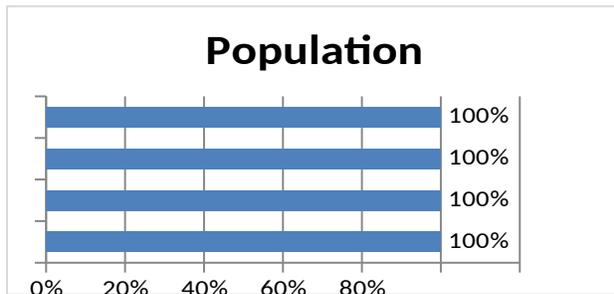


Graphs and Tables (Bachelor of Science in Elementary Education)

	2012			2013			2014			2015		
	Grad Summary	sample	survey									
BEEd	12	2	2	13	2	2	10	2	2	8	1	1

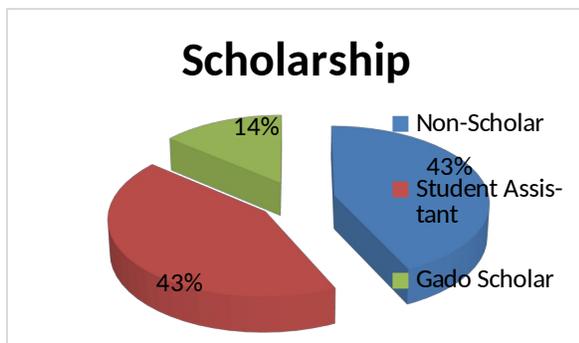
Profile of Graduates

The collected parameters to illustrate the respondent's profile have been classified into the number of respondents per year per program and the enrollment status.



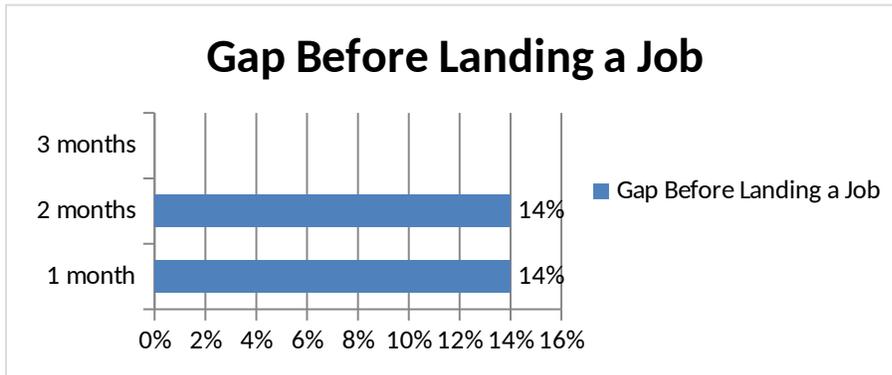
The graph presents the total percentage of surveys gathered from the given sample size of students per program/per year. The total number of BEED graduates from 2012-2015 is 43, the sample size requires 2 respondents each for 2012-2014, and 1 respondent from class 2015. The total percentage of surveys gathered from the Bachelor of Science in Elementary Education program is 100%.

Type of Participants



The data presents that 43% of the respondents are fee-paying while the remaining 57% have availed a scholarship in LCCB. 14% of the respondents are Gado Scholars, while 43% are Student Assistants.

