

Alignment of CBPA Marketing Curriculum with Industry Needs and Learning Outcomes

Diana Abigail D. Catalan¹, Ashley Mae R. Dizon¹, Irene M. Miña¹,

Jennalyn S. Ordoñez¹, Ana S. Serafin¹

¹*Bachelor of Science in Business Administration, Marketing Program, Eulogio "Amang" Rodriguez Institute of Science and Technology (EARIST), Manila City, Philippines*

Publication history: Received: May 20, 2026; Revised: June 19, 2026; Accepted: June 25, 2026

Email of Corresponding Author: jsisla@earist.edu.ph

Abstract

This study determined the alignment of the CBPA Marketing Curriculum with industry needs and learning outcomes at Eulogio “Amang” Rodriguez Institute of Science and Technology. It examined how faculty members, industry partners, and graduates assessed the curriculum in terms of industry needs, specifically relevance of course, skill development, industry collaboration, use of technology and tools, and curriculum flexibility and innovation. It also assessed learning outcomes in terms of knowledge acquisition, practical application, problem-solving and critical thinking, professional and soft skills, and career readiness. The study was anchored on the Input–Process–Output model, where curriculum documents, reference materials, institutional records, and stakeholder respondents served as inputs; survey formulation, validation, administration, and assessment served as processes; and the proposed employability plan and curriculum enhancement recommendations served as outputs. A descriptive-comparative quantitative research design was used. Data were gathered through a validated survey questionnaire from 100 purposively selected respondents composed of 8 faculty members, 25 industry partners from four school partner organizations, and 67 graduates of the marketing program for school year 2025–2026. The data were analyzed using percentage, weighted mean, ranking, Likert scale interpretation, and Analysis of Variance. Findings showed that the CBPA Marketing Curriculum was positively assessed in terms of industry needs, with an overall grand mean of 4.33, interpreted as Agree. Skill development received the highest rating among industry needs indicators, while industry collaboration received the lowest but remained positively rated. Learning outcomes were also positively assessed, with an overall grand mean of 4.43, interpreted as Agree. Professional and soft skills received the highest rating, while knowledge acquisition received the lowest but remained within the positive interpretation. The comparative analysis showed no significant difference among the assessments of the three respondent groups in most areas; however, significant differences were found in use of technology and tools, problem-solving and critical thinking, and professional and soft skills. The major challenges identified were limited exposure to real industry practices, insufficient use of modern marketing tools, gaps between theory and practice, the need for more hands-on training, and the need to strengthen industry collaboration. The study concluded that the curriculum is generally aligned with industry needs and learning outcomes but requires further enhancement through continuous curriculum review, practical and experiential learning, stronger industry partnerships, updated marketing technologies, and implementation of the proposed employability plan. The study aligns with SDG 4: Quality Education, SDG 8: Decent Work and Economic Growth, SDG 9: Industry, Innovation and Infrastructure, and SDG 17: Partnerships for the Goals. Its sustainability impact is mainly educational, socio-economic, technological, and institutional, as it supports curriculum relevance, graduate employability, workforce readiness, and stronger collaboration between higher education and industry.

Keywords: Career Readiness, Curriculum Alignment, Employability, Industry Collaboration, Industry Needs, Learning Outcomes, Marketing Curriculum, Professional and Soft Skills, Skill Development, Technology Integration

1. Introduction

Education plays a vital role in preparing individuals for employment by equipping them with the knowledge, skills, and competencies necessary for professional success. In business and marketing programs, higher education institutions are expected to develop graduates who possess not only theoretical understanding but also practical abilities that meet the demands of modern workplaces. As industries continue to evolve, employers increasingly seek individuals who can demonstrate creativity, adaptability, critical thinking, communication skills, and problem-solving abilities. Consequently, curriculum alignment has become an important concern among educational institutions because academic programs must remain responsive to the changing requirements of the labor market. A curriculum that is aligned with industry needs helps ensure that graduates are adequately prepared to perform effectively in their chosen professions and contribute meaningfully to organizational goals.

