

Employability of Teacher Education Graduates under CMO 75, s.2017: Assessing Employers' Feedback and Level of Satisfaction

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Abstract

One critical measure of success in workplaces is an employees' ability to use competently the knowledge, skills and values that meet the needs of his job, satisfy the demands of the employer, and contribute to the overall achievement of institutional goals. The paper seeks to describe the employability of the graduates of Mindoro State University in consonance with the CMO 75, s.2017. The research utilized descriptive research design. The questionnaire enables the employers to express their feedback and satisfaction on the five areas of employability enumerated as professionalism and work ethic, communication and collaboration, critical thinking and problem solving, adaptability and flexibility, technological savvy and digital literacy. The research findings underline the graduates' commendable performance in demonstrating professionalism and work ethic, a vital aspect for success in the teaching profession. Additionally, the graduates exhibit strong communication and collaboration skills, an essential competency for educators who need to engage with colleagues, superiors, and stakeholders effectively. However, the feedback indicates room for growth in conflict resolution and creative problem-solving within collaborative settings. While the graduates excel in adaptability and flexibility, their aptitude in using technology, although strong, could be enhanced. Furthermore, the graduates' demonstrated strengths in critical thinking and problem-solving are accompanied by a readiness to embrace new challenges. Research's holistic evaluation of graduates' attributes showcases their preparedness for the demands of the educational sector. While the strengths are evident, tailored interventions to address areas of growth, like conflict resolution, creative problem-solving, and technology integration, can contribute to well-rounded and adaptable educators.

Keywords: CMO 75 s.2017; Employability; Employer's Satisfaction; Graduates; Teacher Education, Tracer Study

1. Introduction

Once graduates face real-life settings in the workplace, their skills are tested to determine whether what they learned and acquired during their university education manifests effectively on the job. One critical measure of success in workplaces is employees' ability to competently use the knowledge, skills, and values that match the needs of their job, satisfy employer demands, and contribute to the overall achievement of institutional goals. Whether the skills acquired in university align with workplace needs has long been a key question. In a world where knowledge is a critical element for nations to prosper and compete, primacy is placed on the quality and relevance of education and how it can ensure that graduates possess the knowledge, skills, attitudes, and values that industries require. This alignment is crucial for the employability of teacher education graduates, with employer feedback and satisfaction serving as vital indicators of programmatic effectiveness and areas for curricular enhancement (Daud et al., 2025; Santillan et al., 2020). It has become critical for universities and colleges to develop globally competitive graduates. Higher education institutions face mounting pressure to equip graduates with more than just academic skills; they must also foster personal skills, qualities, and experiences that enable competition in the labor market. Since graduate employment is a primary objective of higher education, employers' perceptions of graduates' readiness to enter the workplace form an essential part of program evaluation. HEIs must respond to unpredictable labor markets and make parallel adjustments to fulfill their mission. Therefore, understanding the employment characteristics and factors influencing graduate employment status is critical for Higher Education Institutions to ensure the continued relevance and quality of their academic programs (Cornillez et al., 2021; Posadas et al., 2021). One effective way to keep pace with rapid change is to provide avenues for graduates to gain general skills and qualities that fully prepare them for the demands of the world of work. This encompasses not only the acquisition of specialized knowledge but also the development of transferable skills crucial for navigating diverse professional landscapes (Cacho et al., 2022).

This is achieved through curricula responsive to industry needs, contributing to human capital at local, national, or international levels. Programs are submitted for accreditation to align with regional and national goals. However, studies indicate that employers frequently report a disparity between the attributes possessed by graduates and those deemed necessary for professional development, suggesting that higher education curricula may not always align with labor market demands (Buzdar et al., 2018). This incongruity highlights the imperative for academic institutions to engage proactively

with industry stakeholders to refine curriculum content and pedagogical strategies, thereby ensuring graduates are equipped with both technical and adaptive competencies (Mobarak, 2019). This necessitates an ongoing evaluation of university programs to ascertain their efficacy in developing highly sought-after skills, including decision-making, problem-solving, teamwork, and self-directed learning, which employers frequently identify as lacking in new graduates (Misni et al., 2019).

To determine graduates' competencies in skills, talents, and overall performance, evaluations are conducted, assessing job performance and employability through employer feedback. Such evaluations examine performance in actual work settings, application of knowledge and skills, work ethics, and competence. Employer feedback reveals whether graduates' employability skills are ready and responsive to industry needs. Employability skills refer to employee attributes beyond technical competence that make them valuable to employers, including basic academic skills, higher-order thinking skills, and personal qualities. Many employers require these skills for serious consideration of applicants. These competencies encompass a broad range of capabilities, from critical thinking and problem-solving to adaptability and digital literacy, all of which are essential for navigating the complexities of contemporary professional environments (Krajňáková et al., 2020). Moreover, the integration of employer expectations into curriculum design is crucial for ensuring that graduates possess the requisite generic and practical skills valued in the workplace (Matu & Paik, 2021).