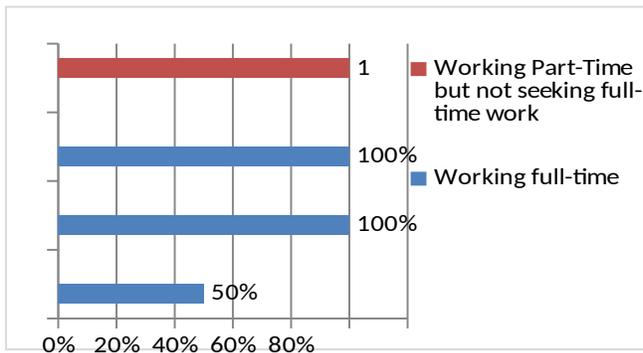
Job Acquisition



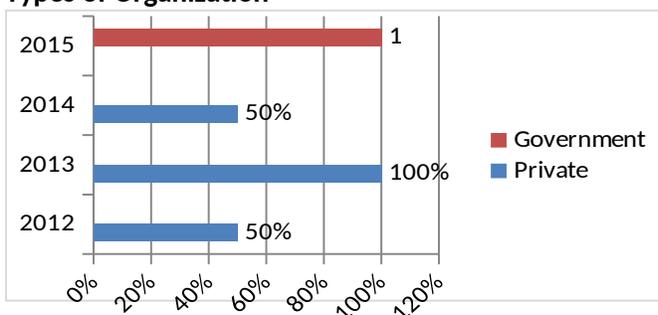
The data revealed that among the respondents of the BEED graduates, 28% found a job within a span of 2 months after graduation. The gap indicates that BEED graduates do not find it difficult to look for a job as they are able to acquire a job shortly after graduation.

Our respondents have indicated that it was a personal decision not to look for a job promptly after graduation because they wanted to rest first, and 14% of the total numbers of respondents were still attending internship. We also need to take into account that BEED graduates, like the BSED grads, rarely get hired in their expected profession after graduation because most schools would prefer to hire teachers who are Licensure Examination for Teachers (LET) passers. Some respondents are preparing for LET review in order to qualify themselves to practice their profession.

Current Employment Job Status



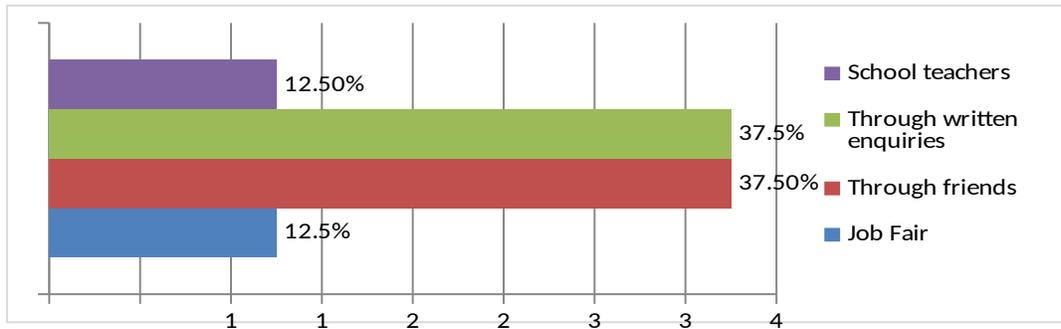
Types of Organization



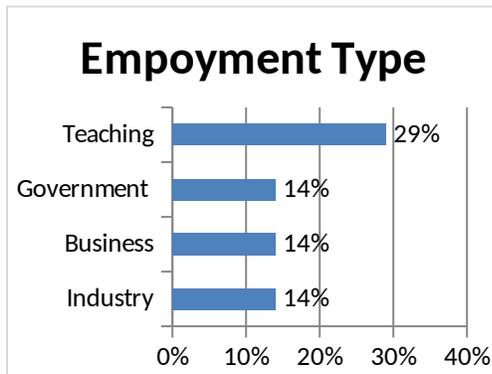
Majority of our respondents (86%) are currently employed; respondents from 2012 - 2014 are all working full-time in a Private

Company/ Institution, while 100% of respondents from 2015 is working part-time but not seeking full-time work. We should note that the graduates of 2015 may not be seeking for a full-time job at this moment because they are working on getting the Licensure Exam for Teachers. They say that they would need more time for the board exam review, and for them to process their papers in order to take the exam. Our respondents who are currently employed full-time are connected in Private schools, BPO industries, and Online Management Learning System. We can also note that 29% of our employed respondents are teaching, a profession that is expected of them.

