

AACUP ACCREDITATION

Level IV Survey Visit

August 12-14, 2026

Bachelor of Arts
in English Language



AREA II

PERFORMANCE OF GRADUATES

DEPARTMENT OF
ENGLISH LANGUAGE
AND LITERATURE



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AREA II. PERFORMANCE OF GRADUATES



PILLARS OF GRADUATE PERFORMANCE EXCELLENCE

	PILLAR 1	GRADUATE EMPLOYABILITY AND CAREER OUTCOMES Ensure graduates are employable, adaptable, and competitive in the global and local job markets, achieving meaningful careers and positive career progression.	
	PILLAR 2	GRADUATE CAREER DIVERSITY AND PROFESSIONAL VERSATILITY Promote diverse career paths and professional versatility, empowering graduates to thrive in various industries, roles, and entrepreneurial endeavors.	
	PILLAR 3	GRADUATE COMPETENCE, CURRICULUM RELEVANCE, AND STAKEHOLDER SATISFACTION Ensure graduates demonstrate strong competencies aligned with industry needs and societal demands, supported by relevant curricula and high levels of stakeholder satisfaction.	
	PILLAR 4	GRADUATE PROFESSIONAL DEVELOPMENT, LEADERSHIP, AND LIFELONG LEARNING Foster a culture of continuous learning, leadership, and professional growth to sustain graduates' success and adaptability in a changing world.	
	PILLAR 5	GRADUATE EXCELLENCE, RECOGNITION, AND SOCIETAL IMPACT Celebrate graduate excellence and achievements while promoting their contributions to communities, professions, and nation-building.	
	PILLAR 6	CONTINUOUS QUALITY IMPROVEMENT THROUGH GRADUATE FEEDBACK AND STAKEHOLDER ENGAGEMENT Utilize feedback from graduates and stakeholders to drive continuous improvement in programs, services, and support systems for greater graduate success.	

Empowering Graduates. Strengthening Futures. Transforming Society.



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Building futures.



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University of Southern Mindanao
Kabacan, Cotabato

BACHELOR OF ARTS IN ENGLISH LANGUAGE (BAEL)

Language is a pathway to leadership, education, knowledge generation, community building, and participation in an increasingly interconnected society. At the University of Southern Mindanao, this understanding is manifested into an intellectually, professionally relevant, and socially responsive education through the Bachelor of Arts in English Language (BAEL) program. The non-board degree program is designed to give graduates versatility and the ability to transfer their knowledge to education, research, media, business, government, diplomacy, entrepreneurship, and other areas where language impacts decisions and creates opportunities.

The BAEL curriculum is anchored on integrated research works in English language and its use in different contexts. Moreover, the academic framework is aligned with the national standards as set out in CHED Memorandum Order No. 24, series of 2017, where graduates are expected to have an understanding of the development and framework of English, communicate with fluency and creativity, and advocate for the acquisition and use of language in varied social, cultural, educational, and professional contexts. These competencies are further reinforced at USM through courses in linguistics, literature, research, translation, media, intercultural communication, technical writing, language teaching, and digital communication, providing a learning experience that blends theory and practice (CHED, 2017; USM, 2022).

Furthermore, BAEL's core is realized through its five Program Educational Objectives. Hence, BAEL hones its graduates to lead in education, research, commerce, industry, public service, and diplomacy; demonstrate extensive knowledge and increased proficiency in English; and initiate entrepreneurial activities related to their fields of expertise. It also prepares them to use language strategically in Philippine, Asian, and global contexts and to engage in continuing professional development amid transformative changes in language and literature.

These objectives provide each BAEL graduate with a specific but flexible career path. Indeed, graduates can pursue careers as language teachers, university lecturers, researchers, curriculum developers, and language consultants. They are also empowered to find their niche in translation, lexicography, editing, publishing, journalism, scriptwriting, corporate communication, administration, human resources, and digital content creation. Also, the program prepares students' leadership, communication, and intercultural skills in fields like entrepreneurship, public relations, government positions, international affairs, and diplomacy, demonstrating that expertise in English is not limited to one career and is required wherever ideas need to be understood, organized, and communicated effectively.

Truly, the BAEL program is characterized by a strong academic framework, adaptable professional applicability, and a clear commitment to the success of its graduates. Its relevance is elucidated in the synergy among CHED standards, the curriculum, the Program Educational Objectives, and the career opportunities available to its graduates. Thus, BAEL aims to produce competent, ethical, multi-skilled, and forward-looking language professionals who can contribute positively to their communities and institutions through excellent teaching, research, extension, student development, and continuous engagement with alums and stakeholders.

Career Pathways for AB English Language Graduates

The curriculum prepares graduates for diverse career pathways in education, communication, journalism, publishing, media and broadcasting, public relations, technical and professional writing, content development, creative industries, government and public service, business process outsourcing (BPO) and knowledge process outsourcing (KPO), corporate communication, training and human resource development, research, and graduate studies, among other language-centered professions. Through outcomes-based education and authentic learning experiences, the program cultivates lifelong learners who demonstrate ethical leadership, social responsibility, innovation, and global competence.

Bachelor of Arts in English Language Program Outcomes

The Strategic Development Plan is aligned with the attainment of the BAEL Program Outcomes, ensuring that graduates can:

- 1. communicate effectively in English and Filipino;
- 2. demonstrate advanced analytical, critical, and interpretive competencies;
- 3. conduct discipline-based and interdisciplinary research;
- 4. apply appropriate theories and methodologies in language and literary studies;
- 5. appreciate language, literature, culture, and the humanities within local, national, and global contexts;
- 6. generate new knowledge through scholarly research and creative work; and
- 7. demonstrate professional, ethical, intercultural, collaborative, and leadership competencies required across diverse academic, professional, and community settings.

To achieve these outcomes, the Department strategically integrates instruction, research, extension, production, faculty development, internationalization, and stakeholder engagement into a coherent framework that advances academic excellence, graduate employability, research productivity, and societal impact.



PILLAR 1

GRADUATE EMPLOYABILITY & CAREER OUTCOMES

Graduate employability is among the most important indicators of the quality, relevance, and effectiveness of the Bachelor of Arts in English Language program. The successful transition of graduates into meaningful employment demonstrates that the curriculum, instruction, student support services, and experiential learning opportunities have effectively developed the competencies the workplace demands. Beyond employment rates, graduate outcomes also reflect the program's responsiveness to labor market needs, industry expectations, and the University's commitment to producing competent, ethical, socially responsible, and globally competitive professionals.

Recognizing the importance of evidence-based quality assurance, the Department of English Language and Literature continuously monitors graduate outcomes through systematic tracer studies, alumni engagement, and employment tracking. The findings generated from these initiatives shed light on graduates' employment status, career progression, employment stability, workplace relevance, and geographic mobility—valuable inputs for curriculum enhancement, strategic planning, and continuous quality improvement.

Implementation

The narrative report incorporated complementary tracer studies on the undergraduate research-based graduate tracer study covering the 2022–2024 graduates and the University of Southern Mindanao institution-wide graduate tracer study for the 2022 and 2023 cohorts, with supplementary alumni records from 2012 to 2021. At the core of the assessment is the comprehensive graduate tracer study conducted by the Department of English Language and Literature covering graduates from 2022 to 2025, which served as the main basis for evaluating current graduate employment outcomes and professional experiences.

The Department implemented a comprehensive graduate outcome monitoring system to assess the employability, career progression, and professional experiences of its graduates. At the center of this monitoring system is the Department of English Language and Literature's comprehensive graduate tracer study covering the 2022–2025 cohorts, which serves as the primary source of data for the present assessment of BA English Language graduate outcomes.

This Department-conducted tracer study provides the most current and detailed evidence on graduate employability, employment sectors, career progression, appointment status, job relevance, income distribution, and graduate satisfaction. Its findings are further supported by two complementary sources: an undergraduate research-based graduate tracer study covering the 2022–2024 graduates and the University of Southern Mindanao institution-wide graduate tracer study for the 2022 and 2023 cohorts. In addition, supplementary graduate records and alumni data from 2012 to 2021 are used to provide a broader historical perspective on the employment and professional accomplishments of earlier graduates.

Hence, the succeeding discussion draws primarily on the findings of the Department-conducted 2022–2025 graduate tracer study, while the other tracer studies and the 2012–2021 records function as supporting and supplementary evidence. This arrangement ensures that the assessment is anchored on the Department’s own monitoring of its graduates. These pieces of evidence enables the Department to evaluate program effectiveness, identify emerging trends in graduate outcomes, and inform curriculum review, career preparation, alumni engagement, and other quality-assurance initiatives. Consequently, these data provide a comprehensive and evidence-based account of the employment outcomes, professional growth, and continuing achievements of BA English Language graduates across successive cohort.

Highlights and Accomplishments

Increasing Graduate Production

From 2022 to 2025, the BA English Language program produced a total of 199 graduates, comprising 37 graduates in 2022, 34 in 2023, 55 in 2024, and 73 in 2025. Although the number of graduates declined slightly in 2023, the program demonstrated a strong and sustained recovery in the succeeding years, culminating in the highest graduate output in 2025. This represents a 97.3% increase from 2022 to 2025 and a 114.7% increase from the 2023 to the 2025 graduating cohort, reflecting a significant upward trajectory in graduate production.

The consistent growth in the number of graduates indicates the Department's strengthened capacity to support students throughout their academic journey. The upward trend suggests improvements in student retention, academic advising, curriculum delivery, and learner support services, enabling more students to complete the program on time. It also reflects the effectiveness of institutional quality assurance mechanisms, strategic academic interventions, and continuous curriculum enhancement in promoting student success.



NUMBER OF BA ENGLISH LANGUAGE GRADUATES BY YEAR (2022–2025)



A rising trend in BA English Language graduates reflects the Department’s commitment to academic excellence and graduate success.



199

Total Graduates (2022–2025)



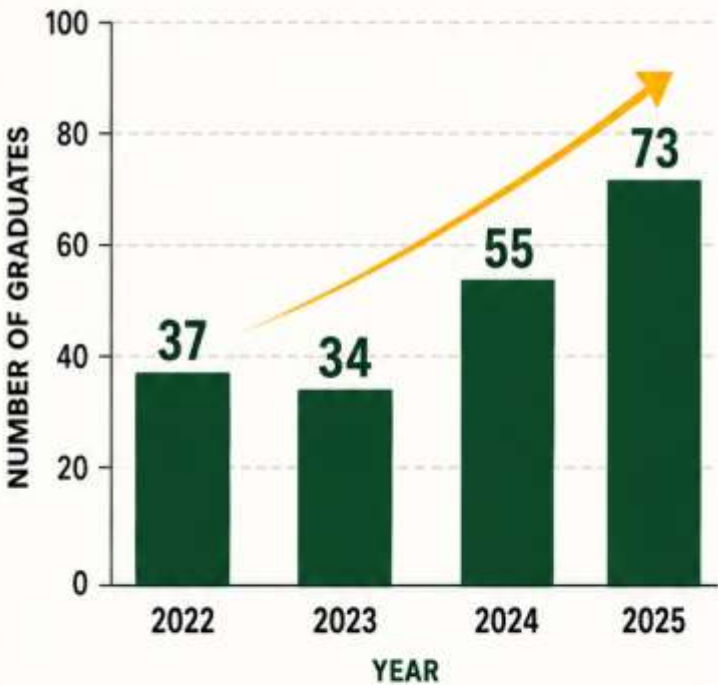
+97.3%

Increase from 2022 to 2025



Highest in 2025
73 Graduates

DISTRIBUTION OF GRADUATES BY YEAR



 GRADUATES BY YEAR	2022	2023	2024	2025	TOTAL (2022–2025)
	37	34	55	73	199 GRADUATES



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Strong Graduate Participation

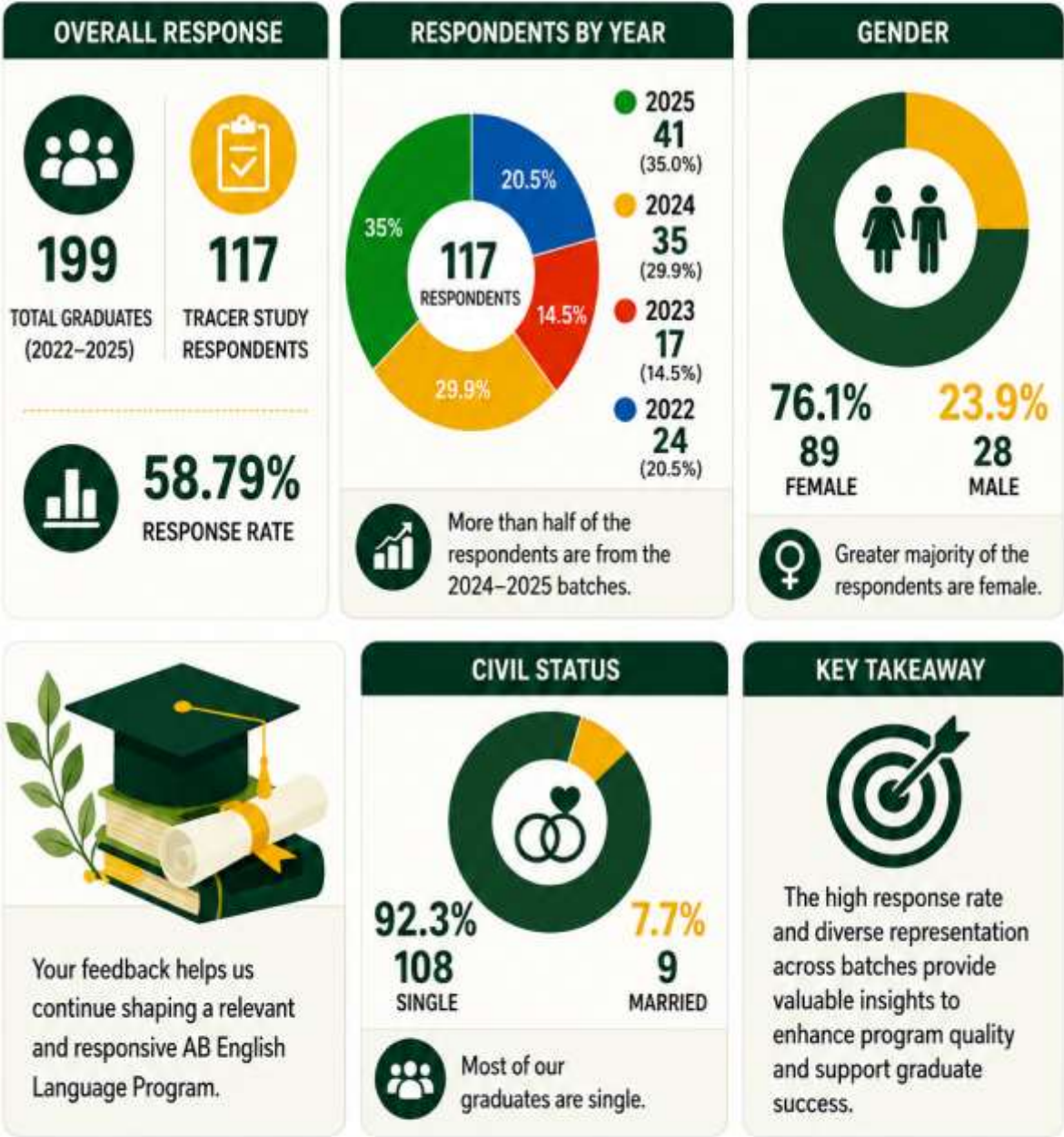
The 199 graduates in the BA English Language constitute the alumni from 2022 to 2025, with 37 graduating in 2022, 34 in 2023, 55 in 2024, and 73 in 2025. The increase from 37 graduates in 2022 to 73 in 2025 represents 97.3% growth, nearly a doubling of the program's graduate output over the four years. This upward trend confirms the program's ongoing ability to prepare and produce graduates who can pursue various professional, academic and community paths. The latest graduate tracer study consisted of 117 respondents out of 199 graduates, with a response rate of 58.79%. Also, the degree of involvement provides a solid basis for the analysis of employment outcomes, career progression, professional relationships and the ongoing relevance of skills acquired during the BA English Language course. The tracer study provides feedback from graduates as a consideration in the development of curriculum, career development, alum relations, and other quality assurance activities.



GRADUATE TRACER STUDY (2022–2025)



Insights on our graduates: who responded, their profile, and their journey after graduation.



High Graduate Employability

The graduate tracer study demonstrates the BA English Language program's strong employability outcomes and its effectiveness in preparing graduates for diverse career pathways. Of the 117 respondents, 82 (70.1%) secured full-time employment, while 11 (9.4%) were employed on a part-time basis. Together, 93 graduates (79.5%) were gainfully employed at the time of the survey, indicating that the majority of graduates had successfully transitioned into the workforce shortly after completing the program.

The tracer study further reveals that graduates pursue varied forms of professional engagement beyond conventional employment. Four respondents (3.4%) were self-employed, demonstrating entrepreneurial initiative, while three (2.6%) were working as freelancers, reflecting the growing opportunities within the gig economy and flexible work arrangements. In addition, seven graduates (6.0%) were pursuing graduate studies, underscoring their commitment to advanced specialization and lifelong learning, while one respondent (0.9%) was completing professional education to enhance career qualifications. Only nine graduates (7.7%) reported being unemployed at the time of the survey, representing a relatively small proportion of the respondents.

Overall, the employment profile indicates that nearly nine out of every ten graduates (89.5%) were either employed full-time or engaged in other productive career and professional development pathways, including part-time work, entrepreneurship, freelance practice, graduate education, and professional credentialing. These findings affirm the program's effectiveness in equipping graduates with the knowledge, skills, and competencies needed to secure employment, adapt to diverse work environments, pursue entrepreneurial opportunities, and engage in continuous professional development in response to evolving labor market demands.



EMPLOYMENT STATUS OF RESPONDENTS

(n = 117)



Our graduates are taking diverse paths—most are in stable employment, while others are pursuing growth and new opportunities.

EMPLOYMENT STATUS DISTRIBUTION



70.1% of respondents are employed full-time, showing strong transition to stable careers.

KEY HIGHLIGHTS



70.1%

FULL-TIME EMPLOYED

82 respondents



9.4%

PART-TIME EMPLOYED

11 respondents



7.7%

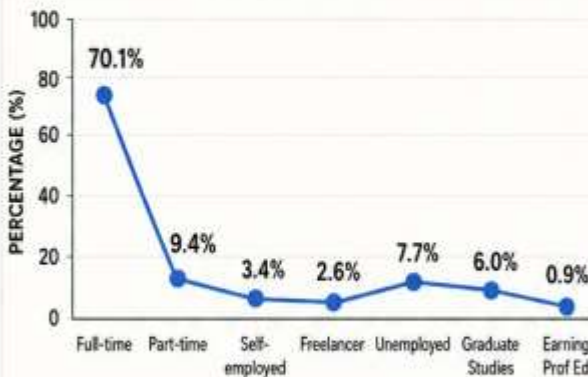
UNEMPLOYED

9 respondents



89.5% are employed (full-time or part-time), reflecting positive career outcomes.