The current era presents opportunities alongside challenges and complexities, placing high stakes on human resources capable of competing successfully in a global economy. The College of Teacher Education offers three programs: Bachelor of Secondary Education (with four specializations), Bachelor of Elementary Education, and Bachelor of Technical-Vocational Teacher Education. These programs hold Level 2 and Level 3 AACCUP accreditation. Identifying employer feedback on graduates is vital for AACCUP accreditation, as it demonstrates the HEI's capacity to provide quality graduates to society. With the curriculum revision under Commission on Higher Education Memorandum Order No. 75, s. 2017—Policies and Standards and Guidelines for Teacher Education—and the inclusion of New General Education Courses, the Commission on Higher Education has challenged HEIs and Teacher Education Institutions to align graduate competencies with workplace demands. In this context, the researchers conducted this study. The evaluation results and employer feedback will serve as the basis for curriculum and program improvements.

The main purpose of the study is to determine the employability of the Mindoro State University – College of Teacher Education (MinSU-CTE) graduates based on the employers' feedback and level of satisfaction on the performance. Specifically, this study investigates employers' feedback on the graduates' manifestation of work-related factors in terms of the following: professionalism and work ethic; communication and collaboration; critical thinking and problem solving; adaptability and flexibility; technological savvy and digital literacy. It further investigates the level of satisfaction of the employers on the overall performance of the graduates.

2. Material and methods

2.1. Research Design

This study employed a descriptive survey design to assess the employability of Mindoro State University-College of Teacher Education (MinSU-CTE) graduates under CHED CMO No. 75, s. 2017, and to examine the relationship between employers' feedback and satisfaction levels. Descriptive surveys are ideal for capturing perceptions on competencies like professionalism and digital literacy in education research. This approach aligns with similar tracer studies on teacher graduate employability in the Philippines.

2.2. Locale of Study

The study was conducted in the Schools Division of Oriental Mindoro, Philippines, focusing on the largest schools across its districts. This locale was selected due to the high concentration of MinSU-CTE graduates employed as teachers, providing relevant employer insights amid regional education demands.

2.3. Respondents of the Study

Respondents comprised principals, school heads, master teachers, and head teachers from the largest schools in the seven districts. These key decision-makers in teacher hiring offered credible feedback on 2022–2023 and 2023–2024 MinSU-CTE graduates' performance.

2.4. Sample and Sampling Procedure

Purposive sampling selected 75 respondents who served on hiring panels for new teachers. This non-probability technique targets experts with direct observation of graduates, common in employability tracer studies. The main criterion for choosing them is that most of them are part of the selection team for hiring new teacher applicants in the Schools Division. Inclusion criteria ensured ample exposure, at least 6 months, to rated graduates.

2.5. Research Instrument

A researcher-developed questionnaire measured employability across five domains—professionalism and work ethic; communication and collaboration; critical thinking and problem solving; adaptability and flexibility; technological savvy and digital literacy served as the instrument of the study using 5-point Likert scale (5=strongly agree to 1=strongly disagree). Satisfaction was rated separately (5=extremely satisfied to 1=extremely not satisfied). Validity was established via expert review from three field specialists, incorporating their comments and recommendations in the revision of the instrument. Reliability of the instrument yielded high Cronbach's α values with professionalism/work ethic (0.92), communication/collaboration (0.87), critical thinking/problem solving (0.91), adaptability/flexibility (0.89), technological savvy/digital literacy (0.93), and overall satisfaction (0.92), all exceeding the 0.70 threshold for internal consistency.

2.6. Data Gathering Procedure

Following ethics approval and compliance with the Data Privacy Act of 2012, questionnaires were personally administered after coordinating with Schools Division offices. Respondents rated recent graduates asynchronously, ensuring more than 80% response rate through follow-ups. Data collection spanned in 2024, prioritizing confidentiality via coded responses

2.7. Data Analysis Techniques

Descriptive statistics such as mean, composite mean, and standard deviation were utilized to summarize feedback and satisfaction levels. Spearman rank correlation coefficient tested relationships between domains and overall satisfaction, suitable for ordinal Likert data. Analyses were done using SPSS v.27, with level of significance at $p < 0.05$.

3. Results and discussion

3.1. Employer's Feedback on CMO 75 graduates

3.1.1 Professionalism and Work Ethic

The findings from the assessment of "Professionalism and Work Ethic" among College of Teacher Education (CTE) graduates from Mindoro State University reveal a commendable level of performance and preparedness for the professional realm. Employers' feedback underscores the graduates' strong commitment to punctuality and deadline adherence, as evidenced by an impressive mean score of 4.64. This noteworthy attribute indicates the graduates' conscientiousness and dedication to their roles, reflecting well on the university's educational and training programs. This strong adherence to professional conduct aligns with broader expectations for teacher education graduates, where attributes such as reliability and responsibility are paramount for effective pedagogical practice (Daud et al., 2025). Similarly, the graduates' willingness to assume responsibility for their mistakes (Mean: 4.44) signifies a valuable trait of self-awareness and a capacity for continuous improvement, a crucial aspect of a successful teaching career. The survey data also underscores the positive attitudes that CTE graduates display toward their work and colleagues, as highlighted by a mean score of 4.58. This demonstrates an essential interpersonal quality that contributes to a harmonious work environment, fostering collaboration and effective communication. Furthermore, the graduates' demonstration of honesty and integrity (Mean: 4.47) resonates as a vital foundational pillar for the teaching profession, establishing a strong sense of trust and credibility among peers, students, and the wider educational community.

