relevance and professional readiness. Formalized partnerships with industry, government, and community organizations, coupled with structured feedback systems, should inform regular curriculum review cycles. Greater integration of global perspectives, digital innovation, and faculty development initiatives is likewise essential to future-proof the programs. Ultimately, institutionalizing a cyclical, evidence-driven Continuous Quality Improvement framework—anchored on systematic data collection, reflective evaluation, curricular redesign, and strategic implementation—will enable sustained alignment with quality education (SDG 4), decent work and economic growth (SDG 8), strong institutions (SDG 16), and partnerships for sustainable development (SDG 17), thereby strengthening the long-term relevance, impact, and sustainability of Liberal Arts education.

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