The field of marketing has experienced significant transformation due to rapid technological advancements and changing consumer behaviors. Digital marketing, e-commerce, social media platforms, data analytics, artificial intelligence, and customer relationship management systems have become essential components of contemporary marketing practice. As a result, marketing professionals are now expected to possess a combination of technical expertise, analytical skills, creativity, and interpersonal competencies. These developments have created new challenges for higher education institutions, requiring them to continuously review and update their curricula to ensure that students acquire relevant and industry-responsive competencies. Educational programs that fail to adapt to these changes risk producing graduates whose skills and knowledge do not fully correspond to workplace expectations.

In the Philippine context, higher education institutions are encouraged by the Commission on Higher Education (CHED) to design curricula that are relevant to national development goals and labor market demands. The emphasis on outcomes-based education highlights the importance of producing graduates who can effectively apply their learning in professional settings. Despite these efforts, concerns remain regarding the employability of some graduates. Employers have reported instances where graduates possess adequate theoretical knowledge but lack practical experience, technical proficiency, and workplace readiness. This situation highlights the need to assess whether academic programs effectively bridge the gap between classroom instruction and industry expectations. Evaluating curriculum alignment is therefore essential in determining whether educational institutions are successfully preparing students for professional careers.

Previous studies have consistently emphasized the importance of aligning academic programs with industry requirements to enhance graduate employability. According to Estrellado et al. (2025), tracer studies serve as valuable tools in assessing the relationship between academic preparation and employment outcomes. Such studies provide insights into how graduates apply their acquired competencies in the workplace and whether educational programs effectively support career development. Findings from tracer studies often reveal strengths and weaknesses in curriculum implementation, allowing institutions to make informed decisions regarding program improvement and enhancement.

Similarly, Natividad et al. (2024) found that while many BSBA–Marketing Management graduates successfully secured employment, discrepancies existed between competencies learned in school and those required by employers. Areas such as digital marketing, analytics, and content creation were identified as common sources of mismatch. These findings suggest that although academic institutions provide foundational knowledge, there remains a need to strengthen the practical and technical components of marketing education. Likewise, Toquero and Ulanday (2021) reported that graduates generally possessed strong theoretical backgrounds but experienced challenges in performing workplace tasks that required practical application of marketing concepts. Their study underscored the importance of integrating experiential learning opportunities into academic programs to improve graduate preparedness.

The growing complexity of modern business environments further reinforces the need for practical and competency-based education. Maya Ortiz (2025) explained that employers increasingly value graduates who can demonstrate applicable skills and workplace competence rather than relying solely on academic credentials. This shift in employer expectations highlights the importance of educational approaches that prioritize skill development, experiential learning, and competency acquisition. Rahman and Nordin (2024) also emphasized that unemployment and underemployment among graduates may be linked to misalignment between academic preparation and labor market requirements. According to their findings, institutions must continuously evaluate their curricula to ensure that students develop competencies relevant to current and emerging workplace demands.

Marketing education, in particular, requires a balance between theoretical understanding and practical application. Effective marketing professionals must possess communication skills, analytical thinking abilities, leadership capabilities, technological competence, and problem-solving skills. These competencies are necessary for navigating complex business environments and responding to rapidly changing market conditions. Consequently, higher education institutions must design learning experiences that enable students to apply theoretical concepts to real-world situations. Activities such as internships, case analyses, marketing competitions, simulations, and industry-based projects provide valuable opportunities for students to develop workplace-relevant competencies and gain exposure to professional environments.

Local studies support the significance of practical learning experiences in enhancing graduate readiness. According to Domingo et al. (2024), competencies such as communication, problem-solving, technical knowledge, teamwork, adaptability, ethical decision-making, and professionalism are essential indicators of graduate preparedness. These competencies align closely with the expectations of employers and reflect the skills necessary for success in marketing-related careers. The development of these competencies requires instructional approaches that extend beyond traditional classroom teaching and incorporate authentic learning experiences that mirror workplace realities.