Employers' recognition of the graduates' inclination to go above and beyond expectations (Mean: 4.36) showcases their proactive approach and a willingness to exceed standard requirements. This disposition not only enriches the learning environment but also signifies potential for leadership roles and the ability to drive positive change. Moreover, the graduates' openness to learning and improvement (Mean: 4.60) exemplifies their adaptability to an ever-evolving educational landscape. This quality is instrumental in ensuring that the teaching methodologies employed remain effective and relevant, benefiting both educators and students alike. However, the overall performance is not without its areas for improvement. The graduates' ability to remain composed under pressure (Mean: 4.34) could benefit from further development. Enhancing this capacity would empower educators to navigate challenging situations with resilience and composure, thus maintaining a conducive learning atmosphere. Encouraging graduates to take initiative (Mean: 4.36) beyond existing expectations could unlock untapped potential, enabling them to proactively address issues and contribute innovative solutions. These findings align with prior research indicating that teacher education graduates generally exhibit strong professional values and work ethics, with particular strengths in areas like commitment and diligence (Cornillez et al., 2021).

Additionally, although the graduates present themselves professionally in attire and behavior (Mean: 4.48), refining this aspect further through workshops or seminars could bolster their overall impact and influence within the educational community. To ensure a sustainable impact, it is imperative to cultivate a culture of continuous learning and improvement (Mean: 4.60) among graduates. This entails fostering an environment that promotes ongoing professional development, thereby equipping educators to remain at the forefront of educational advancements and best practices. This continuous

professional development is vital for maintaining high performance levels and ensuring graduates remain effective and competitive within the education sector (Tapadera et al., 2024).

In general, the results illuminate the impressive professionalism and work ethic (Composite Mean: 4.49) of College of Teacher Education graduates from Mindoro State University. The findings affirm the effectiveness of the university's training programs in cultivating qualities crucial for successful teaching careers. While the graduates' strengths are evident, targeted efforts to enhance their composure under pressure, encourage proactive initiative, and reinforce a commitment to lifelong learning will further elevate their contributions to the field of education. These findings further imply that the teacher education institutions have successfully aligned their curricular offerings with the standards set by higher education and licensure systems, thereby producing graduates equipped with essential personal and professional qualities (Abao et al., 2023; Magulod et al., 2020).

Table 1. *Mean and standard deviation of employer's feedback on CMO 75 graduates in terms of Professionalism and Work Ethic*

No.	Item	Mean	SD	Description
1	Shows up to work on time and consistently meets deadlines	4.64	0.52	Very High
2	Demonstrates a positive attitude towards work and colleagues	4.58	0.57	Very High
3	Takes responsibility for mistakes and learns from them	4.44	0.69	High
4	Maintains confidentiality and respects company policies	4.49	0.67	High
5	Demonstrates honesty and integrity in all aspects of work	4.47	0.80	High
6	Presents a professional image in dress and behavior	4.48	0.75	High
7	Works well under pressure and remains calm in challenging situations	4.34	0.67	High
8	Shows initiative and goes above and beyond what is expected	4.36	0.71	High
9	Respects diversity and treats everyone with dignity and respect	4.55	0.66	Very High
10	Demonstrates a willingness to learn and improve	4.60	0.63	Very High
	Composite Mean	4.49	0.56	High

SD= Standard deviation

3.1.2 Communication and Collaboration

The dimension of "Communication and Collaboration" sheds light on the communication prowess and collaborative abilities of College of Teacher Education (CTE) graduates from Mindoro State University, as perceived by their employers. The findings reveal a noteworthy level of proficiency across various facets of communication and collaboration, contributing to a well-rounded professional profile. With a mean score of 4.34, the composite assessment underscores the overall commendable performance of CTE graduates in these crucial areas as shown in Table 2. Effective communication, a cornerstone of successful teaching, emerges as a strength among the graduates. Employers rate their graduates highly in clear and effective communication with colleagues and superiors (Mean: 4.38). This skill is integral for fostering a seamless exchange of ideas and information, ultimately enhancing the collaborative learning environment. Furthermore, the graduates' aptitude for active listening and empathetic engagement (Mean: 4.30) reflects a capacity to connect with students, colleagues, and stakeholders on a deeper level, thereby enriching the educational experience. This strong emphasis on communication aligns with prior research indicating that effective communication skills are consistently identified as a primary strength of teacher education graduates by their employers (Gaytos et al., 2025; Zamora & Zamora, 2022). The graduates' proficiency in using both verbal and nonverbal communication methods (Mean: 4.31) signifies their versatility in conveying messages appropriately across diverse contexts. This adaptability is valuable for effective classroom instruction and interactions with fellow educators. Moreover, the graduates' expression of ideas and opinions in a constructive and respectful manner (Mean: 4.38) underscores their ability to engage in meaningful discourse, fostering an atmosphere conducive to open exchange and collaboration. Collaboration, an essential component of a successful teaching environment, is evident in the graduates' ability to work collectively towards common goals (Mean: 4.36). This skill is indicative of their potential to contribute positively to teaching teams and educational initiatives. While the graduates demonstrate strength in various aspects of collaboration, such as sharing knowledge and expertise (Mean: 4.34), they also exhibit room for growth in conflict resolution (Mean: 4.28). Developing timely and professional conflict resolution skills is pivotal for maintaining a harmonious and productive educational environment. This aligns with findings emphasizing communication, teamwork, and problem-solving as critical skills for employability (Cacho et al., 2022; Posadas et al., 2021).