EMPLOYMENT CATEGORY TREND (BY PERCENTAGE)



AT A GLANCE



82 (70.1%)
Employed (Full time)



11 (9.4%)
Employed (Part time)



4 (3.4%)
Self-employed



3 (2.6%)
Freelancer



9 (7.7%)
Unemployed



7 (6.0%)
Pursuing Graduate Studies



1 (0.9%)
Earning Prof Ed



Diverse paths. One goal: growth.



Building knowledge through research



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Diverse Career Pathways and Continuing Professional Development

The graduate tracer study demonstrates that BA English Language graduates have successfully established careers across a broad range of industries, highlighting the versatility and transferability of the competencies developed by the program. Of the 79 employed graduates who reported their employment sector, graduates were represented across six major employment sectors, reflecting diverse career opportunities and professional mobility.

The Administrative and Government sector employed the largest number of graduates, with 20 graduates (25.3%), followed closely by the Education sector with 18 graduates (22.8%). The Business Process Outsourcing (BPO) and Customer Service industry accounted for 15 graduates (19.0%), while Business and Finance employed 10 graduates (12.7%). Meanwhile, Entrepreneurship and Self-Employment and Specialized Services each accounted for 8 graduates (10.1%), demonstrating that a significant proportion of graduates have pursued entrepreneurial ventures or specialized professional careers beyond conventional employment.

The broad distribution of graduates across these six employment sectors underscores the interdisciplinary and industry-responsive nature of the BA English Language curriculum. The strong representation in government, education, business, entrepreneurship, and specialized professions reflects the program's effectiveness in developing graduates with advanced communication, critical thinking, research, leadership, and professional competencies that are highly valued across multiple industries. Collectively, these outcomes affirm the program's success in producing adaptable, employable, and globally competitive graduates who are well-prepared to contribute to both the public and private sectors while remaining responsive to evolving workforce demands.



DISTRIBUTION OF BA ENGLISH LANGUAGE GRADUATES BY EMPLOYMENT SECTOR



BA English Language graduates are making their mark across a wide range of industries, demonstrating their versatility, adaptability, and in-demand communication and professional skills.



79

Total Employed
Graduates



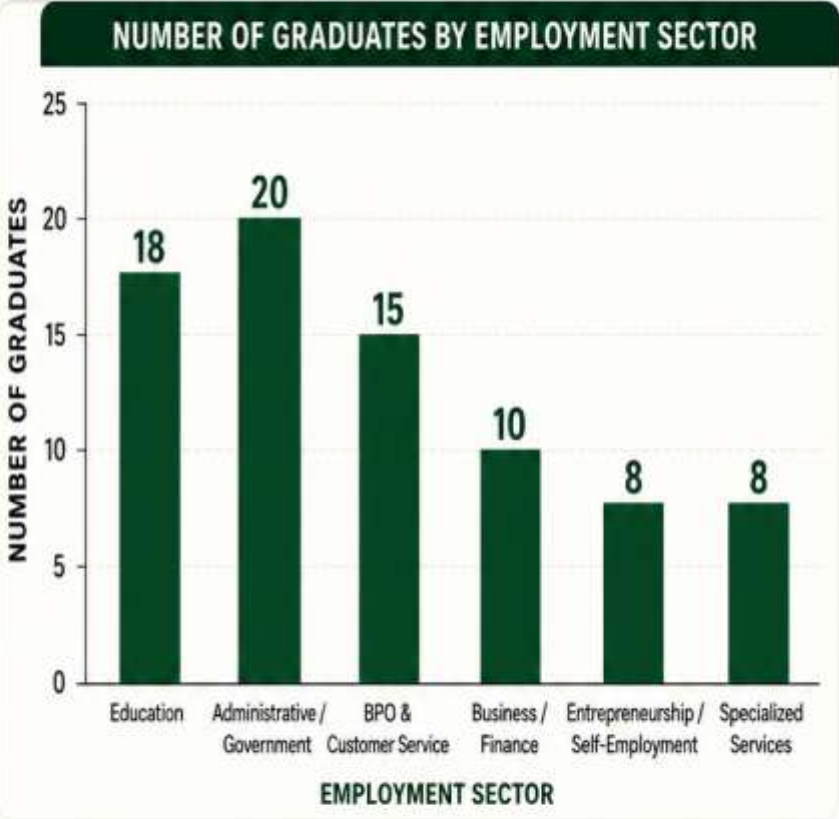
6

Employment
Sectors
Represented



20

Graduates in the
Largest Employment
Sector



GRADUATES
BY EMPLOYMENT
SECTOR

EDUCATION	ADMINISTRATIVE / GOVERNMENT	BPO & CUSTOMER SERVICE	BUSINESS / FINANCE	ENTREPRENEURSHIP / SELF- EMPLOYMENT	SPECIALIZED SERVICES	TOTAL
18	20	15	10	8	8	79 GRADUATES



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Employment Across Multiple Sectors

The graduate tracer study demonstrates that BA English Language graduates have successfully established careers across a wide range of employment sectors, reflecting the broad applicability of the competencies developed by the program. Among the 99 respondents who reported their employment sector, the private sector emerged as the largest employer, engaging 55 graduates (55%). This was followed by the government sector, which employed 21 graduates (21%), highlighting the program's strong contribution to both private industry and public service.

Beyond domestic employment, 9 graduates (9%) secured positions in the international sector, demonstrating the global competitiveness of the program's graduates. The Business Process Outsourcing (BPO) industry and self-employment each accounted for 5 graduates (5%), indicating graduates' ability to thrive in customer-oriented industries while also pursuing entrepreneurial careers. Smaller yet meaningful proportions of graduates were employed in non-government organizations (NGOs) with 2 graduates (2%), business membership organizations with 1 graduate (1%), and other international organizations with 1 graduate (1%). One respondent (1%) indicated that the category was not applicable.

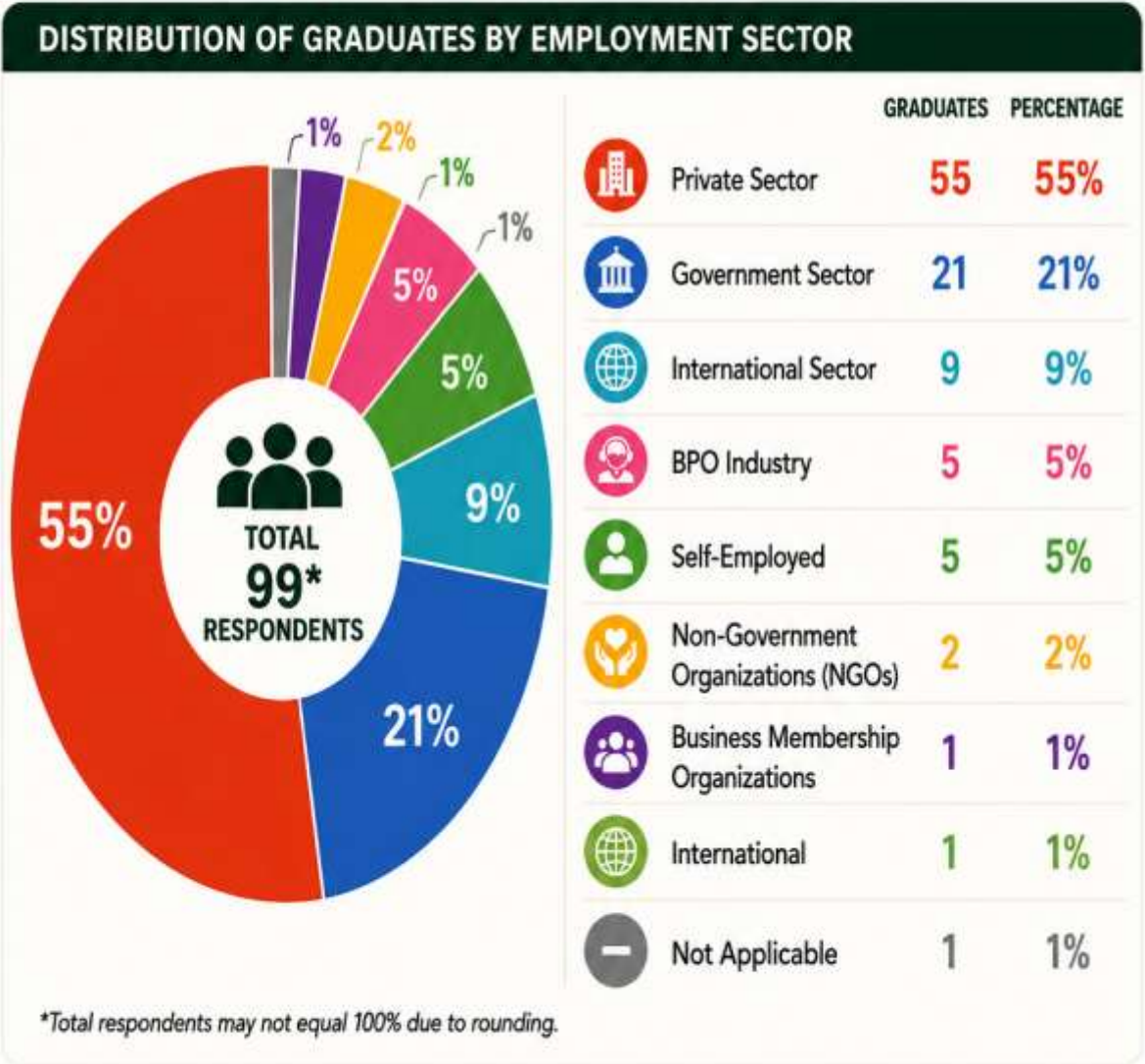
The distribution of graduates across the private, public, international, entrepreneurial, and non-profit sectors underscores the flexibility, adaptability, and market relevance of the BA English Language curriculum. These outcomes demonstrate that the program equips graduates with strong communication, analytical, leadership, and professional competencies that enable them to excel in diverse organizational settings, both locally and internationally, while responding effectively to evolving workforce and industry demands.



BA ENGLISH LANGUAGE GRADUATES BY EMPLOYMENT SECTOR



BA English Language graduates are finding opportunities across diverse sectors, with the private and government sectors as the primary sources of employment.



Building knowledge through research



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Diverse Employment Across Key Sectors

The employment profile of BA English Language graduates reveals the program’s capacity to prepare students for a wide range of professional environments. Based on the employment-sector data presented, the private sector accounts for the largest share at 55%, followed by the government sector at 21%. The international sector accounts for 9%, while the BPO industry and self-employment each account for 5%. Graduates are also represented in non-government organizations, business membership organizations, and other international employment settings. The substantial presence of graduates in the private and government sectors, complemented by employment in international settings, the BPO industry, NGOs, and entrepreneurial activities, indicates that the competencies developed through the program are transferable across varied workplace contexts. The sustained training in effective communication, language use, research, critical analysis, and professional adaptability equips graduates to respond to the demands of different organizations and industries, which is evident across local, national, and international employment settings. Moreover, the program’s continuing contribution to workforce development and its capacity to prepare graduates for diverse and evolving professional opportunities.

Table 1. Employment Profile of BA English Language Graduates (2022–2025)

Name	Position	Agency/Company
Akmad, Rahema A.	CSR Subject Matter Expert	Officepartners360
Alimanan, Norhaima Makalimpas	Local Revenue Collection Officer 2	Local Government Unit of Kapalawan
Almojuela, Jessieca C.	ESL Teacher	Different platforms/ industries
Amamio, Patricia	Support Associate	Vangst
Amante, Eugene Lopez	Account Associate	VXI, Davao City
Ampang, Palasig Bill Consolacion	Foreign English Teacher	Ban Ko Pho, Thailand
Antigo, Rhea May	ESL Teacher	51Talk
April Joy Portugal	Policy Advocacy Officer and Industry Sector Lead	Davao City Chamber of Commerce and Industry, Inc.
Aquino, Anndrie P.	SK Chairperson	Bulakanon Local Government Unit
Aspera, Francis B.	CSA	Alorica
Ayson, Merlyn D.	Public Affairs NCO	AFP
Bakal, Baby Laica T.	English Instructor	Sunshine Colleges Inc.
Balonda, Lovely Jane L.	Administrative Aide VI	Department of Justice - Regional Prosecution Office XII
Banalan, Garyn Michelle	ESL Teacher	51Talk
Bautista, Joseph Rey	Promodiser	KCC Marbel
Baway, Jesiel A.	Data Encoder/Confirmer	SUMIFRU

Bayod, Aljay C.	Job Order (JO)	PROVINCIAL GOVERNMENT OF COTABATO
Beatingo , Erika Bingil	Account officer	Card Bank Inc.
Bibat, Sheryl Joy Rogero	HR Talent Acquisition Associate -Admin	ALORICA TELESERVICES INC.
Cabunto, Rahima Alijam	Educational Program Specialist I	USM-MAIN CAMPUS
Cadio, Darlene Mae	Administrative Officer Staff 1	City Government
Cadiz, Jonalyn	Pharmacy Customer Service Advocate	Optum Philippines
Cagud, Dwn John Calicaran	Supervisor	Taliño Shell Station - Kidapawan City
Calambro, Jurelyn	Foreign English Teacher	BKP Government School Thailand
Calibara, Annalou Alegria	Teacher	Matalam Polytechnic College Incorporated
Carbon, Aisha J.	ESL Teacher	Glats Inc.
Castro, Francis D.	Legal Assistant I	Department of Agrarian Reform- Sarangani and General Santos City
Cruto, Dave John Nuñez	Private School Teacher/ Research Coordinator	Kabacan Wesleyan Academy, Inc.
De Guzman, Karen Michie T.	SK Provincial Federation President EX Officio Board Member of North Cotabato	SK of Poblacion, Kabacan & Capitol of the Province of Cotabato
Degamo, Redonet Alf M.	ESL Teacher	Private Organization
Dinopol, Cherry Vie	Online ESL Teacher	Haoclass
Dollete, Chrislen Mae	Customer Service Representative	Alorica
Duguil, Jane Desiree O.	Virtual Assistant	Outsource USA
Eyong, Bea May Calibay	Call Center agent	OP360
Gabriel, Gerry Mea	Customer Experience Agent	Alorica
Gadong, Maxine Hyacenth B.	Local Legislative Staff Assistant	Provincial Government of Cotabato
Galan, Cherell Moana Marie L.	ESL Teacher	Palfish Singapore Inc.

Garcia, Khate Donnelly	Customer Support Specialist Virtual Assistant	VAA PHILIPPINES
Gavelo, Feony Love B.	Online ESL Tutor	Native Camp and Polly English
Gonsang, Zhamica	College Instructor	Cotabato Foundation College of Science and Technology
Guiamelil, Rohanie	Class Assistant	Maktoum Bin Rashid School KG1& Cycle
Hamid, Sittie Norjana	Customer Service Representative	VXI Global Holdings
Jessa G. Benting	Customer Service Representative	VXI
Jolhaida Anggay	CSR	Ibex global
Jose, Jhenmark Gabato	Academic Head	ABC Educational Development Center Inc.
Lacal, Kresil Mea	English Tutor	Bridgeculture inc.
Lacuesta, Lurimark C.	Real Estate Agent & Car Dealer	Filipino Homes & Altuscars
Laguiab, Norain Mamendig	Cashier	BG Grocery Store
Lara, Fietzi Joy D.	Apprentice Seawoman	Philippine Coast Guard
Llobia, Sweet Frezy Love P.	Branch Assistant	Palawan Group of Companies
Luscares, Jevy	Insurance Processor	CARD
Maderable, Jesevel A.	Accounting Head	Thadine Signage Fabrication Services
Mama, Samrah	BPO Agent	Teleperformance
Mamantar, Princess Eluida M.	Project Assistant I	Department of Science and Technology XII
Mancha, Shaina Jean B.	Pharmacy Assistant	MD Drugstore
Mangay-ayam, Micca	Teaching	The Notredame of Matalam
Mangcoc, Datu Thalal	Chief Learning Development Analyst II	Unilab Group
Mantawil, Sittie Ira	Admin Aide VI	USM
Mapanao, John Lloyd L.	Digital Print Operator	3RS Printing Shop
Mariano, Nylene Kaye	BPO	Alorica
Matula, Norhata	MEAL Officer	United Youth for Peace and Development, Inc. (UNYPAD)
Micator, Mark Nesty	Branch Assistant	Palawan Group of Companies

Mucalam, Almaira B.	Customer Service Representative	Alorica
Nicodemus, Nicalyn Joy C.	Cashier	NCG Cellphone parts and Accessories Trading
Ompad, Diana C.	English Teacher (Online)	Wokwok (Japanese Company)
Pabia, Ferrilyn M.	Service Admin	Toyota Davao City, Inc.
Pasandalan, Abdulhamid B.	BROADCAST JOURNALIST	NOTRE DAME BROADCASTING CORPORATION
Pelegirino, Jubilee	Administrative Staff	Philippine College Foundation, Incorporated
Politico, Samantha Kaye Martisano	Stenographer III	Supreme Court of the Philippines - Regional Trial Court
Porras-Provida, Jaynie Kaye S.	Legal Assistant	Bartolome Law Office
Quiñones, Andrea Mae A.	Pharmacist Assistant	Princess DS
Quiñones, Famela D.	Customer Service Representative-SME	Concentrix
Quiñones, Nova D.	Teacher	Kabacan Wesleyan Academy Inc.
Ramos, Rustom	Customer service representative	VXI company
Rassid Panga Aplal	Customer Service Representative	Alorica
Roberto, Rahila Musa	Account Associate I	Teleperformance
Rohaida M. Patacpan	English Instructor 1	K+ English Review Center
Rommel N. Quiñones	Subject Matter Expert, Healthcare Virtual Assistant	Snapscale Bbc
Saguiara Kanon Abpi	Registration Officer II	Local Government Unit of Nabalawag
Sales, Shella Mae	Au Pair	Au Pair Program
Salik, Shahad Surayah D.	Political Affairs Officer III	Bangsamoro Parliament, BARMM
Salinas, John Earl Javier	Customer Service Representative (BPO)	Concentrix
Saudagal, Sandrah Maas	Teacher	Berean Christian School
Sawa, Zulpikar	Chairperson	Sangguniang Kabataan
Tabada, Philip John B.	JHS Academic Coordinator	Notre Dame of Pikit
Tabaranza, Angelica	Office Admin Secretary	Fernandez Architects and Builders

Talilisan, Norhayya G.	Teacher	DepEd
Talusan, Esnaira	Customer Service Representative	Ibex Global Solutions Philippines Inc.
Tambio, Kimberly Yacon	Administrative Staff	Atencia Law Office
Vallejos, Jeshiree C.	Admin Aide I/Nutrition Coordinator	LGU Carmen

Supplementary Narrative on the Employment and Career Progression of BAEL Graduates, 2012–2021

As supplementary evidence to the tracer data, the employment record of Bachelor of Arts in English Language graduates from 2012 to 2021 complements the graduate skills documented for 2022 to 2025. The achievements of these earlier graduates reflect the direction of the BAEL program, the program’s educational objectives and outcomes, and the curriculum. Indeed, the program develops competence in English language use, oral and written communication, critical and analytical thinking, research, professional, and intercultural communication. Moreover, it also prepares graduates for leadership, entrepreneurship, and professional advancement across education, government, business, industry, and other communication-intensive fields.