The increasing integration of technology into marketing functions has further heightened the need for curriculum responsiveness. Modern marketing activities rely heavily on digital platforms, analytics tools, customer relationship

management systems, and various forms of marketing technology. Students must therefore be exposed to contemporary tools and technologies that are commonly used in professional practice. Educational institutions that successfully integrate technology into their curricula are better positioned to prepare graduates for the demands of digitally driven business environments. Technology-enhanced learning experiences also support the development of analytical skills, creativity, adaptability, and innovation, all of which are critical attributes for marketing professionals.

Globally, educational institutions continue to recognize the importance of strengthening connections between academia and industry. Collaborative partnerships with employers provide opportunities for curriculum enhancement, internship placements, professional training, and industry feedback. Such partnerships enable institutions to remain informed about evolving workplace requirements while ensuring that students gain relevant exposure to professional environments. Industry engagement also contributes to the continuous improvement of educational programs by providing valuable insights into emerging trends, competency requirements, and skill gaps. Through sustained collaboration, educational institutions can develop curricula that are more responsive to labor market needs and better aligned with professional expectations.

Within this context, the alignment of the College of Business and Public Administration (CBPA) Marketing Curriculum with industry needs and learning outcomes warrants careful examination. Understanding how faculty members, industry partners, and graduates perceive the curriculum can provide valuable insights into its effectiveness and relevance. Evaluating curriculum alignment allows institutions to identify strengths, address existing gaps, and implement improvements that enhance graduate employability and professional readiness. Such assessment is particularly important in marketing education, where industry practices, technologies, and consumer behaviors continue to evolve rapidly.

This study is anchored on the Input–Process–Output (IPO) Model, which provides a systematic framework for evaluating curriculum alignment. The input component consists of curriculum documents, reference materials, institutional records, faculty members, industry partners, graduates, and other relevant sources of information. These inputs serve as the foundation for assessing curriculum relevance and effectiveness. The process component includes the development, validation, administration, and analysis of survey instruments designed to evaluate industry needs and learning outcomes. It also involves comparing stakeholder assessments and identifying challenges related to curriculum implementation. The output component consists of curriculum enhancement recommendations and a proposed employability plan intended to strengthen the alignment of the CBPA Marketing Curriculum with industry expectations and learning outcomes.

The literature suggests that curriculum–industry alignment remains a critical issue in higher education. Studies by Akhtar et al. (2024), Andonovikj et al. (2024), Mahardhani et al. (2023), Rahman and Nordin (2024), and Selamat et al. (2025) consistently emphasize the importance of aligning academic programs with workplace requirements to reduce skills gaps and improve employability outcomes. Likewise, Natividad et al. (2024), Jackson et al. (2024), Domingo et al. (2024), and Estrellado et al. (2025) highlight the influence of curriculum relevance, competency preparation, and employer engagement on graduate success. Despite these findings, challenges remain in areas such as practical application, technology integration, workplace exposure, and professional skill development. These concerns justify the need to assess the alignment of the CBPA Marketing Curriculum and identify opportunities for improvement.

Ultimately, this study contributes to educational quality, graduate employability, technological advancement, and institutional sustainability. By examining curriculum alignment and stakeholder perceptions, the research seeks to support continuous curriculum improvement and strengthen the preparation of future marketing professionals. The findings are expected to provide valuable guidance for curriculum developers, faculty members, industry partners, and institutional leaders in enhancing the relevance and effectiveness of marketing education. Through evidence-based recommendations and stronger industry collaboration, the study aims to support the development of competent, adaptable, and industry-ready graduates who can successfully meet the demands of contemporary marketing practice.

2. Material and methods

2.1 Research Design

The study used a descriptive-comparative research design. This design was appropriate because the study described the assessments of faculty members, industry partners, and graduates regarding the CBPA Marketing Curriculum and compared their responses to determine whether significant differences existed among the respondent groups. A quantitative approach was applied because the data were gathered through survey questionnaires and analyzed using statistical methods.

2.2 Locale of the Study

The study was conducted at the Eulogio “Amang” Rodriguez Institute of Science and Technology, focusing on the CBPA Marketing Program. The study covered the curriculum implemented in recent academic years and was conducted from November 2025 to June 2026.