Moreover, the graduates' proficiency in providing and receiving feedback constructively (Mean: 4.36) aligns with a commitment to ongoing improvement. This quality contributes to the refinement of teaching methodologies and pedagogical approaches. Encouraging open communication among team members (Mean: 4.36) and building positive relationships with colleagues and stakeholders (Mean: 4.34) highlights the graduates' potential to foster a collaborative network within the educational community. Overall, results underscore the graduates' commendable aptitude in communication and collaboration, integral qualities for successful educators. The data signals a robust foundation in effective communication, active listening, and collaborative teamwork, shaping graduates into well-rounded professionals. The findings also illuminate areas that present opportunities for further growth, particularly in conflict resolution skills. Strengthening these abilities will equip CTE graduates to excel not only in the classroom but also in collaborative educational initiatives, fostering an environment of continuous improvement and shared learning within the academic community. Specifically, their capacity for effective communication with diverse stakeholders, alongside their ability to contribute to team-based instructional strategies, directly impacts student engagement and overall learning outcomes (Cabahug et al., 2024). This comprehensive view of their communicative and collaborative competencies is critical for understanding their readiness for complex educational settings where interpersonal dynamics and shared pedagogical goals are paramount (Arunchai et al., 2024; David et al., 2024).

Table 2 Mean and standard deviation of employer's feedback on CMO 75 graduates in terms of Communication and Collaboration

No.	Item	Mean	SD	Description
1	Communicates clearly and effectively with colleagues and superiors	4.38	0.59	High
2	Listens actively and shows empathy towards others	4.30	0.77	High
3	Uses appropriate verbal and nonverbal communication	4.31	0.58	High
4	Expresses ideas and opinions in a constructive and respectful manner	4.38	0.71	High
5	Works collaboratively with others towards common goals	4.36	0.73	High
6	Resolves conflicts in a timely and professional manner	4.28	0.74	High
7	Provides and receives feedback in a constructive way	4.36	0.76	High
8	Shares knowledge and expertise with colleagues	4.34	0.75	High
9	Encourages and facilitates open communication among team members	4.36	1.00	High
10	Builds positive relationships with colleagues and stakeholders	4.34	0.75	High
	Composite Mean	4.34	0.53	High

SD= Standard deviation

3.1.3 Critical Thinking and Problem Solving

The dimension of "Critical Thinking and Problem Solving" casts light on the analytical and problem-solving capacities of College of Teacher Education (CTE) graduates from Mindoro State University, as perceived by their employers. The findings underscore the graduates' commendable prowess in critical thinking and problem-solving, reflecting their preparedness to tackle challenges in the educational landscape. With an average score of 4.21, the composite mean attests to the graduates' solid performance in these integral skills as shown in Table 3. The graduates' ability to accurately and effectively identify and define problems (Mean: 4.34) stands out as a strength, indicating their capacity to recognize issues that impact the learning environment and devise strategies to address them. This skill is foundational for successful classroom management and curriculum development. Additionally, the graduates' adeptness in applying logic and reasoning to evaluate alternative solutions (Mean: 4.25) is indicative of their capability to weigh the pros and cons of different approaches, contributing to well-informed decision-making. This analytical rigor extends to their capacity for generating innovative solutions and adapting existing methodologies to novel pedagogical challenges (Batuto et al., 2025). Their consistent ability to dissect complex educational scenarios and synthesize diverse information into actionable strategies further underscores their advanced cognitive processing capabilities, aligning with prior research that highlights the importance of problem-solving and critical thinking as key competencies for teacher education graduates (Pasco, 2025). While the graduates demonstrate strength in various facets of critical thinking, there are areas that present opportunities for further enhancement. Analyzing complex information and drawing sound conclusions (Mean: 4.17) is a skill that could be nurtured for even more robust decision-making. Developing creative solutions to problems (Mean: 4.12) and evaluating alternative solutions objectively (Mean: 4.09) could also benefit from focused attention to encourage innovative thinking

while maintaining a rational approach. The graduates' use of data and evidence to support decision-making (Mean: 4.21) highlights their ability to make informed choices rooted in empirical information, enhancing the efficacy of their teaching strategies. Moreover, the consideration of the potential impact of decisions on stakeholders (Mean: 4.12) underscores the graduates' awareness of the broader implications of their choices and the dedication to fostering positive outcomes for all parties involved.