The intended outcomes are evident in the professional progression of the earlier cohorts. Many established careers in education and advanced to positions such as Teacher III, Teacher VI, Master Teacher I, Instructor III, Assistant Professor IV, and Associate Professor III in the Department of Education and higher education institutions, including the University of Southern Mindanao, Sultan Kudarat State University, and the University of Science and Technology of Southern Philippines. Their advancement underscores the sustained application of language competence, teaching ability, communication skills, research orientation, and continuing professional development cultivated by the program.

The professional reach of BAEL graduates extends beyond teaching. Graduates from 2012-2019 have served as Project Development Officer II, Statistician II, Environmental Management Specialist II, administrative personnel in local government, Fire Officer, military and public affairs personnel, BPO Team Manager, Quality Assurance Analyst, Operations Team Leader, Legal Recruiter, Legal Assistant, marketing and business development personnel, virtual professionals, and managers. Others entered entrepreneurship, including a graduate who became CEO and founder of an English review center. The graduates' careers reflect how the curriculum serves as an anchor in honing students’ skills in language and linguistics, research, teaching, journalism, translation, media, technical writing, and intercultural communication. Hence, BAEL prepares employable graduates and builds sustainable careers, enabling them to assume higher responsibilities, lead within organizations, establish enterprises, and adapt their communication and analytical competencies to varied professional settings.

Table 2. Employment Profile of BA English Language Graduates (2012–2021)

Graduates	Year Graduated	Position	Agency/Company
Rocille Elumbaring	2012	Teacher III	Department of Education- Matalam High School
Edralin Mesias	2012	Associate Professor III	Sultan Kudarat State University- Isulan Campus
Rezeille May C. Amilbahar	2012	Instructor III	University of Southern Mindanao- Main, College of Arts and Social Sciences
French Y. Osorio	2017	Teacher I	Department of Education- Region XII- Antipas National High School
Rhodora A. Melgar	2012	Instructor I	University of Southern Mindanao- Main, College of Arts and Social Sciences
Sofia Loren B. dela Cruz	2012	Assistant Professor IV	University of Southern Mindanao- Main, College of Arts and Social Sciences
Glover A. Aguacito Jr.	2016	Instructor I	Cotabato Foundation College of Science and Technology
Marilou C. Ampalid	2012	Master Teacher I	Department of Education- Kibudtungan National High School
Ethel Rose M. Ranque	2012	Instructor I	University of Science and Technology of Southern Philippines- Claveria Campus
Flordelisa Macul Bongao	2012	Teacher VI	Department of Education- Tampakan National High School
Soria Degehara De Juan	2012	Teacher III	Department of Education- Salvacion High School
Ilynne Bless Ferolino	2012	Board Secretary	COTELCO PPALMA, Midsayap, Cotabato
LJ Luda	2015	Project Development Officer II	DSWD Field Office XII, Koronadal City, South Cotabato
Cris Ian E. Nengasca	2012	Teacher I	Department of Education- Matalam High School
Honely Conjurado	2012	Teacher III	Department of Education- Pikit National High School

Bachelor of Arts in English Language

Marie Joy Biñas	2012	Teacher I	Department of Education- Kabacan National High School
Princess Fairuz Kale	2018	CEO / Founder	Kplus English Review Center, Davao City
Nova D. Quiñones	2021	Teacher	Kabacan Wesleyan Academy Inc.
Jewelyn Dajay	2017	Business owner	Jejuh Craves
Mark Jude B. Ansing	2015	Teacher II	Department of Education- Liliongan National High School
John S. Fajanoy	2017	Statistician II	City Government of Koronadal
Donna Mae Mangaoang	2018	Virtual Assitant	Monarch Inc.
Lloyd V. Cabugsa	2018	Administrative Aide	Local Government Unit of Kabacan
Ivyren M. Ambat	2016	Teacher-II	Department of Education- Katipunan High School
Jepte C. Dagum	2016	Teacher VI	Department of Education- Koronadal Comprehensive National High School
Libert Moore O. Betita	2015	Teacher I	Ministry of Basic Higher and Technical Education – BARMM- Lumao National High School
Hasmin I. Cua	2017	Teacher I	Department of Education- Ministry of Basic, Higher and Technical Education- Kitulaan High School
Jezrel E. Morin	2016	Teacher II	Greenfield National High School
Juvey P. Taray	2012	BPO- Team Manager	Alorica Philippines
Crizel Mae V Bustillo	2018	Supply Non-Commissioned Officer	Armed Forces of the Philippines
Donabel Leuterio	2018	Public Affairs Non-Commissioned Officer/ Army Transformation Roadmap	Philippine Army
Zyra S. Miday	2018	Customer Associate	Landbank of the Philippines
Rizallyn L. Limpio	2015	Administrative Aide I	LGU Kidapawan City
Maybelen Presto Manuel- Jacinto	2017	Teacher II	Department of Education-Malapag National High School
Hannah A. Lawagon	2015	Environmental Management Specialist II	The Environmental Management Bureau (EMB) Region XII

Bachelor of Arts in English Language

Jail Cadet Jessa Mae O. Guiang	2018	Battalion Community Affairs Development Officer (CADO)	Bureau of Jail Management and Penology- Region VI
Jemima M. Atok	2016	Instructor	USM- the Pigcawayan, Alamada, Libungan, Midsayap, and Aleosan cluster
Ivon Joy D. Bebit	2015	Fire Officer I	Bureau of Fire Protection - Bangsamoro Autonomous Region in Muslim Mindanao
Ailyn C. Ferrer	2015	Academic Coordinator	The Notre Dame of Matalam, Inc.
Cendy Faderon	2016	Teacher I	South Cotabato, Region XII - Schools - Carlos L. Llasos, Sr. Elementary School
Rizannie C. Favila	2017	Teacher I	Department of Education- Bangsamoro Autonomous Region in Muslim Mindanao
Krizia Mae B. Barrientos	2015	Teacher I	Department of Education-Cotabato Division-Manglicmog High School
Bai Xemia Aljiren T. Mamalimping	2016	Teacher III	Department of Education- Region XII- Ranzo National High School
Devee Jane R. Librando	2015	Teacher I	Department of Education- Region XII- Carmen National High School
Mary Joy Carredo	2017	Quality Assurance Analyst	Teleperformance
Allan Teope	2016	Operations Team Leader	VXI Global Solutions
Myka Ella Afundar	2017	Associate Legal Recruiter	Holtz and Bernard
Al-Jamer B Macalaba	2017	Business Development Center Sales	Certified Performance Motors
Marjorie D. Maliao	2017	Branch Associate	Palawan Pawnshop Group of Company
Douber Banley Taha	2017	Operations and Marketing Manager	Mulcahy's Long Island
Aia Lou R. Apostol	2017	Teacher II/-Senior High School Teacher	Department of Education- Region XII- Libungan National High School

Bachelor of Arts in English Language

RJ Lyn Francisco-Calawigan	2014	Data encoder	Department of Agrarian Reform Regional Office XII
Earl Jay G. Sajor	2015	Freelance ESL Teacher	Novakid Inc.
Nesmarie Ann Belotindos	2013	Legal Assistant/Case Manager (VA)	US-based Law Firm
Shenna Mendoza	2015	Teacher I	Department of Education- Region XII- Langkuas Integrated School
Johara Adsaman Al-Issa	2017	Teacher	Ban Nong Chak School
Marivic T. Nepomuceno	2015	Teacher I	Department of Education- Region XII- Malagakit Elementary School
Joel James V. Venancio	2016	Virtual Associate	Amazon
Rosila S. Guarin	2016	Teacher I	Department of Education- Region XII- Bacong National High School
Shyrene Moya	2015	Virtual Assistant	Freelancing
Valkyrie James Familgan	2016	Clerk I	LGU Kidapawan

Stable Career Placement

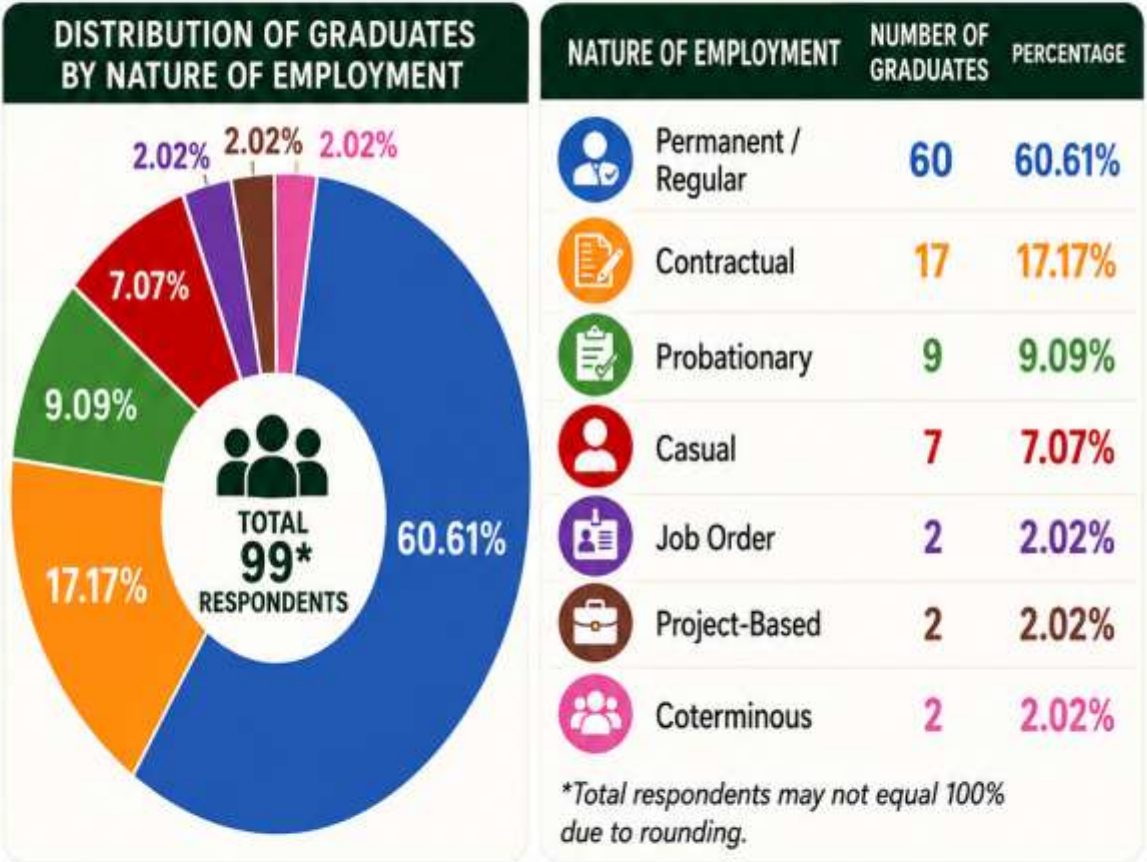
The tracer study indicates that BA English Language graduates have achieved a high level of employment stability. Among the 99 employed respondents, 60 graduates (60.61%) had already secured permanent or regular positions, representing the largest share of employed graduates. This was followed by 17 graduates (17.17%) in contractual employment, 9 (9.09%) in probationary status, and 7 (7.07%) in casual appointments. Meanwhile, 2 graduates (2.02%) each were employed under job order, project-based, and coterminous arrangements.



NATURE OF EMPLOYMENT OF BA ENGLISH LANGUAGE GRADUATES



The majority of BA English Language graduates are employed on a permanent or regular basis, reflecting their employability and the relevance of the competencies developed through the program.



The predominance of permanent or regular employment indicates that the majority of graduates have secured stable positions, demonstrating the program's effectiveness in preparing them for the workforce.



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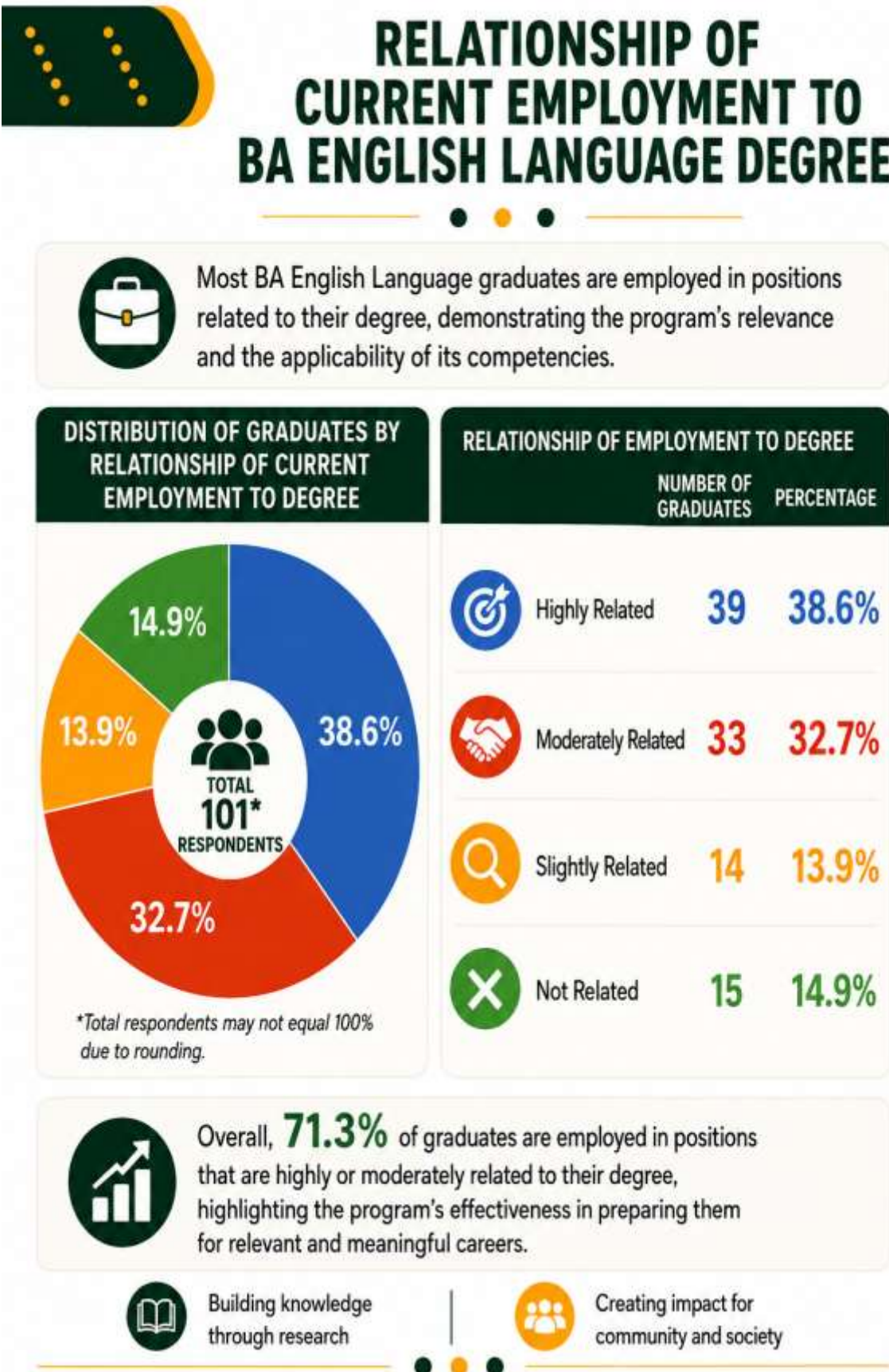
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The predominance of permanent or regular employment demonstrates that a substantial proportion of graduates have successfully transitioned into stable and long-term careers. The presence of graduates in contractual, probationary, and other employment arrangements likewise reflects typical entry pathways that often serve as stepping stones toward permanent appointments. Overall, the employment profile suggests that employers recognize the competence, professionalism, and work readiness of BA English Language graduates, underscoring the program's effectiveness in preparing graduates for sustainable employment and career advancement across diverse organizational settings.

Strong Degree-to-Job Alignment

The graduate tracer study demonstrates a strong alignment between the BA English Language curriculum and graduates' current employment. Of the 101 employed graduates who responded to this item, 39 (38.6%) reported that their jobs were highly related to their degree, while 33 (32.7%) indicated that their employment was moderately related. Collectively, 72 graduates (71.3%) were working in positions that they considered highly or moderately aligned with their academic preparation, providing strong evidence of the curriculum's relevance to contemporary workforce requirements.

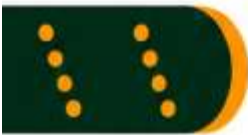
In addition, 14 graduates (13.9%) reported that their work was slightly related to their degree, while 15 (14.9%) indicated that their current employment was not related to their academic program. Nevertheless, even among these respondents, the broad applicability of communication, critical thinking, research, and interpersonal competencies developed through the BA English Language curriculum enables graduates to succeed in a variety of professional settings beyond traditional language- and education-related careers.



Overall, the high proportion of graduates employed in degree-related occupations affirms the effectiveness of the program in producing graduates whose competencies align with labor market demands. The findings demonstrate that the curriculum equips students with relevant, transferable, and industry-responsive skills that support meaningful employment, career mobility, and long-term professional success across diverse sectors.

Monthly Income Profile of Graduates

The monthly income profile of BA English Language graduates shows that respondents are represented across different income levels on a monthly basis. Based on the tracer study, 37.4% earn below ₱15,000 per month, and 37.4% earn between ₱15,000 and ₱24,999 per month. Meanwhile, 12.1% earn ₱25,000–₱34,999, 8.1% earn ₱35,000–₱49,999, and 5.1% earn ₱50,000–₱74,999. Notably, 74.8% of graduates earn ₱24,999 or below, while 25.2% earn ₱25,000 and above. The data reflect graduates’ participation in the workforce across different income brackets, which provide evidence of the program’s contribution to producing graduates who are actively engaged in employment. Furthermore, the figures signify opportunities for further income growth and career advancement among BAEL graduates. Indeed, the tracer study highlights the importance of continuously strengthening graduates’ competencies in communication, digital literacy, and professional skills to support their access to broader employment opportunities and higher income brackets.



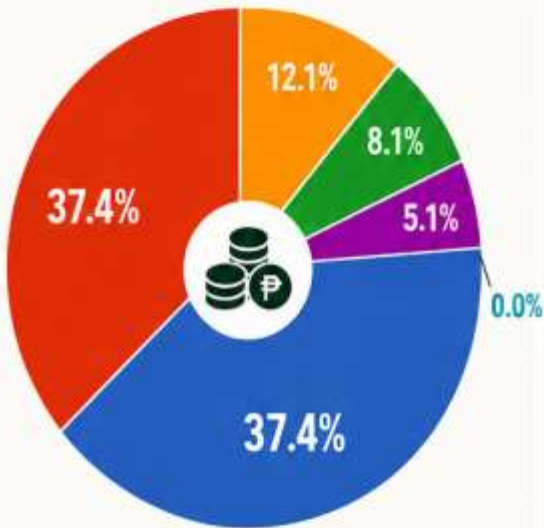
MONTHLY INCOME LEVEL OF BA ENGLISH LANGUAGE GRADUATES



The majority of BA English Language graduates earn within the **lower to mid-income ranges**, reflecting strong entry-level employability.


117*
RESPONDENTS

DISTRIBUTION OF RESPONDENTS BY
MONTHLY INCOME LEVEL



*Total respondents may not equal 100% due to rounding.