Knowledge of Job Vacancy

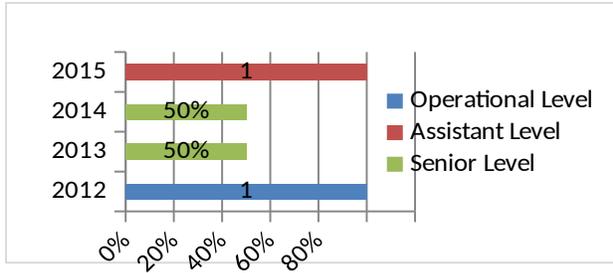


Employment Type

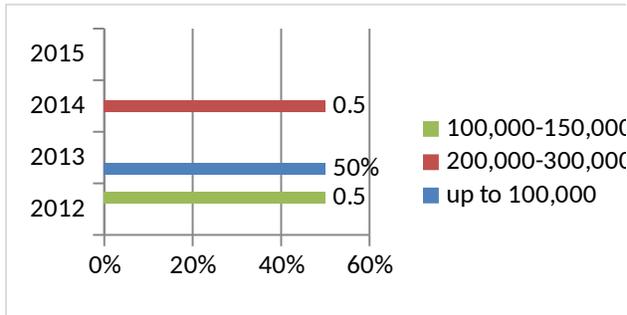


It should be recognized that amongst the total numbers of respondents, 71% are working full-time in Business establishments and BPO Industry, and 14% is working Part-time in Government Service. The graph also indicates that 29% is working in a profession that is expected of a BEED graduate, they are teaching in Private Schools within the city. The graduates came to know about their current job after graduation **through written enquiries** (37.5%) and **through Friends** (37.5%). They have relied on these information and referral mostly from these sources to acquire their first jobs.

Designation

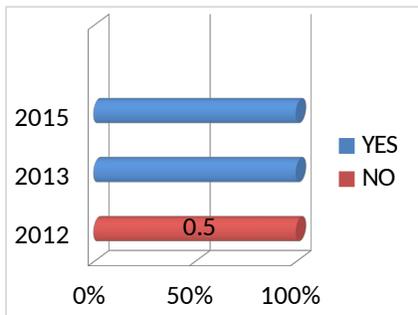


Annual Income Range

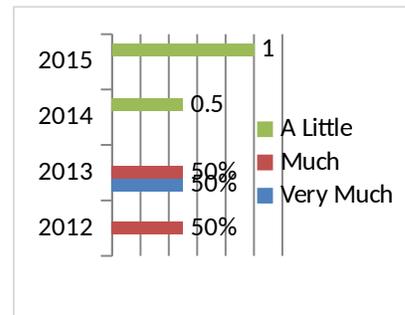


The data further indicates that the job designation of respondents from 2012 is on **Operational Level** (100%). Employed graduates of 2013 and 2014 are currently designated on the Middle level of the company's organization. The graph above also presents that 50 % of the respondents for 2012 are earning an annual income rate of 100,000-150,000php, while respondents of 2013-2014 are earning an annual income of up to 100,000php and 200,000-300,000php respectively. It shows that the remuneration of the respondents from 2013 and 2014 increases as they remain on the job as they are promoted to a position higher than their entry level.