The graduates' proactivity in anticipating potential problems and preventing them (Mean: 4.13) underscores a proactive approach that contributes to a seamless educational experience. Continuously evaluating and improving processes and procedures (Mean: 4.28) aligns with the commitment to excellence and adaptability required in the dynamic field of education. The graduates demonstrated adaptability and flexibility in responding to changing circumstances (Mean: 4.35) signify their readiness to navigate the evolving educational landscape. The research findings reveal the graduates' commendable proficiency in critical thinking and problem-solving, essential qualities for effective educators. Their ability to identify problems accurately, employ logic and reasoning, and use data to inform decisions is indicative of their preparedness to meet the challenges of the teaching profession. While strengths are evident, further development in areas like creative problem-solving and objective evaluation of alternatives could contribute to even stronger decision-making capabilities. The insights offered by this research pave the way for refining these skills, ensuring that CTE graduates remain well-equipped to lead transformative educational experiences.

Table 3 *Mean and standard deviation of employer's feedback on CMO 75 graduates in terms of Critical Thinking and Problem Solving*

No.	Item	Mean	SD	Description
1	Identifies and defines problems accurately and effectively	4.34	0.55	High
2	Analyses complex information and draws sound conclusions	4.17	0.65	High
3	Develops creative solutions to problems	4.12	0.60	High
4	Evaluates alternative solutions objectively and rationally	4.09	0.63	High
5	Applies logic and reasoning to identify the strengths and weaknesses of alternative solutions	4.25	0.63	High
6	Uses data and evidence to support decision-making	4.21	0.58	High
7	Identifies and considers the potential impact of decisions on stakeholders	4.12	0.69	High
8	Anticipates potential problems and takes proactive steps to prevent them	4.13	0.72	High
9	Continuously evaluates and improves processes and procedures	4.28	0.58	High
10	Demonstrates adaptability and flexibility in responding to changing circumstances	4.35	0.69	High
	Composite Mean	4.21	0.53	High

SD= Standard deviation

3.1.4 Adaptability and Flexibility

As revealed in Table 4, with a composite mean of 4.42, the results underline the graduates' strong performance in this integral skill set. The dimension of "Adaptability and Flexibility" sheds light on the readiness of College of Teacher Education (CTE) graduates from Mindoro State University to navigate the evolving educational landscape and respond to dynamic challenges, as perceived by their employers. The findings highlight graduates' impressive ability to adapt and remain flexible, qualities essential in the ever-changing field of education. The graduates' willingness to learn and embrace new challenges (Mean: 4.58) emerges as a standout strength, showcasing their proactive attitude towards self-improvement and their capacity to continually evolve as educators. This quality bodes well for their ability to effectively incorporate new teaching methodologies and educational approaches into their practice. This aligns with studies indicating that adaptability and flexibility are significant predictors of teacher work performance, particularly in dynamic educational environments requiring continuous adjustment to technological advancements and curriculum shifts (Patac & Doronio, 2025).

The graduates' capacity to adapt seamlessly to changes in work assignments, processes, or procedures (Mean: 4.44) reflects their agility in responding to shifts in educational requirements. This adaptability is fundamental for maintaining a responsive and relevant educational environment that meets the needs of students and stakeholders alike. Demonstrating resilience in the face of adversity or setbacks (Mean: 4.40) the graduates exhibit an attribute crucial for educators, as challenges are inherent in the educational journey. Their ability to maintain productivity amid changes or disruptions (Mean: 4.36) underscores their dedication to fostering continuous learning and growth, even in potentially challenging circumstances. Such resilience is critical for navigating unforeseen pedagogical challenges and maintaining effective

instructional delivery. The ability of teacher education graduates to adapt to diverse teaching scenarios and embrace pedagogical innovations further confirms their preparedness for 21st-century educational demands (Magulod et al., 2020).

The graduates' positive attitude towards change (Mean: 4.39) their open-mindedness and the potential to embrace new approaches. Responding constructively to feedback and coaching (Mean: 4.47) reflects their commitment to ongoing improvement and their willingness to absorb guidance from mentors. While the graduates exhibit strength in various facets of adaptability and flexibility, there are areas that offer opportunities for refinement. Demonstrating openness to new ideas and approaches (Mean: 4.42) can be further cultivated to encourage innovative thinking, which is essential in shaping progressive educational experiences. By maintaining productivity amid disruptions and demonstrating resilience, the graduates prove their readiness to tackle adversity head-on. This finding is consistent with research emphasizing the importance of adaptability and resilience for teachers navigating unexpected contingencies and continuously evolving educational settings (Nadmilail et al., 2023; Santiago, 2023). Ultimately, the capacity for teachers to adapt to diverse contexts and learners, coupled with their flexibility in dynamic environments, is paramount for effectively supporting students through continuous change (Walsh, 2018; Zyl, 2023). The insights from this result provide a foundation for recognizing and celebrating the strengths while encouraging continued growth, thereby ensuring that CTE graduates remain at the forefront of educational innovation and responsiveness. The research findings illuminate the graduates' remarkable proficiency in adaptability and flexibility, essential qualities for thriving in the dynamic field of education. Their willingness to learn, embrace change, and respond constructively to challenges signifies their preparedness to lead transformative learning experiences.