2.3 Respondents of the Study

The respondents of the study were faculty members, industry partners, and graduates who had direct knowledge or experience with the CBPA Marketing Curriculum and the marketing industry. The respondents consisted of 100 participants, composed of 8 faculty members, 25 industry partners from four school partner organizations, and 67 graduates of the marketing program from school year 2025–2026.

2.4 Sample and Sampling Procedure

The study used purposive sampling. This sampling procedure was used because the research required respondents who were directly familiar with the CBPA Marketing Curriculum and its relationship to industry needs and learning outcomes. The respondents were intentionally selected to ensure that the data gathered were relevant, reliable, and connected to the objectives of the study.

2.5 Research Instrument

The study used a survey questionnaire to gather data on the respondents' perceptions and experiences. The questionnaire was divided into three parts: the profile of the respondents, the assessment of the CBPA Marketing Curriculum, and the challenges encountered. The instrument was prepared after reviewing related literature and was submitted to the adviser, faculty members, and experts for comments and suggestions. The revised questionnaire was then tested with three respondents, and their suggestions, corrections, and recommendations were incorporated into the final version of the instrument.

2.6 Data Gathering Procedure

Before the survey was administered, permission to conduct the study was secured from the concerned respondents. After approval, the questionnaire was distributed to the selected faculty members, industry partners, and graduates. The completed questionnaires were retrieved, organized, and tabulated. The gathered data were then prepared for analysis and used as the basis for the final manuscript and oral presentation.

2.7 Data Analysis Techniques

The study used percentage, weighted mean, ranking, Likert scale interpretation, and Analysis of Variance (ANOVA) to analyze the data. Percentage was used to determine the proportional distribution of respondents. Weighted mean was used to summarize and interpret the respondents' assessments. The Likert scale was used to describe the level of agreement, challenges encountered, and acceptability of the proposed intervention plan. Ranking was used to determine the relative importance of the indicators. ANOVA was used to determine whether there was a significant difference among the assessments of faculty members, industry partners, and graduates regarding the variables of the study.

3. Results and Discussion

3.1 Alignment of the CBPA Marketing Curriculum with Industry Needs

3.1.1 Relevance of Course

The respondents positively assessed the relevance of the CBPA Marketing Curriculum to industry needs. The overall weighted mean was 4.38, interpreted as "Agree." The highest-rated area showed that course contents reflect real-world marketing practices, followed by the relevance of marketing courses to current industry demands, regular course updating, alignment with marketing industry trends, and the incorporation of emerging strategies such as digital marketing, data analytics, and e-commerce. The result indicates that the curriculum is generally responsive to current marketing practices and industry expectations. It suggests that the courses provide students with content connected to actual workplace situations and emerging business trends. Akhtar et al. (2024) emphasized that curriculum–industry alignment is essential for ensuring program relevance and preparing graduates for workplace demands, which supports the finding that the BSBA Marketing Management curriculum is aligned with current industry trends, real-world practices, and emerging marketing strategies.

3.1.2 Skill Development

The respondents rated the curriculum highly in terms of skill development, with an overall weighted mean of 4.51, interpreted as "Agree." The curriculum was assessed as effective in developing communication skills, analytical and problem-solving skills, teamwork, the ability to use marketing tools, software, and digital platforms, and leadership and decision-making skills relevant to marketing roles. The result shows that the curriculum contributes to the development of competencies needed in marketing-related careers. It strengthens students' professional abilities by supporting communication, leadership, teamwork, analytical thinking, and technological skills. Cabasag (2025) emphasized that marketing skills development is strengthened through practical learning experiences and competency-building strategies that enhance students' leadership, communication, analytical, and professional skills.