INCOME LEVEL BREAKDOWN

	NUMBER OF RESPONDENTS	PERCENTAGE
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	< P15,000	44	37.4%
	P15,000–24,999	44	37.4%
	P25,000–34,999	14	12.1%
	P35,000–49,999	10	8.1%
	P50,000–74,999	6	5.1%
	P75,000+	0	0.0%



74.8% of graduates earn P24,999 or below, while
25.2% earn P25,000 and above.



These results highlight the program’s role in producing **employable graduates** who are actively engaged in the workforce, with potential for **income growth and career advancement**.



Continuous enhancement of competencies in **communication, digital literacy, and professional skills** will support graduates in reaching higher income brackets and broader opportunities.



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Overall, the findings indicate that 74.8% of the graduates earned less than ₱25,000 per month, suggesting that the majority were in entry-level or early-career positions at the time of the survey. Nevertheless, a number of graduates had already progressed to higher income brackets, reflecting opportunities for career advancement and income growth among program graduates.

National and International Workforce Mobility

The graduate tracer study indicates that BA English Language graduates have established careers across diverse geographic locations, demonstrating the broad relevance and portability of the competencies developed by the program. Among the 99 employed graduates who responded to this item, 30 graduates (30.3%) were employed elsewhere in the Philippines, representing the largest proportion of respondents. Another 27 graduates (27.3%) secured employment within the municipality, while 18 (18.2%) were employed within the region and 14 (14.1%) within the province, reflecting the program's significant contribution to local and regional workforce development.

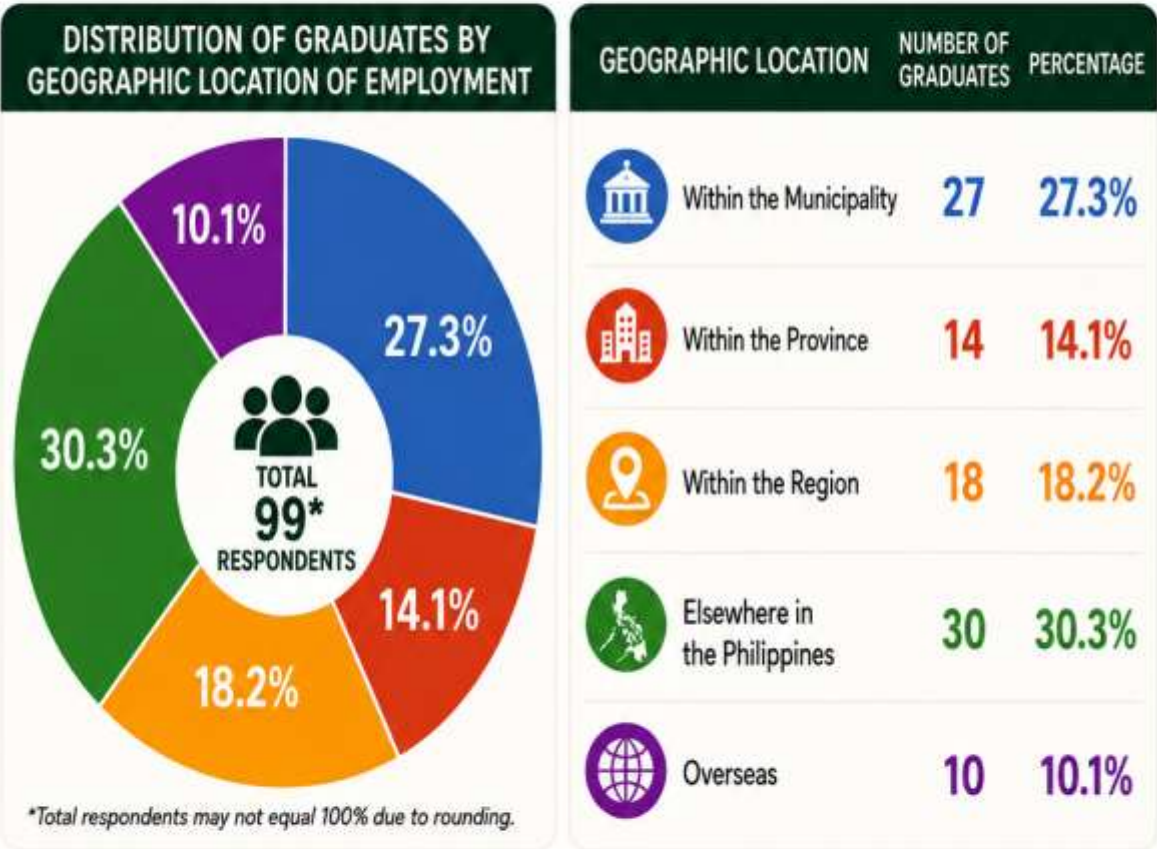
Beyond domestic employment, 10 graduates (10.1%) obtained positions overseas, providing evidence of the international competitiveness of the program's graduates and the global applicability of the communication, language, and professional competencies they acquired. Collectively, these findings demonstrate that BA English Language graduates are not only supporting local and national development but are also successfully competing in the international labor market. The wide geographic distribution of graduates affirms the program's effectiveness in preparing adaptable, globally competent, and highly employable professionals capable of pursuing meaningful careers across local, national, and international contexts.



GEOGRAPHIC LOCATION OF EMPLOYMENT OF BA ENGLISH LANGUAGE GRADUATES



BA English Language graduates are building their careers across various geographic settings—locally, nationally, and internationally—showcasing the program’s broad relevance and global reach.



The distribution shows that our graduates are recognized and employed in diverse locations, reflecting the versatility of their competencies and the program’s effectiveness in preparing them for opportunities beyond local boundaries.



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Rapid Transition to Employment

The graduate tracer study demonstrates that BA English Language graduates transition into the workforce within a relatively short period after graduation, reflecting the program's strong employability outcomes. Of the 105 respondents who answered this item, 59 graduates (56.2%) secured their first job within three months of graduation, while 10 graduates (9.5%) were already employed before completing their degree. Collectively, 69 graduates (65.7%) had obtained employment either prior to graduation or within the first three months after earning their degree, indicating a rapid transition from higher education to the workforce.

Meanwhile, 19 graduates (18.1%) obtained their first employment within seven to twelve months, and 15 graduates (14.3%) secured employment after more than one year. Only 2 respondents (1.9%) reported that they had not yet obtained employment at the time of the survey.

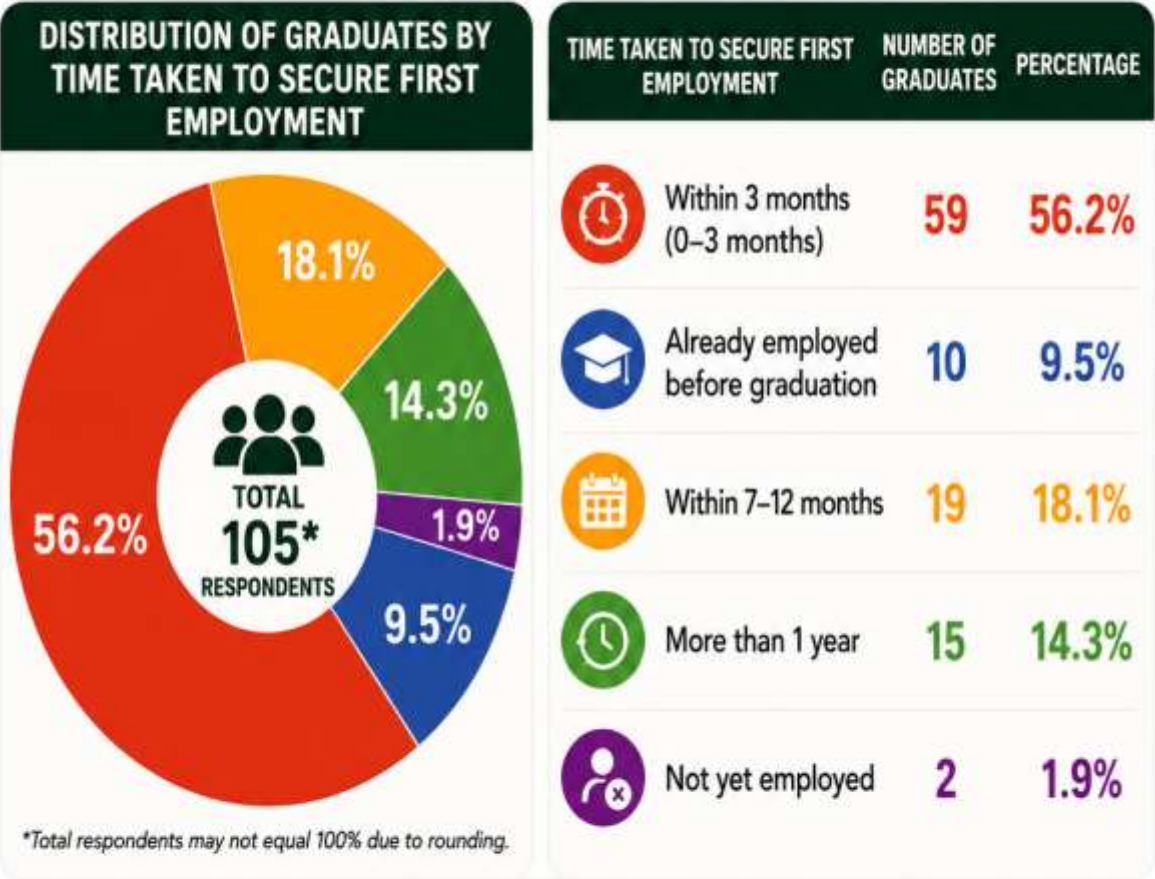
Overall, the findings indicate that most BA English Language graduates enter the labor market within a relatively short timeframe. The high proportion of graduates who secured employment before or shortly after graduation highlights the program's effectiveness in equipping students with industry-relevant competencies, enhancing their competitiveness in the job market, and preparing them for timely and meaningful workforce participation.



TIME TAKEN TO SECURE FIRST EMPLOYMENT AFTER GRADUATION



Most BA English Language graduates transitioned into the workforce within a short period, highlighting their strong employability and the program’s effectiveness.



Overall, **74.3%** of graduates secured their first job within three months after graduation, demonstrating the program’s success in preparing graduates for competitive career opportunities.



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High Career Satisfaction

The graduate tracer study indicates a very high level of satisfaction among BA English Language graduates with their current employment. Of the 103 employed graduates who responded to this item, 61 graduates (59.2%) reported being satisfied, while 41 graduates (39.8%) indicated that they were very satisfied with their present jobs. Collectively, 102 graduates (99.0%) expressed positive levels of job satisfaction, demonstrating that the vast majority have found meaningful and fulfilling employment.

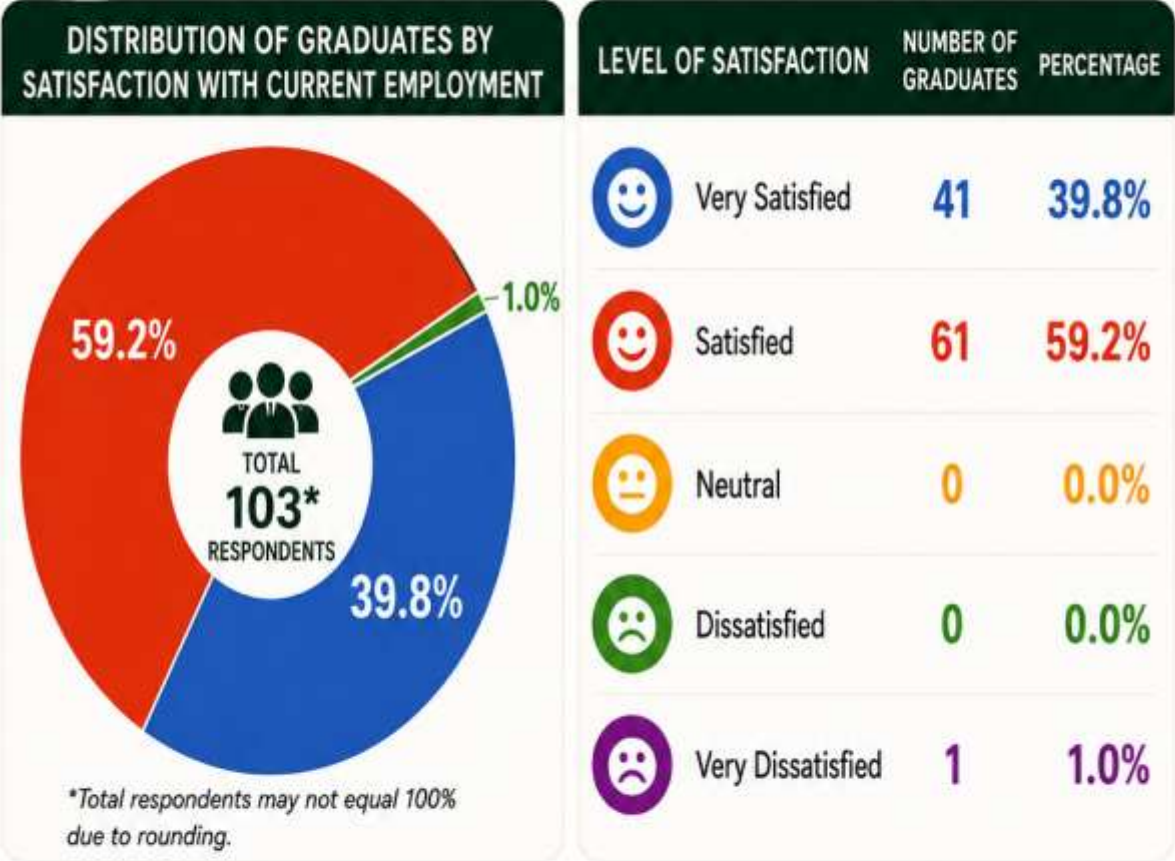
Notably, no respondents (0.0%) reported being neutral or dissatisfied, while only one graduate (1.0%) indicated being very dissatisfied with his or her current employment. These findings suggest that graduates are not only successful in securing employment but are also experiencing favorable working conditions, meaningful job responsibilities, and career opportunities that align with their professional aspirations.



SATISFACTION WITH CURRENT EMPLOYMENT OF BA ENGLISH LANGUAGE GRADUATES



BA English Language graduates are highly satisfied with their current jobs, reflecting positive work experiences and strong alignment with their career goals.



Overall, **99.0%** of graduates are satisfied or very satisfied with their current employment, highlighting the program’s success in preparing graduates for meaningful and fulfilling careers.



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Overall, the exceptionally high level of career satisfaction reflects the effectiveness of the BA English Language program in preparing graduates for rewarding and sustainable careers. The findings further affirm that the program equips graduates with relevant knowledge, skills, and professional competencies that enable them to thrive in diverse workplace environments and achieve positive career outcomes.

Performance Indicators

- **Production of 199 graduates from 2022–2025**, with a consistently increasing graduation trend.
- **58.79% graduate tracer study response rate**, providing reliable employment evidence.
- **Majority of graduates employed** in full-time positions.
- **Graduates employed across diverse sectors**: government, education, business, BPO, entrepreneurship, media, research, healthcare, and international institutions.
- **60.61% of employed graduates** holding permanent or regular appointments.
- **71.3% of graduates employed** in occupations highly or moderately related to the program.
- **Majority of graduates secured employment** within three months after graduation.
- **Graduates employed at the municipal, regional, national, and international levels.**
- **High levels of graduate job satisfaction.**



Impact on Stakeholders

Students. Graduate employability outcomes inspire current students to pursue academic excellence and actively prepare for successful professional careers.

Graduates. The program equips graduates with transferable competencies that enable them to obtain meaningful employment, establish stable careers, and pursue diverse professional opportunities both locally and internationally.

Employers. Government agencies, educational institutions, industries, and private organizations benefit from graduates who possess strong communication, critical thinking, research, leadership, and professional competencies required in contemporary workplaces.

Department of English Language and Literature. Graduate employment data provide valuable evidence for curriculum enhancement, instructional improvement, industry collaboration, and strategic planning, ensuring that the program remains responsive to evolving workforce demands.

University of Southern Mindanao. The strong employability of Bachelor of Arts in English Language graduates enhances the University's reputation for academic excellence and demonstrates its significant contribution to regional, national, and global human resource development.

PILLAR 2

GRADUATE CAREER DIVERSITY & PROFESSIONAL VERSATILITY

The Bachelor of Arts in English Language program prepares graduates for a wide range of professional careers by equipping them with transferable competencies in communication, critical thinking, research, leadership, intercultural understanding, and problem-solving. While many graduates pursue careers traditionally associated with English language education, the program likewise develops adaptable professionals capable of succeeding in government, business, media, industry, public service, entrepreneurship, and international organizations. This versatility reflects the interdisciplinary nature of the curriculum and its responsiveness to the evolving demands of the twenty-first century workforce.

Recognizing that graduate success is measured not only by employment but also by career adaptability, the Department continuously documents the diversity of occupations and industries in which its graduates are employed. These employment patterns provide valuable evidence that the competencies acquired through the program remain relevant across multiple professional contexts and contribute to graduates' long-term career mobility and resilience.

Implementation

The Department regularly monitors graduates' career pathways through tracer studies, alumni profiling, and employment tracking. Employment data are classified according to occupational field, industry sector, and professional role to gauge the breadth of career opportunities available to graduates and the applicability of program competencies across professions.

Career information gathered from alumni is consolidated through tracer studies and alumni engagement activities, enabling the Department to identify emerging employment trends, assess workforce demands, strengthen industry partnerships, and ensure that its course offerings continue to prepare graduates for diverse and evolving career opportunities.

Highlights and Accomplishments

Successful Careers in Government and Public Service

A significant number of graduates have built careers in national and local government agencies, occupying positions such as Administrative Officers, Administrative Aides, Registration Officers, Legal Assistants, Legislative Staff Assistants, Political Affairs Officers, Local Revenue Collection Officers, Project Assistants, Stenographers, Public Affairs personnel, and other administrative and technical roles. Several graduates also serve in strategic leadership roles within local government and youth governance, including as elected officials and legislative leaders—evidence of the program's contribution to public service and civic leadership.

Strong Presence in the Education Sector

The program continues to produce graduates who excel in education both locally and internationally. Alumni serve as English teachers, ESL instructors, foreign English teachers, academic coordinators, research coordinators, educational program specialists, tutors, and school administrators in public schools, private institutions, review centers, and international learning organizations. The growing number of graduates teaching English overseas further attests to the program's international competitiveness.

Employment in Business, Industry, and Corporate Organizations

Graduates have likewise built successful careers within business and corporate organizations, occupying positions in finance, insurance, accounting, human resource management, talent acquisition, customer relations, operations management, project coordination, sales, and administrative support—outcomes that demonstrate the value employers place on the communication, analytical, and organizational competencies the curriculum develops, well beyond traditional language-related professions.

Leadership in the Business Process Outsourcing Industry

The tracer study also reveals strong graduate representation in the BPO industry, where alumni serve as Customer Service Representatives, Customer Experience Agents, Customer Support Specialists, Subject Matter Experts, Healthcare Virtual Assistants, and other client relations professionals in leading multinational companies. Many have advanced into supervisory and specialist roles, reflecting both career progression and employer confidence in their communication and leadership abilities.