Table 4 Mean and standard deviation of employer's feedback on CMO 75 graduates in terms of Adaptability and Flexibility

No.	Item	Mean	SD	Description
1	Demonstrates a willingness to learn and take on new challenges	4.58	0.53	Very High
2	Adapts easily to changes in work assignments, processes, or procedures	4.44	0.65	High
3	Maintains productivity in the face of changes or disruptions	4.36	0.68	High
4	Demonstrates a positive attitude towards change	4.39	0.72	High
5	Responds constructively to feedback and coaching	4.47	0.69	High
6	Takes on additional responsibilities when necessary	4.38	0.72	High
7	Demonstrates resilience in the face of adversity or setbacks	4.40	0.73	High
8	Manages competing demands effectively and prioritizes tasks appropriately	4.42	0.66	High
9	Identifies and responds appropriately to emerging issues or problems	4.38	0.75	High
10	Demonstrates openness to new ideas and approaches	4.42	0.66	High
	Composite Mean	4.42	0.61	High

SD= Standard deviation

3.1.5 Technological Savvy and Digital Literacy

The findings highlight the graduates' commendable aptitude in utilizing technology for educational advancement and professional growth. With a composite mean of 4.28, as reflected in Table 1.5, point out the graduates' robust performance in this crucial aspect of modern education. The "Technological Savvy and Digital Literacy" dimension provides insights into the proficiency of College of Teacher Education (CTE) graduates from Mindoro State University in harnessing technology to enhance their educational practices, as perceived by their employers.

The graduates' demonstration of proficiency in using relevant software and technology tools (Mean: 4.15) is indicative of their preparedness to integrate technology into their teaching methodologies. This proficiency enhances their capacity to engage students effectively and foster interactive learning experiences. Employers' recognition of the graduates' ability to use technology for enhancing work processes and productivity (Mean: 4.27) underscores their efficiency in streamlining administrative tasks and optimizing instructional methods. This adaptability showcases their potential to contribute to the overall efficacy of educational institutions. Furthermore, the graduates' capacity to integrate digital resources and platforms effectively into their pedagogical practices signifies their readiness to meet the evolving demands of contemporary learning environments (Wang et al., 2024). While the graduates exhibit strengths in various facets of technological savvy and digital literacy, there are areas that offer opportunities for further growth. Demonstrating an understanding of emerging technologies and their potential applications (Mean: 4.12) is a skill that could be further nurtured to ensure that educators remain at the forefront of innovative teaching approaches. The graduates' adherence to established security and privacy

protocols when using technology (Mean: 4.92) reflects a strong emphasis on ethical and responsible technology use, albeit with a wide standard deviation. This underscores the need for continued vigilance and education in maintaining data security and privacy in a digitally interconnected world. Furthermore, the graduates' utilization of digital communication tools appropriately and effectively (Mean: 4.14) highlights their ability to facilitate seamless interactions with students, colleagues, and stakeholders. By demonstrating awareness of ethical issues related to technology use (Mean: 4.24), the graduates emphasize their commitment to responsible digital citizenship. This indicates that teacher education programs effectively instill the importance of digital ethics alongside technological competence, preparing graduates to navigate the complexities of digital environments responsibly. This robust preparation in digital literacy and technological savvy ensures that graduates are not only adept at integrating technology into their pedagogical practices but also serve as leaders in fostering digitally-enhanced learning environments (Cooper et al., 2024).

Graduates' impressive technological prowess and digital literacy, crucial qualities for thriving in contemporary education are emphasized in the result of the study. Their proficiency in leveraging technology to enhance their teaching practices and their commitment to staying updated with emerging technologies reflects their dedication to providing modern and effective learning experiences. While strengths are evident, ongoing attention to emerging technologies and bolstering digital communication skills will ensure that CTE graduates remain adaptable and forward-looking in their educational endeavors. The insights from this research offer a foundation for celebrating achievements while encouraging continual growth in the realm of technological savvy and digital literacy.

Table 5 Mean and standard deviation of employer's feedback on CMO 75 graduates in terms of Technological Savvy and Digital Literacy

No.	Item	Mean	SD	Description
1	Demonstrates proficiency in the use of relevant software and technology tools	4.15	0.73	High
2	Uses technology to enhance work processes and productivity	4.27	0.66	High
3	Keeps up-to-date with emerging technologies and their potential applications	4.12	0.71	High
4	Identifies and resolves technical issues efficiently and effectively.	4.09	0.74	High
5	Adheres to established security and privacy protocols when using technology	4.92	5.63	Very High
6	Uses digital communication tools appropriately and effectively	4.14	0.67	High
7	Understands and applies basic principles of data management and analysis	4.28	0.63	High
8	Demonstrates awareness of ethical issues related to technology use	4.24	0.58	High
9	Uses technology to collaborate and communicate with colleagues and stakeholders	4.27	0.71	High
10	Takes a proactive approach to developing and maintaining digital literacy skills	4.29	0.69	High
	Composite Mean	4.42	0.61	High