3.1.3 Industry Collaboration

The respondents gave a generally positive assessment of industry collaboration, with an overall weighted mean of 4.08, interpreted as “Often.” Internship or practicum experiences were considered relevant to marketing work, and the program was also recognized for establishing partnerships with companies for training, seminars, and workshops. However, the involvement of industry partners in curriculum-related activities received the lowest rating among the indicators. The result indicates that industry collaboration exists but remains an area that can still be strengthened. While internship experiences and partnerships support students’ exposure to real marketing environments, deeper involvement of industry partners in curriculum improvement may further improve program relevance. Rahman and Nordin (2024) emphasized that strong curriculum–industry collaboration is essential in ensuring program relevance and strengthening graduate preparedness through continuous engagement with industry partners.

3.1.4 Use of Technology and Tool

The respondents positively evaluated the curriculum’s use of technology and tools, with an overall weighted mean of 4.31, interpreted as “Agree.” The curriculum was assessed as integrating digital marketing tools and platforms, training students in marketing technologies, using technologies that reflect actual workplaces, providing access to updated marketing software and analytics tools, and encouraging faculty members to integrate digital tools into instruction. The result suggests that the CBPA Marketing Curriculum supports technological competence by exposing students to tools and platforms relevant to modern marketing practice. This is important because marketing work increasingly requires digital skills, analytics, and platform-based communication. Selamat et al. (2025) emphasized that integrating modern digital tools and technologies into the curriculum is essential in aligning academic programs with current industry standards and ensuring graduates are equipped with relevant digital competencies.

3.1.5 Curriculum Flexibility and Innovation

The respondents gave favorable evaluations of curriculum flexibility and innovation, with an overall weighted mean of 4.37, interpreted as “Agree.” The curriculum was assessed as adaptable to changes in the marketing industry, open to emerging marketing topics, supportive of creative thinking and innovative marketing ideas, and regularly reviewed and revised to respond to industry advancements and market trends. The result shows that the curriculum demonstrates flexibility in responding to changes in the marketing field. Its ability to include emerging topics and encourage creative thinking supports the preparation of students for a dynamic business environment. Andonovikj et al. (2024) emphasized that curriculum flexibility and innovation are essential in maintaining program relevance, as they allow academic institutions to continuously adapt to emerging industry trends and evolving market demands.

3.1.6 Summary of Industry Needs

The overall assessment of industry needs obtained a grand mean of 4.33, interpreted as “Agree.” Among the indicators, skill development received the highest composite mean of 4.51, followed by curriculum flexibility and innovation, relevance of course, use of technology and tools, and industry collaboration, which received the lowest composite mean but remained positively rated. The result indicates that the CBPA Marketing Curriculum is generally aligned with industry needs. The curriculum is strongest in developing skills and maintaining flexibility, while industry collaboration remains the area most in need of improvement. This suggests that the program has a solid foundation but may benefit from stronger and more systematic involvement of employers and industry partners.

3.2 Achievement of Learning Outcomes

3.2.1 Knowledge Acquisition

The respondents positively assessed the curriculum in terms of knowledge acquisition, with an overall weighted mean of 4.35, interpreted as “Agree.” The curriculum was viewed as providing a strong foundation in marketing concepts, helping students understand key principles of marketing management, supporting practical understanding through theoretical lessons, integrating industry trends into marketing theories, and aligning course content with competencies required by the marketing industry. The result indicates that the curriculum supports students’ acquisition of essential marketing knowledge and connects theoretical instruction with industry-based competencies. Mani (2025) emphasized that competency-based frameworks are essential in strengthening knowledge acquisition by aligning academic content with industry-required competencies and ensuring that theoretical learning is effectively translated into practical understanding.

3.2.2 Practical Application

The respondents positively evaluated practical application, with an overall weighted mean of 4.40, interpreted as “Agree.” The curriculum was assessed as enabling students to apply marketing theories to real-life situations, prepare for actual marketing tasks, learn through projects and case studies, strengthen practical competencies through internship or on-the-job training, and develop marketing plans based on actual business scenarios. The result shows that the curriculum provides opportunities for students to connect classroom learning with real-world marketing tasks. Internship, projects, case studies, and business-based activities strengthen students’ ability to apply marketing knowledge in professional settings. Lindsay

et al. (2023) emphasized that practical exposure, internships, and case-based learning activities enhance students' ability to apply marketing knowledge and develop competencies needed in real-world business environments.