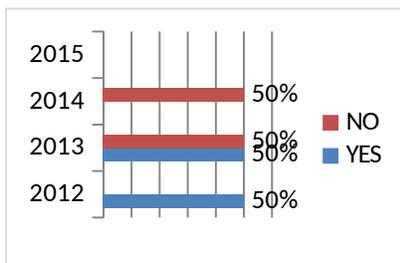
Job Challenges



Job Satisfaction



Likelihood of staying on the Job

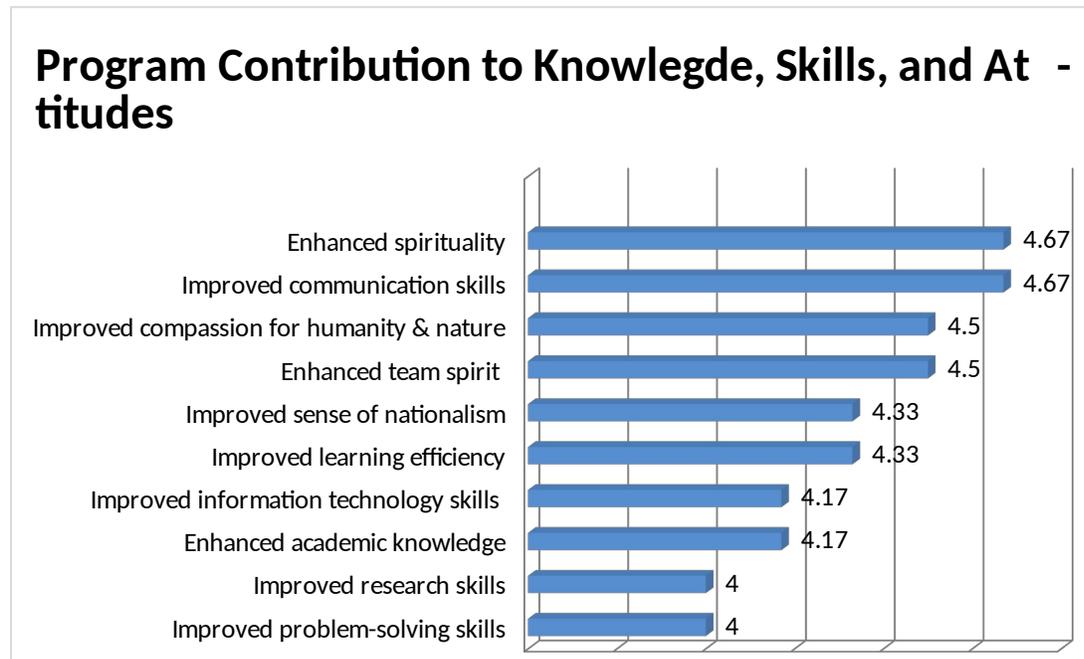


The graphs above presents that 100%of the respondents from 2015 face some major problems in the job assignment, while only 50% of the respondents from 2012 and 2013 are experiencing major

problems. Respondents who just graduated stated that it's difficult to find a job because most of the companies/institutions are looking for job experiences. There are those who indicated that they find it challenging to work with other teachers who are hesitant to adopt change and use the effectiveness of technology. The respondents for 2015 indicated that they are *a little* happy in their current job position and would not likely stay in the same job. 50% for each number of graduates from 2012-2013 are *Much* satisfied with their current employment, yet only 75% of the totally respondents from classes 2012-2013 are most likely to stay in the same job. On the other hand, only 29% of the total numbers of respondents intend to stay in the same job, and these are the respondents who are currently working in a profession that is expected of BEED graduates. We can conclude that most of our respondents have it in mind to really consider the teaching profession as their means of living.

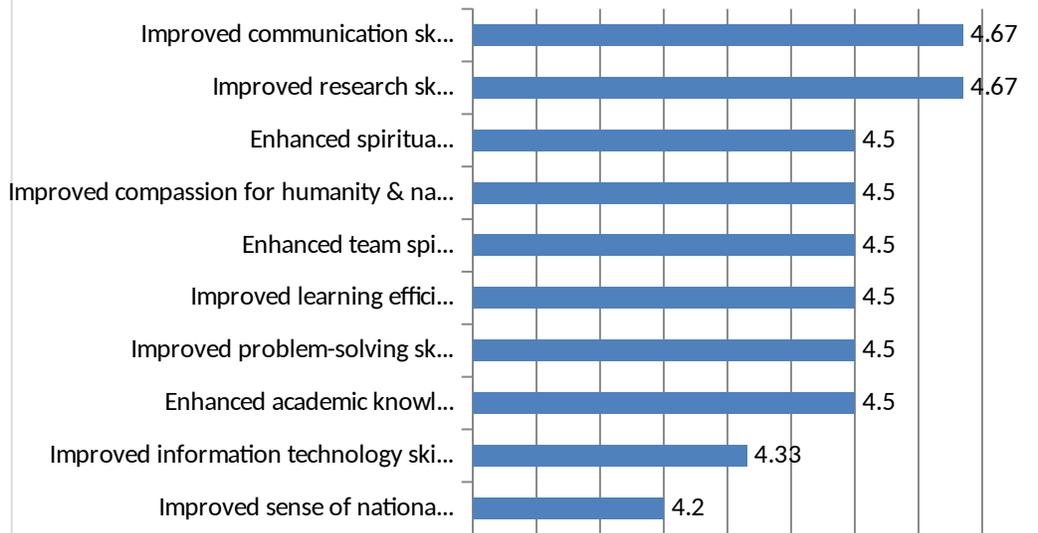
Program Review

The graphs below establish the views of graduates regarding the study experience at LCCB in which supported their current employment and sought their assessments of the programs.