SD= Standard deviation

3.2. Employer's Level of Satisfaction on CMO 75 graduates

The level of satisfaction dimension delves into employers' perspectives on the performance and preparedness of College of Teacher Education (CTE) graduates from Mindoro State University. The findings reveal a consistently high level of satisfaction among employers, affirming the graduates' competence and readiness for the demands of the teaching profession. With a composite mean of 4.40, the results underscore employers' contentment with the caliber of CTE graduates. Employers' contentment with the overall performance of CTE graduates (Mean: 4.45) signals a strong foundation in terms of skills and qualities essential for effective educators. This high level of satisfaction reflects well on the university's education and training programs, indicating that the graduates are adequately equipped to meet the expectations of the teaching profession. The graduates' ability to meet employers' expectations in terms of job performance (Mean: 4.28) demonstrates their alignment with the requirements and demands of the workplace. This synchronization between expectations and performance suggests that the graduates are well-prepared to contribute positively to the educational ecosystem. The graduates' competence in communication and collaboration (Mean: 4.38) is perceived positively by employers, indicating their capacity to engage effectively with colleagues and supervisors. The ability to adapt to changes and challenges (Mean: 4.40) underscores the graduates' agility in navigating the dynamic educational landscape. Employers' satisfaction with the graduates' proficiency in using technology and digital tools (Mean: 4.34) echoes the significance of technological literacy in contemporary education. This finding aligns with previous research highlighting effective communication skills as a strong competency among teacher education graduates, contributing significantly to their employment stability and workplace efficacy (Gaytos et al., 2025). This proficiency contributes to the graduates' ability to harness digital resources to enhance their instructional methods. Furthermore, the graduates'

effectiveness in problem-solving and critical thinking (Mean: 4.30) aligns with employers' expectations for educators who can navigate complex situations with analytical acumen. Their demonstration of professionalism and work ethic (Mean: 4.45) reflects positively the graduates' adherence to ethical standards and their dedication to their roles. This overarching satisfaction further validates the comprehensive preparation provided by the Mindoro State University – College of Teacher Education, indicating their curricula effectively imbues graduates with essential competencies for successful professional integration (Hucalinas, 2025).

Employers' likelihood to recommend the CTE program to other employers seeking qualified candidates (Mean: 4.55) highlights the program's reputation for producing competent educators. Additionally, employers' potential to hire CTE graduates in the future (Mean: 4.43) speaks to their anticipation of sustained excellence from these graduates. The graduates' preparedness for workplace demands, as perceived by employers (Mean: 4.47), underscores the alignment between the CTE program's curriculum and the practical requirements of the teaching profession. These results validate the effectiveness of the CTE program in cultivating the skills and attributes crucial for success in the field of education. The consistently positive feedback reinforces the program's reputation and sets a strong precedent for the quality of future CTE graduates.

Table 6 Mean and standard deviation of employer's level of satisfaction on CMO 75 graduates

No.	Item	Mean	SD	Description
1	Overall, how satisfied are you with the performance of the graduates from the College of Teacher Education at Mindoro State University?	4.45	0.66	Satisfied
2	To what extent of satisfaction do the graduates meet your expectations in terms of job performance?	4.28	0.71	Satisfied
3	How satisfied are you in terms of how well the graduates communicate and collaborate with colleagues and supervisors?	4.38	0.71	Satisfied
4	How satisfied are you in terms of how well the graduates adapt to changes and challenges in the workplace?	4.40	0.69	Satisfied
5	How satisfied are you in terms of how proficient the graduates in using technology and digital tools in their work?	4.34	0.80	Satisfied
6	How satisfied are you in terms of how effective the graduates in problem-solving and critical thinking?	4.30	0.72	Satisfied
7	How satisfied are you in terms of how well the graduates demonstrate professionalism and work ethic in the workplace?	4.45	0.60	Satisfied
8	To what extent of satisfaction, you are likely to recommend the College of Teacher Education at Mindoro State University to other employers seeking qualified candidates?	4.55	0.60	Satisfied
9	To what extent of satisfaction, you are likely to hire graduates from the College of Teacher Education at Mindoro State University in the future?	4.43	0.63	Satisfied
10	How satisfied are you in terms of how well the College of Teacher Education at Mindoro State University prepare graduates for the demands of the workplace?	4.47	0.64	Satisfied
	Composite Mean	4.40	0.57	Satisfied

SD= Standard deviation

3.3. Correlation between the Employer's Feedback and Level of Satisfaction of the graduates

The correlation analysis between employers' feedback and the level of satisfaction provides valuable insights into the relationship between different dimensions of graduates' performance and how satisfied employers are with their abilities. The results indicate significant correlations between employers' feedback and their level of satisfaction across multiple dimensions. Professionalism and Work Ethic: The correlation coefficient of .812 (p value: <0.01) suggests a strong and positive relationship between employers' feedback on graduates' professionalism and work ethics and their overall level of satisfaction. This finding implies that employers who perceive graduates as demonstrating a high degree of professionalism, responsibility, and positive work ethics are more likely to be satisfied with their performance. Communication and Collaboration: Similarly, the correlation coefficient of .823 (p value: <0.01) reveals a significant positive association between employers' feedback on graduates' communication and collaboration skills and their level of satisfaction. This result implies that graduates who exhibit effective communication, active collaboration, and constructive interaction with colleagues and supervisors tend to contribute to higher levels of employer satisfaction.