3.2.3 Problem-Solving and Critical Thinking

The respondents positively assessed the curriculum's contribution to problem-solving and critical thinking, with an overall weighted mean of 4.40, interpreted as "Agree." The curriculum was viewed as enhancing critical thinking skills, training students to analyze marketing problems, encouraging creative solutions to business challenges, supporting independent and innovative thinking, and improving the integration of theoretical understanding into practical marketing problems. The result indicates that the curriculum develops students' analytical and problem-solving abilities by encouraging creativity, independent thinking, and practical application. Dakduk et al. (2025) emphasized that practical and collaborative learning strategies in marketing education help enhance students' critical thinking, analytical, and problem-solving competencies needed in professional practice.

3.2.4 Professional and Soft Skills

The respondents positively assessed the curriculum's effectiveness in developing professional and soft skills, with an overall weighted mean of 4.51, interpreted as "Agree." The curriculum was rated highly in developing professionalism, work ethics, confidence in presenting marketing ideas, interpersonal and leadership skills, professional behavior in academic and internship environments, teamwork, and collaboration. The result shows that the curriculum contributes strongly to workplace-related behavior and interpersonal competencies. These skills are necessary for marketing graduates because professional success depends not only on technical knowledge but also on communication, teamwork, leadership, and ethical work behavior. Bacani and Pizarro (2022) emphasized that teamwork, communication, leadership, and professionalism are essential soft skills developed through collaborative and experiential learning in marketing education.

3.2.5 Career Readiness

The respondents positively evaluated career readiness, with an overall weighted mean of 4.44, interpreted as "Agree." The curriculum was assessed as preparing graduates to enter the marketing industry, increasing employability, equipping students with skills for long-term career growth, aligning competencies with current industry demands, and providing industry exposure through internships and partnerships. The result indicates that the curriculum supports students' transition from academic preparation to employment. By providing industry exposure and aligning competencies with workplace expectations, the program contributes to graduate employability and job readiness. Natividad et al. (2024) highlighted that curriculum alignment with workplace expectations and industry needs significantly improves graduates' employability, job readiness, and career preparedness.

3.2.6 Summary of Learning Outcomes

The overall assessment of learning outcomes obtained a grand mean of 4.43, interpreted as "Agree." Professional and soft skills received the highest composite mean of 4.51, followed by career readiness, problem-solving and critical thinking, practical application, and knowledge acquisition, which received the lowest composite mean but remained positively rated. The result indicates that the CBPA Marketing Curriculum effectively supports the achievement of intended learning outcomes. The strongest area is professional and soft skills, showing that the curriculum contributes meaningfully to workplace behavior, communication, teamwork, and professionalism. Although knowledge acquisition received the lowest score among the indicators, it remained within the positive range, suggesting that the curriculum still provides adequate theoretical and competency-based preparation.

3.3 Comparative Assessment of Faculty, Industry Partners, and Graduates

The computed F-values showed no significant difference among the assessments of faculty members, industry partners, and graduates in terms of relevance of course, skill development, industry collaboration, curriculum flexibility and innovation, knowledge acquisition, practical application, and career readiness. The null hypothesis was not rejected for these variables. However, significant differences were found in the use of technology and tools, problem-solving and critical thinking, and professional and soft skills, where the computed F-values were higher than the critical value of 3.07 at the 0.05 level of significance; therefore, the null hypothesis was rejected for these areas. The result suggests that the three respondent groups generally shared similar positive perceptions of most aspects of the CBPA Marketing Curriculum. However, their views differed in areas involving technology-related competencies, problem-solving and critical thinking, and professional and soft skills. This implies that while the curriculum is broadly perceived as effective, stakeholder experiences may vary in areas that require direct exposure to workplace tools, practical problem-solving, and professional behavior.