The Graduates were asked to rate the relevance of knowledge, skills and attitudes which enabled them the most in their professional careers. Overall, the respondents believed that their *Enhanced spirituality, and Improved communication skills* have *equally* ranked first with a mean rate of 4.67 in giving them reasonable competency in their fields, this falls in the highest range in a scale of 1-5 with the verbal description of **Excellent**. It can be interpreted that the respondents' positive sensitivity and sound spiritual formation that LCCB has provided are among the values that sustain them in the real world.

Relevance of Education in Present Job

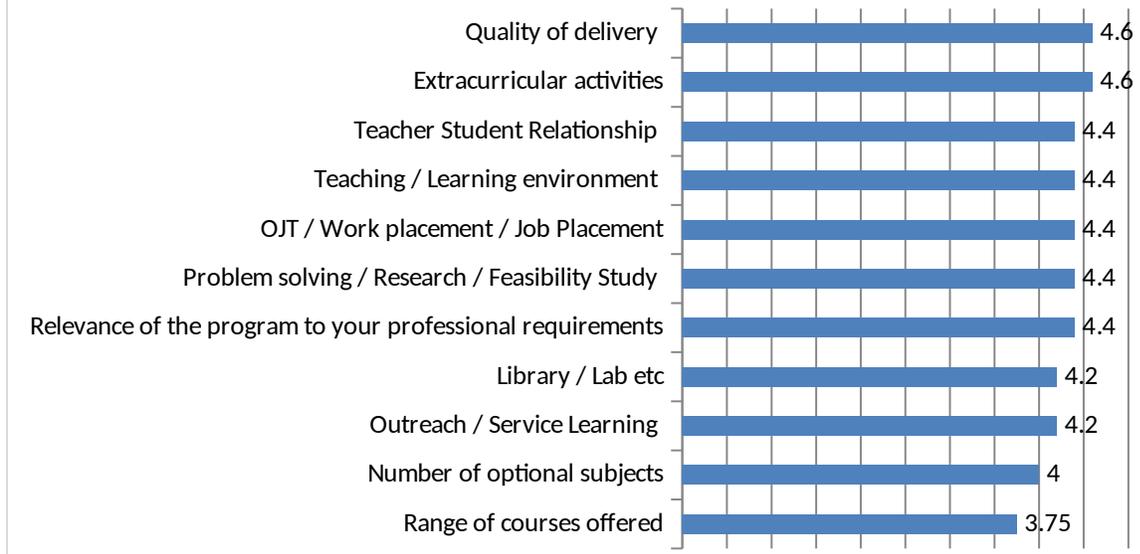


The respondents were then asked to evaluate the relevance of their education/programs and how qualified they feel in their work because of the knowledge attained at LCCB. The respondents' gave a mean rate of 4.67 in both *Improved communication skills* and *Improved research skills*. This falls in the highest range in a scale of 1-5 with a verbal description of **Excellent**.

It should be recognized that the graduates' satisfaction and awareness to the relevance of the education they acquired in LCCB is high and that they found these advantageous in the changing job market. The respondents indicated that they are confident that their teachers and mentors have given them enough training, they were taught not just about the theories but they were also prepared as to what the real scenario is once they step outside the four corners of the classroom. The trainings and symposiums conducted while still in school also enhanced their knowledge and awareness to the realities of their profession and of the real world.

The data suggests that in terms of the academic perceptions, many of the respondents were generally satisfied with the qualifications and skills obtained from LCCB. A large number of graduates felt they were able to work a few months after graduation because of these competencies that helped them completely.

Strengths & Witnesses of the Program



The graph presents the major strengths and weaknesses of the institutional program that the respondents attended. A mean rate of 4.60 in both *Quality of delivery and Extracurricular activities* were provided by the respondents. The result falls in the high-range in a scale of 1-5 and was assigned the verbal description of **Very Satisfactory**. The respondents find that the quality of instruction obtained in the classroom as well as the extracurricular activities that they have participated in the school crafted their adeptness to the changing world.

We can conclude that the respondents have received good benefit from their study, and have been satisfied with their education at LCCB. The information given by the respondents suggest that In terms of the academic perceptions, our respondents were satisfied with the qualifications and skills obtained from LCCB. They have acknowledged that the holistic learning acquired in school has a great relevance in the current job.

Generally, the aptitude earned from the institution and the improvement of their capacities and skills appeared to give the recent graduates better access to the labor market.