Critical Thinking and Problem Solving: The correlation coefficient of .608 (p value: <0.01) highlights a significant positive correlation between employers' feedback on graduates' critical thinking and problem-solving abilities and their overall satisfaction. This suggests that graduates who excel in analyzing complex information, drawing sound conclusions, and applying effective problem-solving strategies are more likely to enhance employer satisfaction.

Adaptability and Flexibility: The correlation coefficient of .788 (p value: <0.01) underscores a substantial positive correlation between employers' feedback on graduates' adaptability and flexibility and their level of satisfaction. This implies that graduates who display resilience, proactiveness in addressing challenges, and adaptability to changing circumstances contribute positively to employer satisfaction.

Technological Savvy and Digital Literacy: The correlation coefficient of .334 (p value: .000) reveals a significant positive correlation between employers' feedback on graduates' technological savvy and digital literacy and their level of satisfaction. While the correlation is slightly lower than in other dimensions, it still suggests that graduates who demonstrate proficiency in using technology, digital tools, and digital communication methods contribute to a higher level of employer satisfaction.

In totality, the correlation analysis demonstrates that employers' satisfaction is significantly associated with various dimensions of graduates' performance. Professionalism, effective communication, critical thinking, adaptability, and technological proficiency all contribute to higher levels of employer satisfaction. These findings underscore the importance of a holistic approach to education that nurtures a well-rounded set of skills and attributes. Employers value graduates who not only excel in their core subject matter but also exhibit professionalism, effective communication, adaptability, and strong problem-solving abilities.

Table 6 Correlation results of employer's feedback and level of satisfaction on CMO 75 graduates

Variables		Level of Satisfaction	Interpretation
Professionalism and Work Ethic	Correlation Coefficient	.812**	Significant
	p value	<0.01	
Communication and Collaboration	Correlation Coefficient	.823**	Significant
	p value	<0.01	
Critical thinking and Problem Solving	Correlation Coefficient	.608**	Significant
	p value	<0.01	
Adaptability and Flexibility	Correlation Coefficient	.788**	Significant
	p value	<0.01	
Technological Savvy and Digital Literacy	Correlation Coefficient	.334**	Significant
	p value	<0.01	

4. Conclusion and Recommendations

The comprehensive analysis of employers' feedback and level of satisfaction regarding College of Teacher Education (CTE) graduates from Mindoro State University reveals pivotal insights that reflect the graduates' preparedness and performance within the educational landscape. Across various dimensions, including professionalism and work ethic, communication and collaboration, critical thinking and problem-solving, adaptability and flexibility, and technological savvy and digital literacy, the graduates' strengths and areas for improvement come to the forefront. The research findings consistently underline the graduates' commendable performance in demonstrating professionalism and work ethic, a vital aspect for success in the teaching profession. Their consistent adherence to punctuality, responsibility, and a positive attitude resonates well with employers, ultimately contributing to the nurturing of positive learning environments. To further enhance this aspect, tailored workshops or training sessions could be organized to focus on managing challenges with calmness and proactively identifying opportunities to exceed expectations.

Additionally, the graduates exhibit strong communication and collaboration skills, an essential competency for educators who need to engage with colleagues, superiors, and stakeholders effectively. However, the feedback indicates room for growth in conflict resolution and creative problem-solving within collaborative settings. Introducing specialized workshops or modules on conflict resolution and fostering innovative thinking could empower graduates to excel further in their collaborative endeavors. While the graduates excel in adaptability and flexibility, their aptitude in using technology, although strong, could be enhanced. With the evolving landscape of education, continuous professional development in emerging technologies could enable graduates to leverage digital tools more effectively for enriched learning experiences. Regular updates on digital tools and practices, integrated into the curriculum, can bridge any existing gaps and ensure graduates remain at the forefront of technological advancements.

Furthermore, the graduates' demonstrated strengths in critical thinking and problem-solving are accompanied by a readiness

to embrace new challenges. Cultivating these strengths through mentorship programs or case-based learning approaches could nurture graduates into more confident and innovative problem solvers. Encouraging them to engage with emerging technologies and their potential applications will further enhance their analytical and solution-oriented capacities. The research's holistic evaluation of graduates' attributes showcases their preparedness for the demands of the educational sector. While the strengths are evident, tailored interventions to address areas of growth, such as conflict resolution, creative problem-solving, and technology integration, can contribute to well-rounded and adaptable educators. By integrating these recommendations into the curriculum and providing ongoing professional development opportunities, the College of Teacher Education at Mindoro State University can ensure that its graduates continue to excel in the ever-evolving landscape of education, fostering enriching and impactful learning experiences..

Compliance with ethical standards

The study ensured ethical compliance by obtaining informed consent from all participants and maintaining their confidentiality. Respondents were informed about the purpose of the study, the procedures involved, and their right to withdraw at any time. Data collected was used solely for research purposes, and sensitive information was anonymized to protect privacy.

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