3.4 Challenges Encountered by the Respondents

The respondents identified several challenges in the CBPA Marketing Curriculum, with an overall weighted mean of 4.46, interpreted as "Agree." The major challenges included limited exposure to real industry practices, insufficient use of modern marketing tools, gaps between theoretical lessons and practical application, the need for more hands-on training in

marketing-related tasks, and the need to further improve industry collaboration. The result shows that although the curriculum was generally rated positively, gaps remain in experiential learning, technology integration, and industry engagement. These challenges indicate the need to strengthen hands-on training, workplace exposure, and collaboration with industry partners. Akhtar et al. (2024) emphasized that stronger curriculum–industry alignment and increased practical exposure are essential in reducing skills gaps and improving students’ readiness for professional marketing environments.

3.5 Proposed Employability Plan

Based on the findings, the proposed employability plan is intended to strengthen the alignment of the CBPA Marketing Curriculum with industry needs and learning outcomes. The plan focuses on areas where significant differences were found, particularly the use of technology and tools, problem-solving and critical thinking, and professional and soft skills. It includes activities such as digital marketing training, industry-based projects, leadership and communication workshops, and stronger industry partnerships. The proposed plan responds directly to the identified gaps in curriculum implementation. By improving digital competence, practical learning, professional skills, and industry collaboration, the plan aims to produce competent, adaptable, and industry-ready graduates. These initiatives are expected to provide students with relevant knowledge, practical skills, and professional attributes needed to meet the demands of the marketing industry and contribute effectively to organizational success and professional growth.

4. Conclusion & Recommendations

The study concludes that the CBPA Marketing Curriculum is aligned with industry needs in terms of course relevance, skill development, industry collaboration, use of technology and tools, and curriculum flexibility and innovation, and that it effectively supports the achievement of learning outcomes by developing students’ knowledge, practical competencies, problem-solving abilities, critical thinking skills, professionalism, and career readiness. Faculty members, industry partners, and graduates generally shared positive perceptions of the curriculum’s relevance and contribution to employability and competency development. However, despite these positive assessments, challenges remain in hands-on training, exposure to real industry practices, integration of modern marketing tools, and strengthening industry collaboration. An employability plan focused on industry collaboration, experiential learning, technology integration, and competency-based training is necessary to further strengthen curriculum–industry alignment and improve students’ career readiness and employability.

The institution may continuously review and update the CBPA Marketing Curriculum to ensure its alignment with current industry trends, emerging marketing practices, and workplace competencies, with regular input from industry stakeholders. Faculty members may strengthen practical and experiential learning through case studies, simulations, marketing projects, and real-world business applications to enhance students’ knowledge, critical thinking, problem-solving abilities, and practical competencies. The institution may also sustain collaboration among faculty members, industry partners, and graduates through consultations, feedback sessions, and curriculum review activities, while providing greater opportunities for hands-on training, industry immersion, real marketing exposure, and access to updated marketing technologies, software, analytics tools, and digital platforms. The proposed employability plan may be implemented and regularly monitored to improve students’ career readiness and employability through competency-based training and industry-linked activities that develop communication, leadership, teamwork, professional ethics, and other workplace skills.

Compliance with ethical standards

The authors declare no conflict of interest. This study complied with recognized ethical standards for research involving human participants. Participation was voluntary, and informed consent was obtained from all respondents. Faculty members, industry partners, and graduates were informed of the purpose of the study and their right to withdraw at any time without penalty. Confidentiality and anonymity were maintained throughout the research process, and all collected data were used solely for academic purposes. The researchers ensured compliance with institutional research ethics guidelines and applicable data privacy regulations.

REFERENCES

- Akhtar, P., Moazzam, M., Ashraf, A., & Khan, M. N. (2024). The interdisciplinary curriculum alignment to enhance graduates’ employability and universities’ sustainability. *The International Journal of Management Education*, 22(3), Article 101037. <https://doi.org/10.1016/j.ijme.2024.101037>
- Andonovikj, V., Mileva Boshkoska, B., Redek, T., & Boškoski, P. (2024). A data-driven approach to aligning academic offerings with industry needs for business and economy in Slovenia. *Journal of Decision Systems*, 33(sup1), 284–296. <https://doi.org/10.1080/12460125.2024.2354587>