Entrepreneurship and Independent Professional Practice

Several graduates have pursued entrepreneurial and freelance careers as virtual assistants, business owners, real estate professionals, digital print operators, independent consultants, and online educators—pathways that demonstrate their capacity to create employment opportunities, adapt to emerging digital economies, and respond to shifting labor market demands.

Careers in Specialized Professional Fields

Beyond conventional career pathways, graduates have also entered specialized professions in journalism, media, healthcare, maritime services, law offices, research, community development, public policy, and international development organizations. These outcomes illustrate the interdisciplinary value of an English language education and its capacity to prepare graduates for specialized environments that call for advanced communication, analytical, and research competencies.

National and International Workforce Presence

Graduates have established careers not only within the municipality, province, and region but also throughout the Philippines and overseas. Employment opportunities in countries such as Thailand, and within international educational institutions and multinational companies, demonstrate the global portability of the competencies the program develops—and the expanding geographic reach of its graduates underscores its contribution to producing professionals equipped to thrive in multicultural and international work environments.

Performance Indicators

- Graduates employed across multiple professional disciplines and industry sectors.
- Strong representation in government, education, business, media, BPO, entrepreneurship, and specialized professions.
- Graduates assuming leadership and supervisory positions in their respective organizations.
- Increasing participation in international employment and overseas teaching.
- Demonstrated transferability of communication, research, leadership, and critical thinking competencies across professions.
- Successful employment in both traditional English-related careers and emerging professional fields.
- Broad geographic distribution of graduates across local, national, and international workplaces.



Impact on Stakeholders

Students. Exposure to the diverse career pathways of alumni broadens students' understanding of the wide range of professional opportunities available to Bachelor of Arts in English Language graduates and encourages informed career planning.

Graduates. The program equips graduates with highly transferable competencies that enable them to pursue careers across multiple industries, adapt to changing workplace demands, and achieve sustained professional growth.

Employers. Public institutions, educational organizations, private companies, and international employers benefit from graduates who possess strong communication, analytical, leadership, and interpersonal competencies applicable across diverse organizational contexts.

Department of English Language and Literature. Evidence of graduate career diversity affirms the effectiveness of the curriculum in producing versatile professionals while providing valuable inputs for curriculum enhancement, industry engagement, and future program innovations.

University of Southern Mindanao. The wide-ranging professional achievements of graduates strengthen the University's reputation as a producer of competent, adaptable, and globally responsive professionals capable of contributing to national development and international engagement.

PILLAR 3

GRADUATE COMPETENCE, CURRICULUM RELEVANCE, & STAKEHOLDER SATISFACTION

The quality of an academic program is ultimately reflected in the competence of its graduates and the extent to which their educational experiences prepare them for professional practice. While employment outcomes demonstrate graduate success, stakeholder perceptions provide equally valuable evidence of program effectiveness. Graduates' assessments of the curriculum, faculty, instruction, learning resources, and workplace competencies reveal how well the program responds to professional expectations and equips students for lifelong learning and career success.

Consistent with the principles of outcomes-based education, the Department continuously evaluates stakeholder satisfaction to ensure that the curriculum remains relevant, responsive, and aligned with the evolving needs of industry, education, government, and society. Graduate feedback is an essential component of quality assurance, enabling the Department to validate program outcomes and identify opportunities for continuous improvement.

Implementation

The Department systematically gathers graduate feedback through tracer studies, and alumni surveys that assess perceptions of curriculum relevance, faculty competence, instructional quality, learning resources, workplace preparation, and the applicability of program competencies in graduates' respective professions.

In addition to quantitative indicators, graduates are asked to identify the courses and competencies that contributed most significantly to their professional development. The findings are consolidated and used during curriculum review, instructional enhancement, faculty development, and strategic planning to keep the program responsive to workplace expectations and emerging professional trends.

Highlights and Accomplishments

Degree as a Key Factor in Employment

Graduates identified that completion of the Bachelor of Arts in English Language degree was the most significant factor in securing graduates' first employment, with 90 respondents (84.1%) identifying their degree as the primary reason for obtaining their initial job. Digital job-search platforms also played an important role, with 30 respondents (28.0%) citing social media and 20 respondents (18.7%) identifying online job portals as key factors. Professional credentials further enhanced employability, as 20 respondents (18.7%) credited Civil Service Eligibility, while 12 respondents (11.2%) attributed their employment to Licensure Examination for Teachers (LET) eligibility. Other contributing factors included graduate studies (11.2%), faculty recommendations (10.3%), professional networking (7.5%), internship or on-the-job training

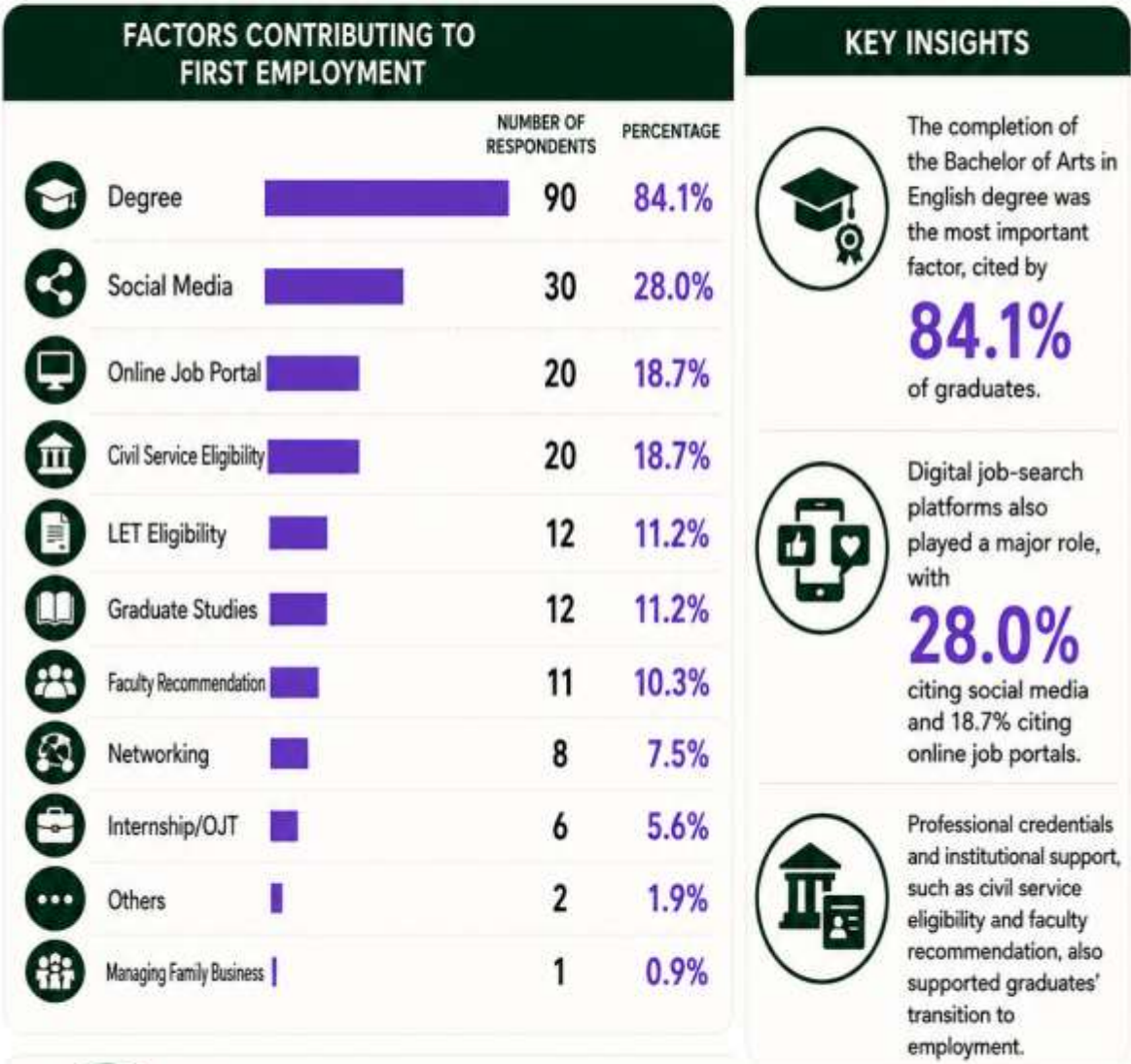
Bachelor of Arts in English Language

(5.6%), and other personal circumstances (1.9%), including managing a family business (0.9%). Overall, these findings demonstrate that while the academic degree served as the strongest driver of employability, graduates' successful transition to the workforce was further supported by digital job-search platforms, professional credentials, institutional support, and practical work experience.

KEY FACTORS IN SECURING FIRST EMPLOYMENT AMONG BA ENGLISH LANGUAGE GRADUATES



Graduates identified several factors that helped them secure their first job, with academic qualifications and digital platforms playing the most significant roles.



Academic qualifications are the strongest driver of employability, complemented by digital access, professional credentials, and institutional support.



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Workplace Competencies Developed by the Program

Graduates consistently recognized the broad range of competencies the curriculum develops as valuable to their professional careers. Oral communication was the most highly valued, identified by 107 graduates (96.4%), followed by critical thinking (73.9%), professional ethics (69.4%), public speaking (62.2%), intercultural communication (62.2%), digital literacy (58.6%), teamwork (55.9%), problem-solving (53.2%), and technical writing (51.4%). Graduates also cited the importance of academic writing, leadership, research skills, editing and proofreading, creative writing, linguistic analysis, and literary analysis in supporting their professional responsibilities—collectively pointing to a curriculum that builds both discipline-specific expertise and the transferable competencies required across professional environments.

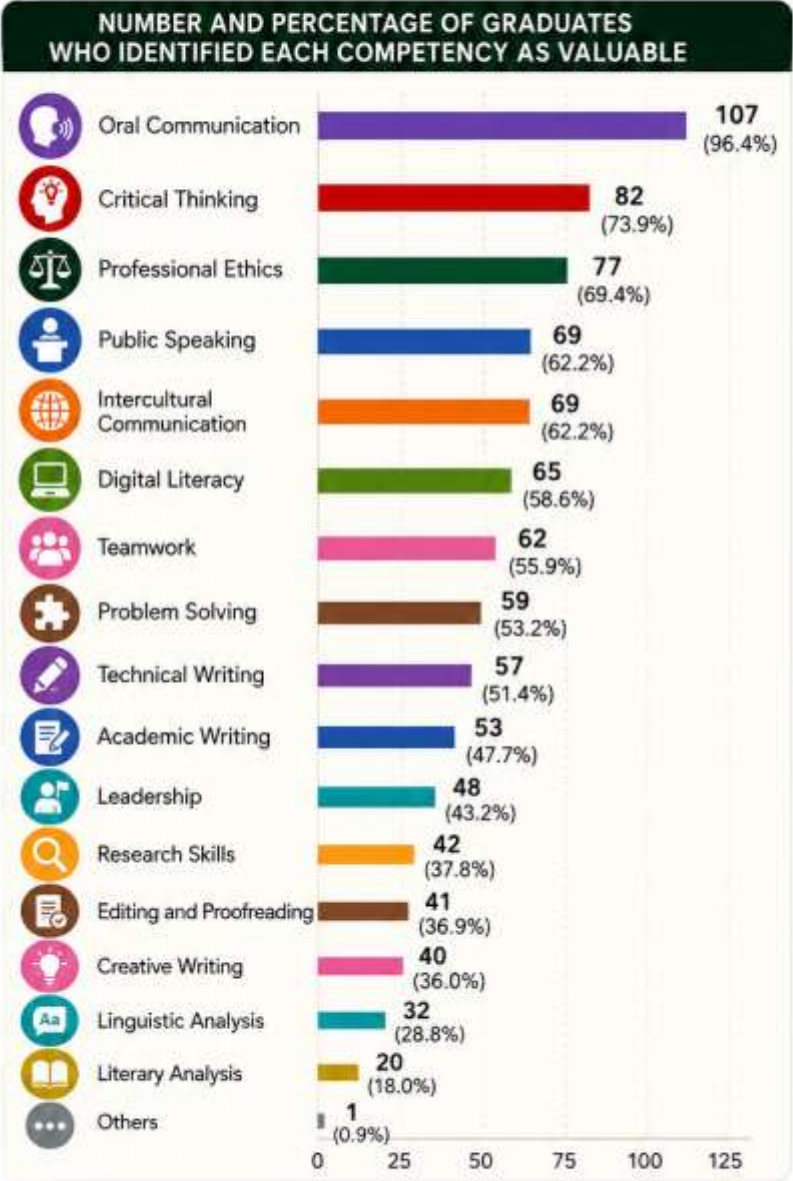
Graduates' responses indicate that the program develops competencies that extend beyond language proficiency to include communication, analytical, interpersonal, and ethical skills essential in today's workplace. The results affirm that the BA English Language curriculum equips graduates with transferable competencies that support career readiness, adaptability, and success across diverse professional settings.



MOST VALUED COMPETENCIES OF BA ENGLISH LANGUAGE GRADUATES IN THE WORKPLACE



Graduates recognized a wide range of competencies gained from the BA English Language program as valuable in their professional lives, with oral communication, critical thinking, and professional ethics emerging as the most important.



KEY TAKEAWAYS

-  **Oral Communication** leads as the most valued competency, recognized by almost all graduates (96.4%).
-  **Critical Thinking** (73.9%) and **Professional Ethics** (69.4%) are highly valued for effective decision-making and ethical practice.
-  **Public Speaking** and **Intercultural Communication** are equally recognized by 62.2% of graduates.
-  **Digital Literacy**, **Teamwork**, and **Problem Solving** are essential for today's dynamic work environment.
-  Analytical and writing-related skills such as **Research**, **Editing**, **Creative Writing**, and **Linguistic Analysis** are valued by a significant portion of graduates.



The results highlight that the BA English Language program equips graduates with **communication, analytical, and professional competencies** that are highly valued in the workplace—empowering them to thrive in diverse and dynamic career paths.



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High Curriculum Relevance

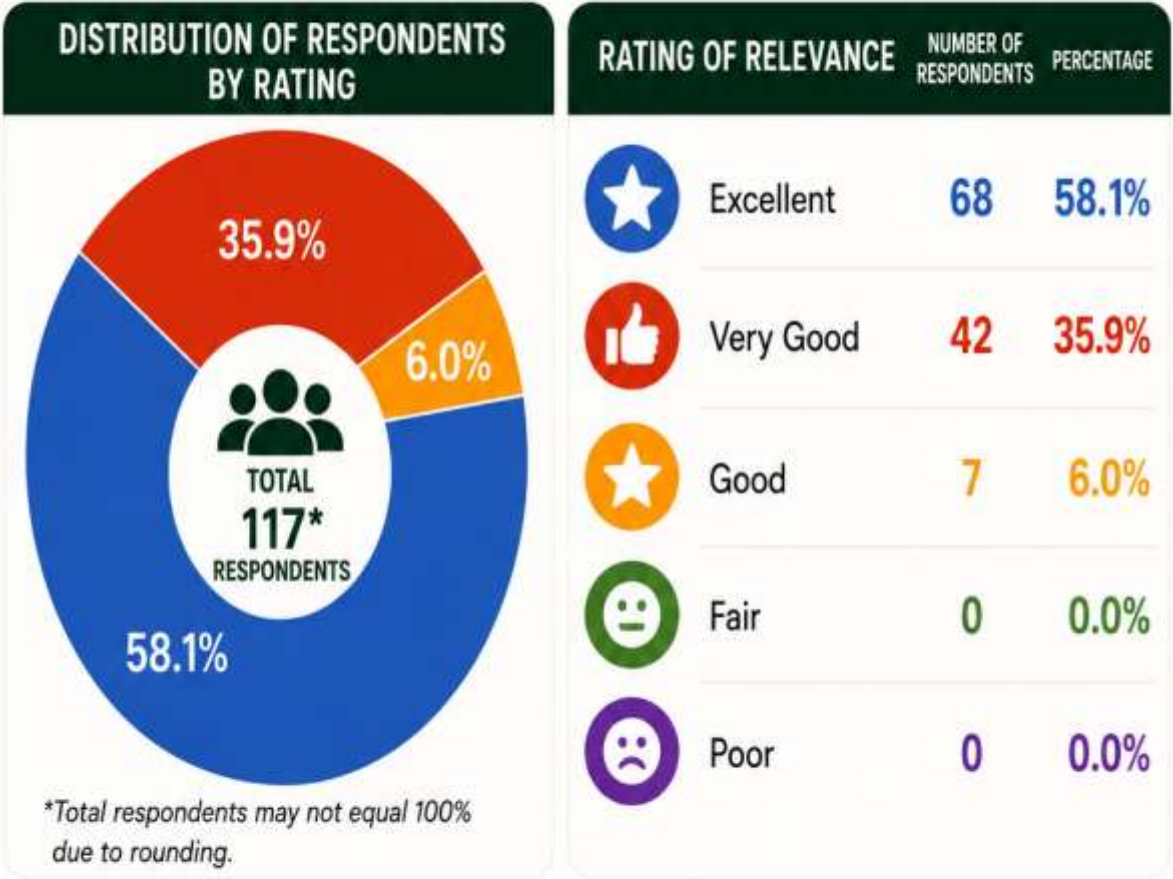
Graduates gave highly favorable evaluations of the relevance of the BA English Language curriculum to their professional careers. Of the 117 respondents, 68 (58.1%) rated the curriculum Excellent, 42 (35.9%) rated it Very Good, and 7 (6.0%) rated it Good, while none rated it Fair or Poor. Overall, 110 graduates (94.0%) assessed the curriculum as either Excellent or Very Good, reflecting a strong consensus that the program effectively prepares students for the workplace. These ratings demonstrate that the curriculum successfully integrates disciplinary knowledge with workplace competencies and remains responsive to the professional demands encountered by graduates across diverse career fields.



RELEVANCE OF COURSES IN THE BA ENGLISH LANGUAGE PROGRAM



Respondents provided **highly favorable** ratings on the **relevance** of the courses offered in the Bachelor of Arts in English program.



The results indicate that the curriculum is **highly relevant** to **graduates' professional needs** and effectively prepares them for their respective careers.