- Bacani, J. D., & Pizarro, J. B. (2022). Integrated industry-based academic model for marketing education: A value innovation for St. Paul University Philippines. *Global Research Review in Business and Economics*, 8(1), 23–37. https://www.grrbe.in/Vol_8_issue_01/GRRBE_08010230370237.pdf
- Cabasag, R. C. (2025). Assessing the adequacy of marketing skills development among BSBA graduating students: A case study. *United International Journal for Research & Technology*, 6(5), 160–170. <https://uijrt.com/paper/assessing-adequacy-marketing-skills-development-among-bsba-graduating-students-case-study>
- Dakduk, S., García-Chitiva, M. P., & Correa, J. C. (2025). A case study on professional skills and accredited graduate programs of marketing. *Applied Network Science*, 10, Article 17. <https://doi.org/10.1007/s41109-025-00696-w>
- Domingo, A. V., Torres, M. V., Villacorte, R. M., Macaso, M. E. P., Abat, R. B., Mallare, R. S., & Murillo, L. A. M. (2024). Employers' feedback on the competency and performance of Bachelor of Science in Business Administration major in Marketing Management graduates: A case study of Nueva Ecija University of Science and Technology. *World Journal of Advanced Research and Reviews*, 23(3), 530–539. <https://doi.org/10.30574/wjarr.2024.23.3.2693>
- Estrellado, J. E. O., Austria, C. D., & Gregorio, J. L. D. (2025). A tracer study on the employability of BSBA Marketing Management graduates: Basis for curriculum enhancement. *Diversitas Journal*, 10(Special 1), 224–247. https://doi.org/10.48017/dj.v10ispecial_1.3178
- Jackson, D., Lambert, C., Tofa, M., Bridgstock, R., & Sibson, R. (2025). Career resources and securing quality work: Graduate perspectives. *Studies in Continuing Education*, 47(2), 436–456. <https://doi.org/10.1080/0158037X.2024.2410182>
- Lindsay, S., Wagstaff, P., Jevons, C., & Cruz, A. G. B. (2023). Cultivating effective marketing student teams: Making instructors' tacit theories visible. *Journal of Marketing Education*, 45(2), 155–166. <https://doi.org/10.1177/02734753221103998>
- Mahardhani, A. J., Nadeak, B., Hanika, I. M., Sentryo, I., & Kemala, R. (2023). A new approach to curriculum development: The relevance of the higher education curriculum to industry needs. *International Journal of Educational Research Excellence*, 2(2), 501–509. <https://doi.org/10.55299/ijere.v2i2.620>
- Mani, Z. A. (2025). Transitioning to competency-based education in nursing: A scoping review of curriculum review and revision strategies. *BMC Nursing*, 24, Article 1111. <https://doi.org/10.1186/s12912-025-03319-y>
- Maya Ortiz, E. J. (2025). An integrated competency-based framework for employability and sustainability of higher education. *Sustainability*, 17(22), 10340. <https://doi.org/10.3390/su172210340>
- Natividad, N. C., Quijano, G. A., & Pascua, I. F. (2024). Tracer study of BSBA-Marketing Management & BS Entrep graduates batch 2023 of Nueva Ecija University of Science and Technology –Atate Campus, Palayan City. *International Journal of Advanced Engineering, Management and Science*, 10(7), 61–70. <https://doi.org/10.22161/ijaems.107.10>
- Rahman, M., & Nordin, N. (2024). *Aligning higher education curricula with labour market demands*. <https://www.atlantispress.com/article/126007659.pdf>
- Selamat, S. M., Ali, A., Baharuddin, F. N., Musa, A. H., Nasir, H. M., & Beta, R. M. D. M. (2025). Aligning academic curriculum with industry demands: Dilemma of graduates. *International Journal of Academic Research in Progressive Education and Development*, 14(3), 1026–1031. <https://doi.org/10.6007/IJARPED/v14-i3/25926>
- Toquero, C. M. D., & Ulanday, D. M. P. (2021). University graduates' assessment of the relevance of the curriculum to the labor market in the Philippines. *International Research in Education*, 9(1), 19–37. <https://doi.org/10.5296/ire.v9i1.17421>