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High Relevance of Courses to Graduates' Professional Needs

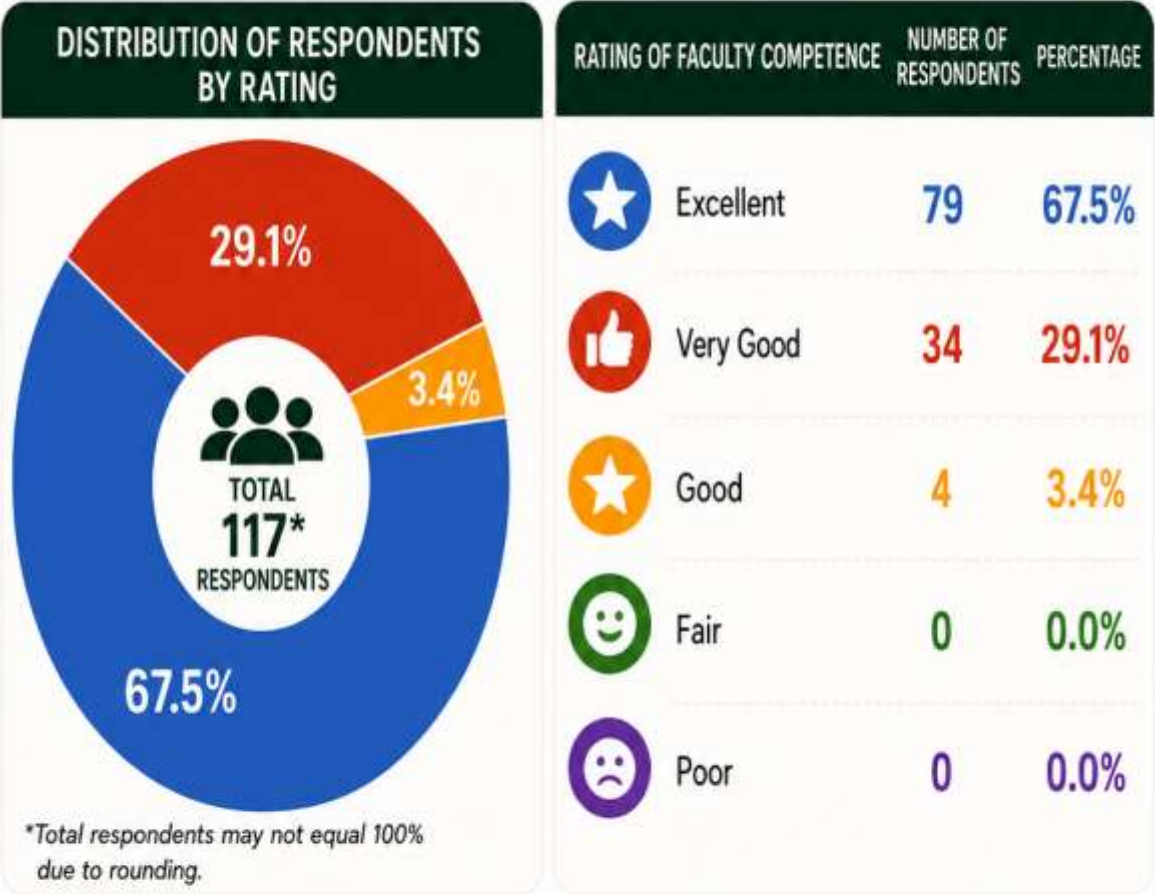
The graduate tracer study demonstrates a highly favorable assessment of the relevance of the courses offered in the BA English Language program. Among the respondents, 58.1% rated the courses as Excellent, while 35.9% rated them as Very Good. Another 6.0% gave a Good rating, while no respondent rated the courses as Fair or Poor. Thus, 94% of the respondents assessed the relevance of the program's courses as either Excellent or Very Good, while all respondents provided ratings of Good or higher. The figures indicate a correlation between the courses completed by the graduates and the knowledge and competencies they needed in their professional and career pursuits. The consistently positive evaluations provide strong evidence of the relevance, responsiveness, and effectiveness of the BA English Language curriculum. Furthermore, the absence of Fair and Poor ratings, alongside the overwhelming concentration of responses in the Excellent and Very Good categories, implies that the program has been successful in providing learning experiences that graduates perceive as valuable beyond the university. Indeed, the courses strengthen language proficiency, communication, research, critical analysis, and the practical application of English in varied contexts. As a result, the program prepares graduates for diverse professional environments and further academic development, affirming the program's continuing commitment to maintaining a curriculum that responds to graduates' professional needs, supports continuous improvement, and advances the pursuit of academic excellence.



COMPETENCE OF FACULTY MEMBERS IN THE BA ENGLISH LANGUAGE PROGRAM



Respondents gave **very positive** ratings on the competence of faculty members in the Bachelor of Arts in English program.



The findings reflect graduates’ **high level of confidence** in the knowledge, teaching effectiveness, and professional competence of the program’s faculty members, highlighting their significant contribution to students’ academic and professional development.



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High Level of Faculty Competence

The graduate tracer study demonstrates a highly favorable assessment of faculty competence in the BA English Language program. Specifically, 67.5% rated faculty competence as Excellent, and 29.1% rated it as Very Good. The remaining 3.4% rated faculty competence as Good, while none of the respondents gave a Fair or Poor rating. Hence, 96.6% of the respondents evaluated the competence of faculty members as either Excellent or Very Good, which demonstrates a consistently strong level of graduate confidence in the faculty members' knowledge, teaching effectiveness, and professional competence. Furthermore, the concentration of ratings in the Excellent and Very Good categories indicates that graduates recognize the important role of faculty members in providing meaningful learning experiences and supporting their academic and professional development. On a more positive note, the absence of Fair and Poor ratings reinforces the consistently positive evaluation of faculty competence across the respondents. The results highlight that the faculty are pillars of the program in sustaining the quality of instruction, academic development, and professional preparation of BA English Language students.

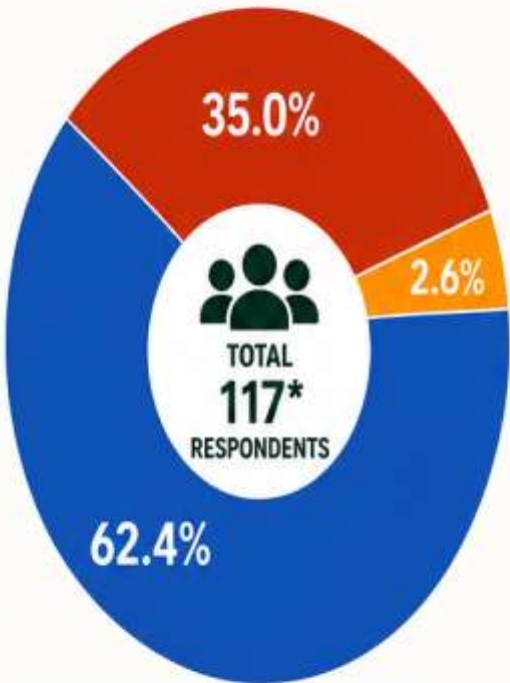


QUALITY OF INSTRUCTION IN THE BA ENGLISH LANGUAGE PROGRAM



Respondents expressed a **highly favorable** assessment of the quality of instruction in the Bachelor of Arts in English program.

DISTRIBUTION OF RESPONDENTS BY RATING



*Total respondents may not equal 100% due to rounding.

RATING OF QUALITY OF INSTRUCTION

	NUMBER OF RESPONDENTS	PERCENTAGE
Excellent	73	62.4%
Very Good	41	35.0%
Good	3	2.6%
Fair	0	0.0%
Poor	0	0.0%



The findings indicate that the program consistently delivers **high-quality instruction** that effectively supports students' learning and prepares them for professional practice.



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Learning Instruction

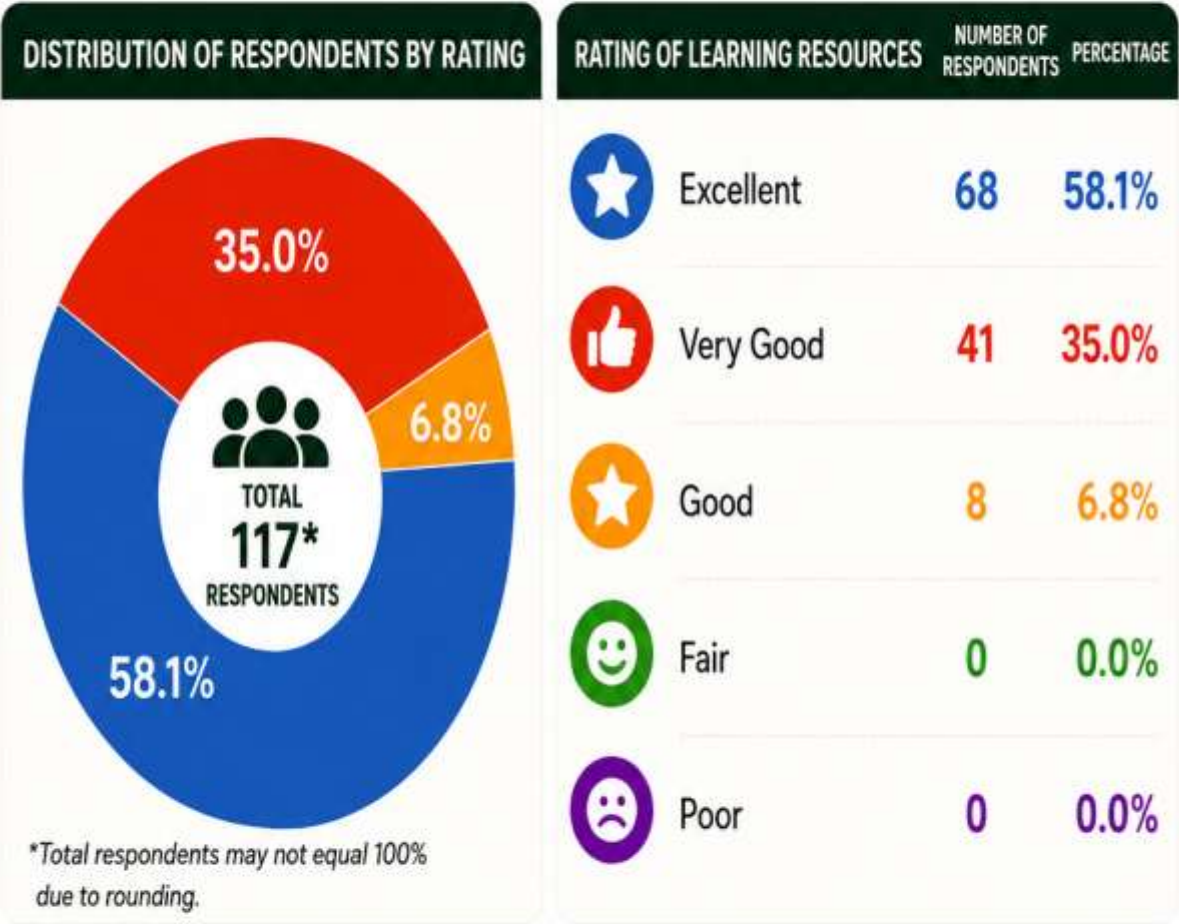
The graduate tracer study demonstrates a highly favorable assessment of the quality of instruction in the BA English Language program. Based on the results, 62.4% rated the quality of instruction as Excellent, while 35.0% rated it as Very Good. The remaining 2.6% rated it as Good, while none of the respondents gave a Fair or Poor rating. Thus, the results reveal that 97.4% of the respondents evaluated the quality of instruction as either Excellent or Very Good, which shows the consistently positive assessment of the instruction provided by the program. Furthermore, the tracers' study results served as evidence of the quality of instruction experienced by BA English Language graduates. Similar to the preceding discussion, the concentration of responses in the Excellent and Very Good categories. The absence of Fair and Poor ratings proves that the program consistently provides high-quality instruction that effectively supports students' learning and prepares them for professional practice. Further, the data affirm the effectiveness of the program's instructional delivery and its important contribution to the academic and professional preparation of BA English Language graduates. Learning resources also received highly positive evaluations: 58.1% Excellent, 35.0% Very Good, and 6.8% Good—indicating that the Department provides adequate instructional materials, learning facilities, and academic resources that meaningfully support student learning and competency development.



LEARNING RESOURCES IN THE BA ENGLISH LANGUAGE PROGRAM



Respondents gave **highly favorable** ratings to the learning resources provided by the Bachelor of Arts in English program.



The findings indicate that the program consistently delivers **highly favorable learning resources** that effectively support students' learning and academic success.



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Highly Favorable Assessment of Learning Resources

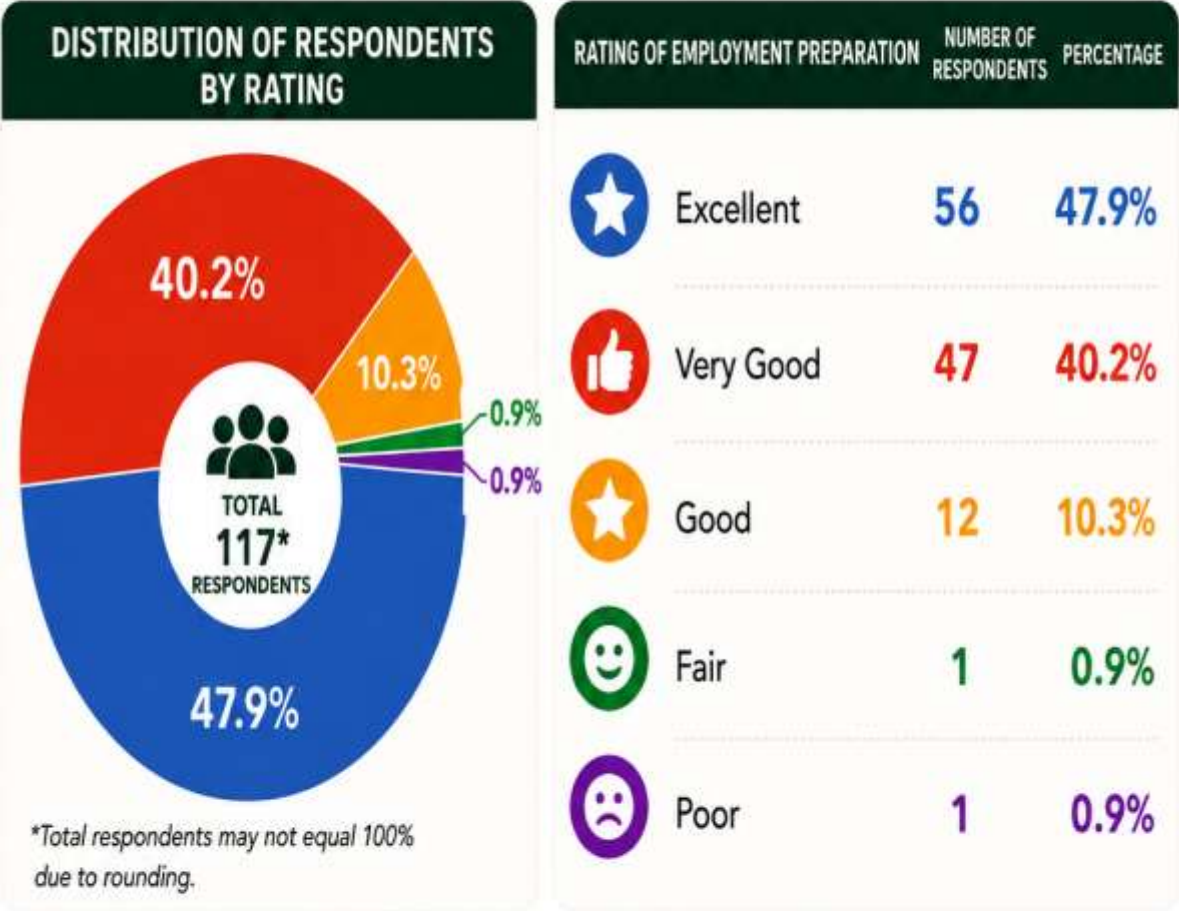
The graduate tracer study reflects a highly favorable assessment of the learning resources provided in the BA English Language program. The tracer study shows that 58.1% rated the learning resources as Excellent, while 35% rated them as Very Good. The remaining 6.8% rated the learning resources as Good, while none of the respondents gave a Fair or Poor rating. This means that 93.1% of the respondents evaluated the program's learning resources as either Excellent or Very Good. It illustrates a consistently positive assessment of the resources provided to support students' learning. Additionally, these findings provide strong evidence of the positive contribution of learning resources to the academic experience of BA English Language students. With no Fair or Poor ratings, the concentration of responses in the Excellent and Very Good categories signifies that the graduates have a strong appreciation of the resources made available by the program. Essential in the delivery of quality academic experiences, the learning resources provided by the BA English Language program effectively support students' learning and academic success.



EFFECTIVENESS OF THE BA ENGLISH LANGUAGE PROGRAM IN PREPARING GRADUATES FOR EMPLOYMENT



Respondents generally viewed the program as **effective** in preparing them for employment, with the majority giving **excellent** or **very good** ratings.



The results indicate that the program is **effective** in preparing graduates for employment, with most respondents rating it **excellent** or **very good**.



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Effectiveness of the Program in Preparing Graduates for Employment

The graduate tracer study highlights that the BA English Language program is viewed favorably in terms of preparing graduates for employment, proving the program's commitment to continuous improvement. The results indicate that 47.9% rated the program's employment preparation as Excellent. On the other hand, 40.2% rated it as Very Good, while 10.3% rated it as Good. Merely 0.9% gave a Fair rating, and 0.9% gave a Poor rating. Positively, 88.1% of the respondents rated the program's preparation for employment as either Excellent or Very Good. The results can be further interpreted as a substantial majority of graduates positively assess the program's effectiveness in preparing them for employment. On the other hand, the data provide strong evidence of the program's effectiveness in preparing graduates for professional life. Affirming the effectiveness of the BA English Language program in preparing graduates for employment, the majority of the responses in the Excellent and Very Good categories indicate that graduates generally recognize the value of the BA English Language program in preparing them for employment. However, the very small proportion of Fair and Poor ratings provides useful evidence for continuing program enhancement.



MOST VALUABLE COURSES IN THE BA ENGLISH LANGUAGE (BAEL) CURRICULUM

TOP COURSES IDENTIFIED BY GRADUATES

- 1

Oral Communication

Enhances speaking, listening, and overall communication effectiveness.
- 2

Technical Writing

Builds clear, precise, and professional writing skills for the workplace.
- 3

Purposive Communication

Develops purposeful and audience-appropriate communication skills.
- 4

Linguistics

Deepens understanding of language structure, meaning, and use.
(Phonology, Morphology, and Discourse Analysis)
- 5

Intercultural Communication

Fosters cultural awareness and effective communication in diverse contexts.
- 6

English Language Teaching (ELT)

Prepares graduates for teaching and language education careers.

OTHER HIGHLY VALUED COURSES



Research



Language and Media



Journalism



Literature



Creative Writing



Several respondents emphasized that **all courses** in the program were beneficial, reflecting the curriculum's comprehensive preparation for diverse career paths.



Overall, the responses indicate that the BA English Language program equips graduates with **versatile and transferable competencies** that are **highly applicable** across a wide range of professions.



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Sustained Academic Excellence Through Latin Honors

The academic performance of AB English Language graduates reflects a commendable record of scholastic achievement from 2022 to 2025. Of 100 graduates receiving Latin honors during the four years, 15 graduated magna cum laude, and 85 graduated cum laude. The program produced 30 honor graduates in 2022, consisting of six magna cum laude and 24 cum laude. Also, 32 in 2023, with seven magna cum laude and 25 cum laude; and 25 in 2024, with 1 magna cum laude and 24 cum laude. Also, 13 in 2025, with 1 magna cum laude and 12 cum laude. The presence of Latin honor graduates in every batch has consistently proven academic achievement across the four graduation years. The record of 100 Latin honor graduates across four consecutive years provides strong evidence of the academic accomplishments of AB English Language students. The constant presence of magna cum laude and cum laude graduates across successive batches shows that academic distinction has been sustained over the period rather than concentrated in a single graduating year. These academic merits signify the strong scholastic performance of the program's graduates and its sustained record of academic excellence.

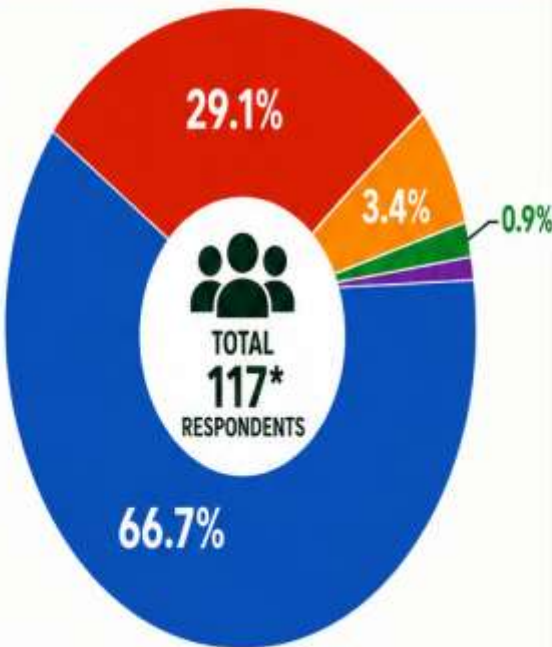


OVERALL QUALITY OF THE BA ENGLISH LANGUAGE PROGRAM



Respondents gave a **highly favorable** assessment of the overall quality of the Bachelor of Arts in English program.

DISTRIBUTION OF RESPONDENTS BY RATING



*Total respondents may not equal 100% due to rounding.

RATING OF OVERALL QUALITY

NUMBER OF
RESPONDENTS

PERCENTAGE



Excellent

78

66.7%



Very Good

34

29.1%



Good

4

3.4%



Fair

1

0.9%



Poor

0

0.0%



Several respondents emphasized that **all courses** in the program were beneficial, reflecting the curriculum's comprehensive preparation for diverse career paths.



Overall, the responses indicate that the BA English Language program equips graduates with **versatile and transferable competencies** that are **highly applicable** across a wide range of professions.



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Overall Program Quality

Graduates expressed an exceptionally high level of satisfaction with the program overall: 66.7% rated it Excellent, 29.1% Very Good, 3.4% Good, and 0.9% Fair, with no Poor ratings. These findings affirm graduates' strong confidence in the quality, relevance, and effectiveness of a program that prepares competent professionals for diverse career environments.

Performance Indicators

- Completion of the Bachelor of Arts in English Language degree identified as the primary factor in securing first employment.
- Oral communication, critical thinking, professional ethics, digital literacy, and technical writing recognized as the most valuable workplace competencies.
- High graduate ratings for curriculum relevance.
- Excellent evaluations of faculty competence and instructional quality.
- Strong satisfaction with learning resources and academic support.
- High graduate confidence in the program's preparation for employment.
- Broad applicability of program courses across diverse professional contexts.



Impact on Stakeholders

Students. Students benefit from a curriculum that is continually refined based on graduate experiences and workplace expectations, ensuring that learning remains relevant, practical, and responsive to emerging professional demands.

Graduates. Graduates gain confidence that the competencies developed through the program remain applicable across diverse careers, supporting long-term employability, professional advancement, and lifelong learning.

Employers. Employers benefit from graduates who demonstrate strong communication, analytical thinking, ethical practice, leadership, research competence, and adaptability, enabling them to contribute effectively to organizational goals.

Department of English Language and Literature. Graduate and stakeholder feedback provides robust evidence for curriculum enhancement, instructional innovation, faculty development, and quality assurance, ensuring that the program remains responsive to the needs of its stakeholders.

University of Southern Mindanao. The consistently high levels of graduate satisfaction reinforce the University's reputation for delivering quality higher education and producing competent, ethical, and globally competitive professionals whose knowledge and skills contribute meaningfully to national and international development.

PILLAR 4

GRADUATE PROFESSIONAL DEVELOPMENT, LEADERSHIP, & LIFELONG LEARNING

The Bachelor of Arts in English Language program recognizes that graduate success extends beyond initial employment. A hallmark of quality higher education is the ability to cultivate lifelong learners who continuously pursue advanced education, professional growth, leadership opportunities, and meaningful contributions to their professions and communities. Consistent with the University's commitment to academic excellence and lifelong learning, the program encourages graduates to continuously enhance their competencies, acquire new qualifications, and assume leadership roles in an increasingly dynamic and knowledge-driven society.

Professional development among graduates reflects the program's effectiveness in fostering intellectual curiosity, academic preparedness, and a commitment to continuous improvement. The pursuit of graduate education, professional credentials, leadership responsibilities, and scholarly engagement demonstrates that the competencies developed through the program remain relevant well beyond graduation and continue to support graduates throughout their careers.

Implementation

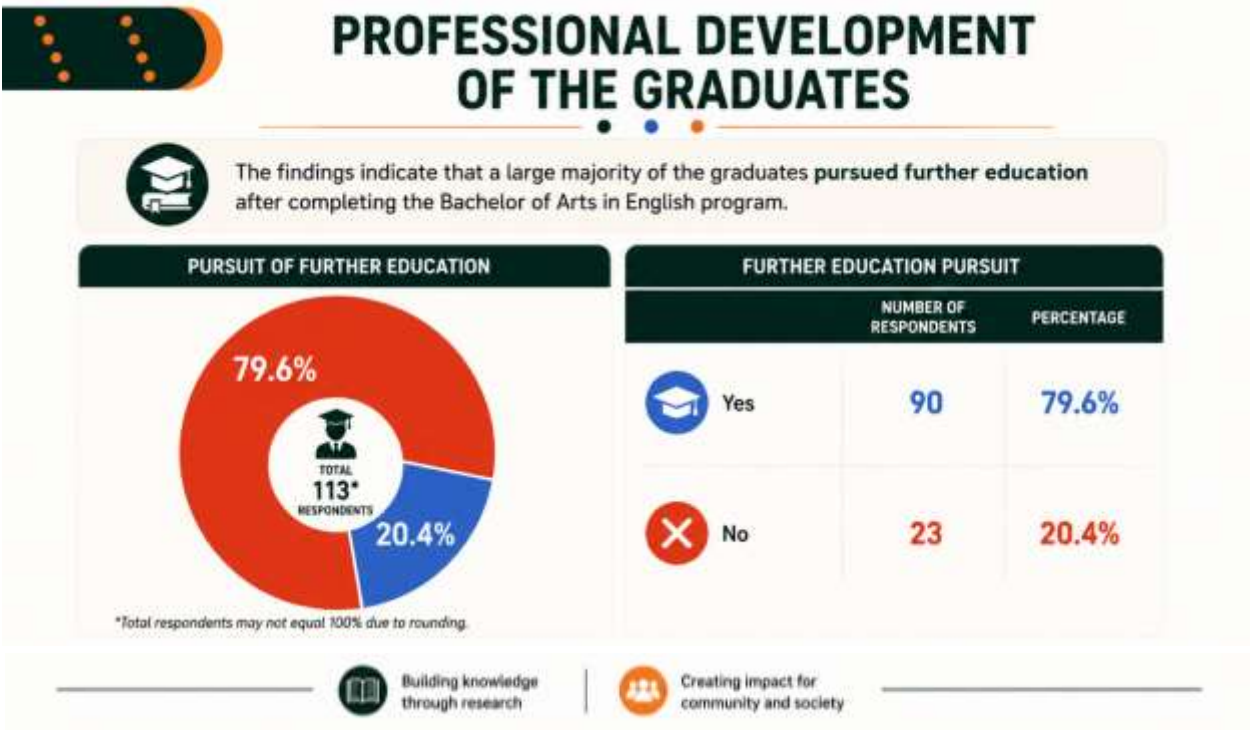
The Department promotes lifelong learning and professional advancement by encouraging graduates to pursue graduate education, professional certifications, leadership positions, and continuing professional development. Through sustained alumni engagement and tracer studies, it regularly monitors graduates' academic progression, professional achievements, leadership experiences, and continuing education.

Information gathered from alumni provides valuable evidence of graduates' academic mobility and professional growth, which the Department uses to evaluate the long-term effectiveness of the curriculum, identify emerging professional development needs, and strengthen institutional initiatives that prepare students for lifelong learning and career advancement.

Highlights and Accomplishments

Strong Culture of Lifelong Learning

The tracer study revealed that the majority of graduates continue to pursue higher education after their undergraduate degree: 90 graduates (79.6%) reported pursuing graduate studies or other forms of advanced professional education, while 23 (20.4%) had not yet done so. This strong participation demonstrates that the program successfully cultivates a culture of lifelong learning and continuous professional development.



Diverse Graduate Education Pathways

BAEL graduates have pursued advanced studies across a wide range of academic disciplines and professional fields. The Juris Doctor program was the most frequently pursued, with 8 graduates (16.3%), followed by Professional Education (including Diploma in Professional Education and Professional Education units), with 6 graduates (12.2%). Master of Arts in Education (MAEd) and Master of Arts in English Language Teaching (MAELT/MALT) were each pursued by 3 graduates (6.1%), while Master of Public Administration (MPA) was pursued by 2 graduates (4.1%). Meanwhile, Master of Arts in English, Applied Linguistics, Master of Science in Rural and Economic Development, Master of Arts in Literature, and Master of Development Communication (pending admission) were each reported by 1 graduate (2.0%).

These graduate programs were undertaken at reputable higher education institutions, including the University of Southern Mindanao, Mindanao State University, University of Southeastern Philippines, Notre Dame University, Cotabato State University, and the University of the Philippines Open University. The diversity of programs pursued reflects the versatility of the academic foundation the curriculum provides and its capacity to prepare graduates for interdisciplinary and advanced academic pursuits.



DIVERSE GRADUATE EDUCATION PATHWAYS



Among the graduates who specified their postgraduate studies, the **Juris Doctor** program was the **most frequently pursued**, reflecting a strong inclination toward legal studies.



KEY TAKEAWAYS

1 Juris Doctor (JD) is the most pursued postgraduate program, followed by **Professional Education** programs.

Education-related programs (MAEd and MAELT/MALT) are among the top choices, showing graduates' strong commitment to teaching and learning.

Graduates also pursue **diverse pathways** in public service, language, development, literature, and communication.



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Leadership in Professional and Community Organizations

Beyond graduate education, many alumni have assumed leadership and supervisory positions within their organizations and communities, currently serving as academic coordinators, educational program specialists, project leaders, administrative officers, supervisors, subject matter experts, research coordinators, legislative staff, public affairs officers, youth leaders, elected officials, and community development practitioners. Several have also been elected to leadership positions in local government and youth governance, reflecting a sustained commitment to public service, civic engagement, and community leadership—and affirming the program's success in developing graduates capable of leading teams, managing organizations, and contributing meaningfully to institutional and community development.

Continuing Professional Growth

Graduates continue to strengthen their professional qualifications through industry certifications, specialized training, workplace promotions, and expanded responsibilities. Many have advanced from entry-level positions to supervisory, specialist, and managerial roles within government agencies, educational institutions, multinational corporations, and private organizations—career advancement that reflects employers' confidence in the competence, leadership potential, and professional capabilities of the program's graduates.

Sustained Commitment to Professional Excellence

Graduates' continued pursuit of advanced education, leadership roles, and professional development illustrates that learning does not end at graduation. The program provides a strong academic foundation that enables graduates to adapt to changing professional environments, embrace lifelong learning, and pursue continuous career advancement—affirming its role in producing professionals who are not only employable but also committed to sustained personal, academic, and professional growth.

Performance Indicators

- 79.6% of graduates pursued graduate studies or advanced professional education.
- Graduates enrolled in diverse postgraduate programs, including law, education, linguistics, literature, public administration, and development communication.
- Graduate studies undertaken in reputable local and national higher education institutions.
- Graduates occupying leadership, supervisory, managerial, and administrative positions across various sectors.
- Increasing professional advancement through promotions, specialized training, and expanded workplace responsibilities.
- Sustained culture of lifelong learning and continuous professional development among graduates.



Impact on Stakeholders

Bachelor of Arts in English Language

Students. Students are inspired to pursue lifelong learning, leadership, and advanced education by the professional achievements of program alumni, encouraging them to establish long-term academic and career goals.

Graduates. The program provides graduates with a strong intellectual and professional foundation that supports continued academic advancement, leadership development, and sustained career progression.

Employers. Employers benefit from professionals who continually upgrade their competencies, demonstrate leadership potential, and adapt effectively to evolving organizational and industry demands.

Department of English Language and Literature. Evidence of graduate professional advancement validates the long-term effectiveness of the curriculum and informs initiatives that strengthen leadership development, academic excellence, and lifelong learning opportunities.

University of Southern Mindanao. The continuing academic and professional achievements of graduates reinforce the University's mission of producing competent, ethical, innovative, and globally competitive professionals who contribute meaningfully to national development and the advancement of knowledge.

PILLAR 5

GRADUATE EXCELLENCE, RECOGNITION, & SOCIETAL IMPACT

The achievements of graduates beyond employment provide compelling evidence of the long-term impact and quality of the Bachelor of Arts in English Language program. Professional awards, academic distinctions, scholarly publications, leadership recognitions, and community contributions demonstrate that graduates continue to exemplify excellence long after completing their undergraduate education. These accomplishments affirm that the program develops not only competent professionals but also ethical leaders, scholars, innovators, and active contributors to society.

The Department recognizes that graduate excellence extends beyond individual success. The accomplishments of alumni strengthen the reputation of the program, inspire current students, foster stronger partnerships with stakeholders, and demonstrate the University's contribution to nation-building and global engagement. By documenting and celebrating these achievements, the Department affirms its commitment to cultivating graduates who create meaningful and lasting impact within their professions, communities, and society.

Implementation

The Department continuously documents the professional achievements, awards, scholarly accomplishments, leadership roles, and community contributions of its graduates through tracer studies, alumni engagement activities, institutional records, and regular communication with alumni.

Information on graduate recognitions is systematically consolidated to showcase the long-term outcomes of the program and to provide evidence of graduate excellence for quality assurance, curriculum enhancement, strategic planning, and accreditation. Outstanding alumni are likewise recognized as partners in promoting academic excellence, mentoring students, strengthening industry linkages, and supporting institutional development.

Highlights and Accomplishments

Academic Excellence and Latin Honors

The Bachelor of Arts in English Language (BAEL) program has consistently demonstrated a strong tradition of academic excellence, as evidenced by the sustained number of graduates receiving Latin honors from 2022 to 2025. During this four-year period, the program produced 100 Latin honor graduates, comprising 15 Magna Cum Laude and 85 Cum Laude awardees. The 2023 graduating class recorded the highest number of Latin honor recipients with 32 graduates, followed by 30 graduates in 2022, 25 in 2024, and 13 in 2025.

These achievements reflect the department's commitment to maintaining high academic standards, effective instruction, and a supportive learning environment that cultivates student excellence. The consistent production of honor graduates across successive cohorts

demonstrates the program's ability to develop learners who exhibit strong academic performance, intellectual competence, and discipline throughout their undergraduate studies. Collectively, these outcomes provide concrete evidence of the quality and effectiveness of the BAEL program and support its pursuit of excellence under the AACUP Level IV accreditation



AB ENGLISH LANGUAGE HONOR GRADUATES OVER THE YEARS



AB English Language graduates continue to excel academically, with 100 awardees receiving Latin Honors from 2022 to 2025.



100

Total Latin Honors
Awardees
(2022-2025)



4

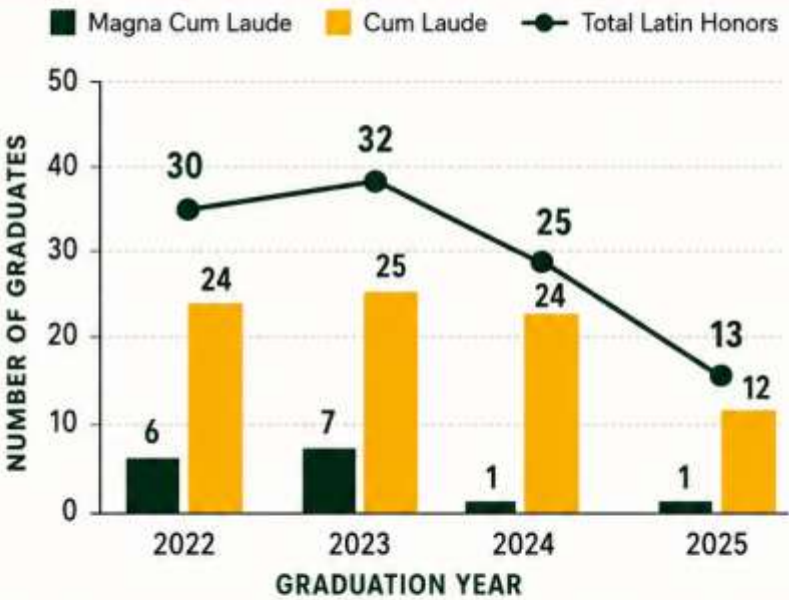
Graduation Years
Represented



15

Magna Cum Laude
Awardees

NUMBER OF HONOR GRADUATES OVER THE YEARS



HONOR GRADUATES BY GRADUATION YEAR

	2022	2023	2024	2025	TOTAL
MAGNA CUM LAUDE	6	7	1	1	15
CUM LAUDE	24	25	24	12	85
TOTAL LATIN HONORS	30	32	25	13	100



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framework.

Table 3. List of Graduates with Latin Honors

Graduate	Academic Award	Year of Graduation
2022 Graduates		
Genre Bolaron	Magna Cum Laude	2022
Datu Thalal Mangcoc	Magna Cum Laude	2022
Alyasser Singgon	Magna Cum Laude	2022
Omar Mamento	Magna Cum Laude	2022
Halima Abdulmaguid	Magna Cum Laude	2022
Karen Mitchie De Guzman	Magna Cum Laude	2022
Sittie Ira Mantawil	Cum Laude	2022
Belgie Jan Pimentel	Cum Laude	2022
April Joy Portugal	Cum Laude	2022
Jurelyn Calambro	Cum Laude	2022
Patricia Amamio	Cum Laude	2022
Erika Beatingo	Cum Laude	2022
Shyra Omambong	Cum Laude	2022
Norhaima Alimanan	Cum Laude	2022
Moctadir Unsay	Cum Laude	2022
Palasig Bill Ampang	Cum Laude	2022
Jesevel Maderable	Cum Laude	2022
Shahad Salik	Cum Laude	2022
Cherell Moana Galan	Cum Laude	2022
Merlyn Ayson	Cum Laude	2022
Geraldine Segundera	Cum Laude	2022
Rohamina Guiamalodin	Cum Laude	2022
Norhata Matula	Cum Laude	2022
Hajar Guialudin	Cum Laude	2022
Ivy Claire Sales	Cum Laude	2022
Shella Mae Sales	Cum Laude	2022
Saguiara Abpi	Cum Laude	2022
Den John Cagud	Cum Laude	2022
Jubilee Pelegrino	Cum Laude	2022
Annalou Calibara	Cum Laude	2022
2023 Graduates		

Danica Zynn D. Diaz	Magna Cum Laude	2023
Philip John B. Tabada	Magna Cum Laude	2023
Dave John B. Cruto	Magna Cum Laude	2023
Francis D. Castro	Magna Cum Laude	2023
Joahnnaa Shane S. Lopez	Magna Cum Laude	2023
Jessa Mae G. Elechicon	Magna Cum Laude	2023
Zenaida M. Lumambas	Cum Laude	2023
Madzna M. Ampat	Cum Laude	2023
Erica Mae D. Duyongan	Cum Laude	2023
Divina Grace Q. Maulit	Cum Laude	2023
Nova D. Quiñones	Cum Laude	2023
Sheryl Joy R. Bibat	Cum Laude	2023
Francis Allen D. Villanueva	Cum Laude	2023
Mahatra L. Silongan	Cum Laude	2023
Princess Eluida M. Mamantar	Cum Laude	2023
Crystal Mae L. Macaylas	Cum Laude	2023
Wendy V. Palermo	Cum Laude	2023
Norhayya G. Talilisan	Cum Laude	2023
Mariel B. Rollorata	Cum Laude	2023
Carla Mae M. Molina	Cum Laude	2023
Rohanie T. Guiamelil	Cum Laude	2023
Romayna B. Mamaluba	Cum Laude	2023
Mariel A. Pataray	Cum Laude	2023
Angelica C. Tabaranza	Cum Laude	2023
Alpha Loisa Gen A. Enoc	Cum Laude	2023
Famela D. Quiñones	Cum Laude	2023
Vanzandth Kerr M. Ochavillo	Cum Laude	2023
Romel N. Quiñones	Cum Laude	2023
Bonita Undalayan	Cum Laude	2023
Zulpikar Sawa	Cum Laude	2023
JC Thaddeus G. Provida	Cum Laude	2023
2024 Graduates		
Leigh T. Miniano	Magna Cum Laude	2024
Cristine M. Gabia	Cum Laude	2024
John Carlo P. Villarin	Cum Laude	2024
Jhenmark G. Jose	Cum Laude	2024

Bachelor of Arts in English Language

Kristine M. Toreno	Cum Laude	2024
Rahima A. Cabunto	Cum Laude	2024
Feony Love B. Gavelo	Cum Laude	2024
Jessieca C. Almojuela	Cum Laude	2024
Lovely Jane L. Balonda	Cum Laude	2024
Zhamica P. Gonsang	Cum Laude	2024
Raheema M. Undong	Cum Laude	2024
Ashlie Joyce A. Dela Cruz	Cum Laude	2024
Asra Mae T. Gapor	Cum Laude	2024
Jehan T. Salibat	Cum Laude	2024
Gail L. Bacaoco	Cum Laude	2024
Samantha Kaye M. Politico	Cum Laude	2024
Norah Jannah Y. Akmad	Cum Laude	2024
Jessa G. Benting	Cum Laude	2024
Farina D. Kamid	Cum Laude	2024
Sandrah M. Saudagal	Cum Laude	2024
Sittie Norjana U. Hamid	Cum Laude	2024
Ferrilyn M. Pabia	Cum Laude	2024
Pauline Jae H. Salem	Cum Laude	2024
Jonalyn Cadiz	Cum Laude	2024
Jane Desiree O. Duguil	Cum Laude	2024
2025 Graduates		
Kyla Mae G. Calidaban	Magna Cum Laude	2025
Jhann Lexter V. Baldovino	Cum Laude	2025
Aisha J. Carbon	Cum Laude	2025
Redonet Alf M. Degamo	Cum Laude	2025
Cherryvie M. Dinopol	Cum Laude	2025
Chrislen Mae G. Dollete	Cum Laude	2025
Kate Angel C. Domingo	Cum Laude	2025
Bea May C. Eyang	Cum Laude	2025
Christine Mae G. Rapuza	Cum Laude	2025
Richann Mae R. Sahilan	Cum Laude	2025
Jeshiree C. Vallejos	Cum Laude	2025
Gian Keirt U. Vicente	Cum Laude	2025
Russel Jim J. Yongque	Cum Laude	2025

Professional Awards and Workplace Recognition

Graduates have earned numerous awards and recognition in their respective professions. These distinctions affirm that graduates consistently demonstrate professionalism, leadership, and excellence across diverse employment sectors.

NUMBER OF PROFESSIONAL AWARDS BY AWARD YEAR



BA English Language graduates are recognized for their excellence and achievements through a growing number of professional awards.



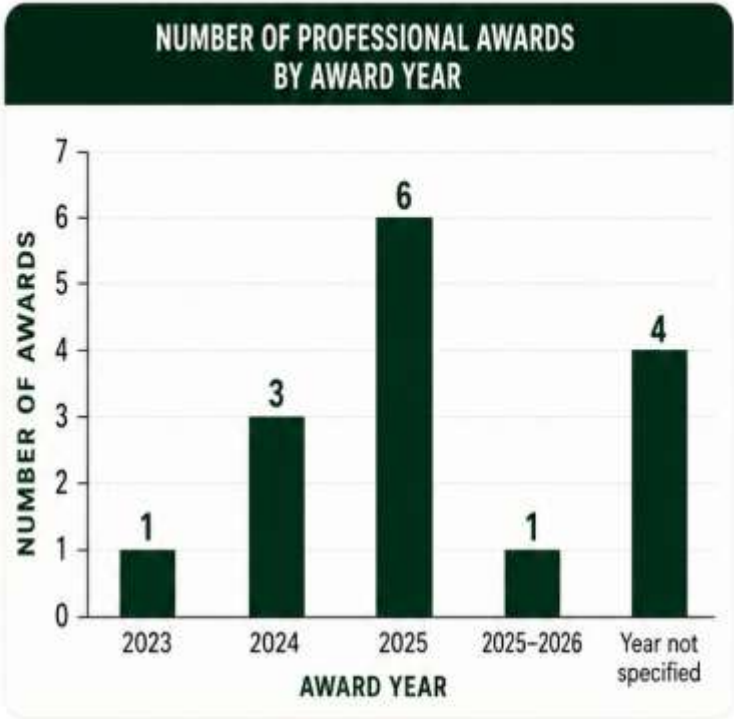
15
Total Professional Awards Received



5
Award Year Categories



6
Most Awards Received in a Single Year (2025)



AWARD YEAR	2023	2024	2025	2025-2026	YEAR NOT SPECIFIED	TOTAL
NUMBER OF AWARDS	1	3	6	1	4	15



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Graduate	Graduation Year	Professional Award / Workplace Recognition	Award Year
Jonalyn Cadiz	2024	Elite Circle Awardee	2025
Philip John B. Tabada	2023	Quipper Elite Award for Integrating 21st Century Teaching Practices	2023
Rahima A. Akmad	2024	Consistent Top Agent	2025–2026
Zulpikar Sawa	2023	1st Place, Community Project Proposal (SUBATRA Forum)	2024
Zulpikar Sawa	2023	Contributor in Crafting the BARMM Gender and Development Code	2024*
Romel N. Quiñones	2023	Company Ambassador, Snapscale BBC	2025
Bonita Undalayan	2023	Top 2 Team Leader	Not Specified
Jubilee Pelegrino	2022	Correspondence Award	2025
Jubilee Pelegrino	2022	Special Award	2025
Karen Mitchie De Guzman	2022	Gawad Siway Parangal (Outstanding Alumni)	Not Specified
Eugene Amante	2025	Top 5 Performing Sangguniang Kabataan, Municipality of Makilala	Not Specified
Jane Desiree O. Duguil	2024	Binibining Midsayap	Not Specified
Norhayya G. Talilisan	2023	Outstanding Coach (Team Quiz)	Not Specified
Annalou Calibara	2022	Best Coach for Intramurals	2024

Leadership and Public Service

Several graduates have distinguished themselves as leaders in government, education, and community organizations, currently serving as elected officials, youth leaders, legislative representatives, public affairs officers, policy advocates, academic coordinators, and institutional administrators. Their participation in governance, policy development, and community leadership demonstrates the program's success in developing socially responsible professionals committed to public service and nation-building. Notably, graduates have contributed to significant public initiatives, including community development programs and policy formulation within local and regional government institutions.



SUMMARY BY AWARD YEAR



BA English Language graduates demonstrate leadership and commitment to public service through recognized achievements.



7

Total Leadership/
Public Service
Awards Received



2

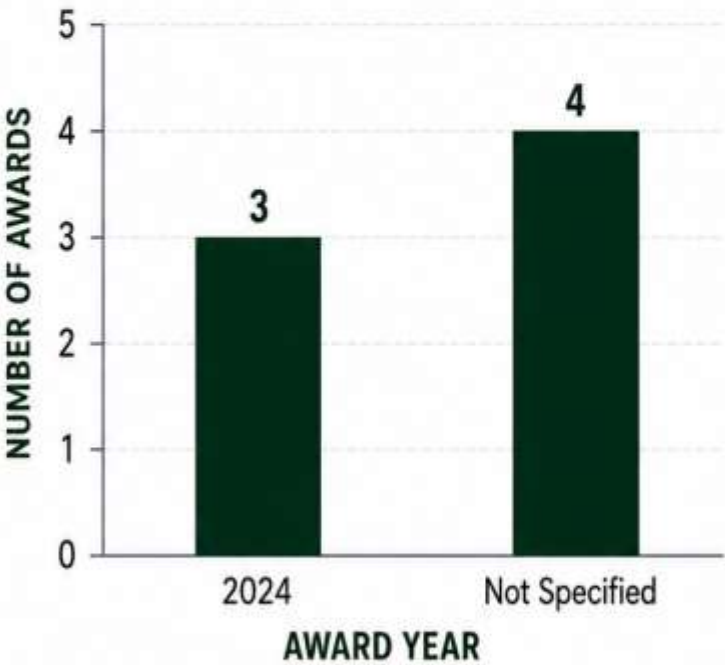
Award Year
Categories



4

Most Awards
Received
(Not Specified)

NUMBER OF LEADERSHIP/PUBLIC SERVICE AWARDS BY AWARD YEAR



LEADERSHIP/ PUBLIC SERVICE AWARDS BY AWARD YEAR

AWARD YEAR	2024	NOT SPECIFIED	TOTAL
NUMBER OF LEADERSHIP/ PUBLIC SERVICE AWARDS	3	4	7



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Graduate	Year of Graduation	Leadership and Public Service Award/Recognition	Award Year
Zulpikar Sawa	2023	1st Place, Community Project Proposal, SUBATRA Forum	2024
Zulpikar Sawa	2023	Contributor in Crafting the Gender and Development Code of the BARMM	2024*
Karen Mitchie De Guzman	2022	Gawad Siway Parangal (Outstanding Alumni)	Not Specified
Eugene Amante	2025	Top 5 Performing Sangguniang Kabataan, Municipality of Makilala	Not Specified
Jane Desiree O. Duguil	2024	Binibining Midsayap	Not Specified
Norhayya G. Talilisan	2023	Outstanding Coach (Team Quiz)	Not Specified
Annalou Calibara	2022	Best Coach for Intramurals	2024

Scholarly, Literary, and Creative Achievements

The program has likewise produced graduates who have established themselves as writers, researchers, and creative practitioners. Several alumni have published literary works, essays, poetry, and creative nonfiction in respected local and international literary journals and magazines based in Hong Kong, Singapore, Chile, and the Philippines; others have produced research publications and contributed to scholarly and professional discourse within their respective disciplines. These accomplishments demonstrate the program's enduring influence in nurturing graduates who contribute to literature, research, media, and knowledge production beyond the University.



SUMMARY BY ACHIEVEMENT YEAR



BA English Language graduates continue to excel in scholarly and literary pursuits, showcasing their commitment to knowledge creation and cultural enrichment.



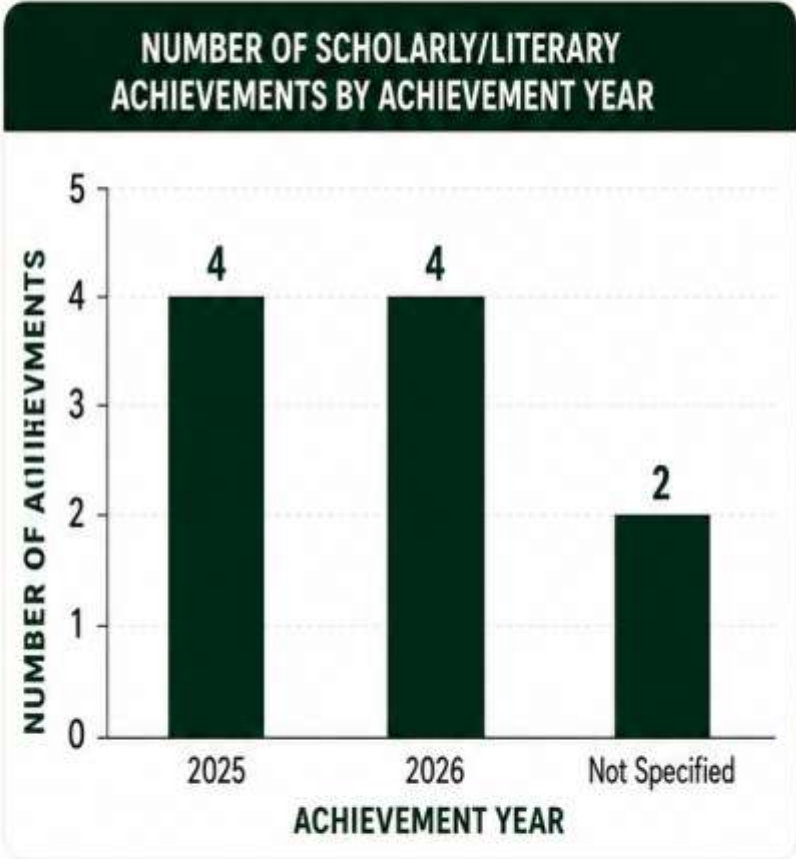
10
Total Scholarly/
Literary
Achievements
Recorded



3
Achievement
Year
Categories



4
Most Achievements
in a Single Year
(2025 and 2026)



SCHOLARLY/
LITERARY
ACHIEVEMENTS
BY YEAR

YEAR	2025	2026	NOT SPECIFIED	TOTAL
NUMBER OF ACHIEVEMENTS	4	4	2	10



Building knowledge
through research



Creating impact for
community and society

Graduate	Year of Graduation	Scholarly, Literary, and Creative Achievement	Year
Laurel Onyx B. Cabiles	2023	Published in <i>Voice and Verse Poetry Magazine</i> (Hong Kong): Search for Rare Plants	2026
Laurel Onyx B. Cabiles	2023	Published in <i>Eunoia Review</i> (Singapore): The Words	2026
Laurel Onyx B. Cabiles	2023	Published in <i>Cha: An Asian Literary Journal</i> (Hong Kong): The Internet Café That Died During the Pandemic	2026
Laurel Onyx B. Cabiles	2023	Published in <i>Cha: An Asian Literary Journal</i> (Hong Kong): Big Fish, Little Fish, & The Fake Legend of Kinilaw	2026
Laurel Onyx B. Cabiles	2023	Published in <i>Cha: An Asian Literary Journal</i> (Hong Kong): Why Does A Guy From Cotabato Province Relate To Derry Girls?	2026
Laurel Onyx B. Cabiles	2023	Published in <i>Dagmay/SunStar Davao</i> : Jokes You Can Use When You Have A Dead Father	2025
Laurel Onyx B. Cabiles	2023	Published in <i>Dagmay/SunStar Davao</i> : Hacks For Hunting and Selling Spiders	2025
Laurel Onyx B. Cabiles	2023	Published in <i>Ultramarine Literary Review</i> (Chile): Granduncle Nyong	2025
Laurel Onyx B. Cabiles	2023	Published in <i>Bangsamoro Literary Review</i> : From The Memories of Manili	2025
JC Thaddeus G. Provida	2023	Research Publication	2023

International Recognition

The BA English Language program has established an international presence through the exceptional accomplishments of Laurel Onyx B. Cabiles, whose literary and scholarly works have earned recognition beyond the Philippines. Cabiles authored six international publications published across three countries—Hong Kong (4), Singapore (1), and Chile (1)—demonstrating the global reach and relevance of the graduate's creative and scholarly contributions.

These works were complemented by six international recognitions, including one received in 2025, four in 2026, and one with an unspecified year, reflecting sustained international acclaim for literary excellence. Collectively, these achievements exemplify the caliber of BA English Language graduates and attest to the program's capacity to develop competencies that meet international standards in scholarship, creative writing, and cross-cultural engagement.



SUMMARY BY COUNTRY AND YEAR



BA English Language graduates are gaining global recognition through international publications and recognitions across various countries and years.



6

Total International Publications



3

Countries Represented



6

Total International Recognitions (2025–2026 & Not Specified)

INTERNATIONAL PUBLICATIONS BY COUNTRY AND RECOGNITIONS BY YEAR

SUMMARY BY COUNTRY		SUMMARY BY YEAR	
COUNTRY	NUMBER OF INTERNATIONAL PUBLICATIONS	RECOGNITION YEAR	NUMBER OF INTERNATIONAL RECOGNITIONS
 Hong Kong	4	2025	1
 Singapore	1	2026	4
 Chile	1	Not Specified	1
TOTAL	6	TOTAL	6



GLOBAL IMPACT, INTERNATIONAL PRESENCE



These achievements reflect the global reach and academic excellence of BA English Language graduates, contributing to the international recognition of their scholarship and professional expertise.



Building knowledge through research



Creating impact for community and society

Graduate	Year of Graduation	International Recognition	Country	Recognition Year
Laurel Onyx B. Cabiles	2023	Published in <i>Voice & Verse Poetry Magazine – Search for Rare Plants</i>	Hong Kong	2026
Laurel Onyx B. Cabiles	2023	Published in <i>Cha: An Asian Literary Journal – The Internet Café That Died During the Pandemic</i>	Hong Kong	2026
Laurel Onyx B. Cabiles	2023	Published in <i>Cha: An Asian Literary Journal – Big Fish, Little Fish, & The Fake Legend of Kinilaw</i>	Hong Kong	2026
Laurel Onyx B. Cabiles	2023	Published in <i>Cha: An Asian Literary Journal – Why Does A Guy From Cotabato Province Relate To Derry Girls?</i>	Hong Kong	2026
Laurel Onyx B. Cabiles	2023	Published in <i>Eunoia Review – The Words</i>	Singapore	2026
Laurel Onyx B. Cabiles	2023	Published in <i>Ultramarine Literary Review – Granduncle Nyong</i>	Chile	Not specified

Positive Contribution to Society

Beyond individual accomplishments, graduates continue to make meaningful contributions to society through education, public service, community development, journalism, governance, research, entrepreneurship, and professional practice. Whether serving as educators, public servants, business professionals, writers, researchers, or community leaders, graduates embody the University's commitment to producing competent, ethical, socially responsible, and globally engaged citizens. Collectively, these achievements illustrate that the impact of the program extends well beyond graduation, contributing to institutional excellence, community development, and national progress.

Performance Indicators

- Consistent production of Magna Cum Laude and Cum Laude graduates.
- Graduates receiving professional awards, workplace recognitions, and leadership distinctions.
- Alumni serving in leadership positions across government, education, business, and community organizations.
- Graduate publications in local and international literary and scholarly platforms.
- Recognition of graduates for excellence in public service, education, journalism, research, and community engagement.
- Demonstrated international competitiveness through overseas employment and global professional engagement.

- Sustained graduate contributions to education, governance, scholarship, creative industries, and national development.

Supplementary Narrative on the Awards and Professional Recognition of BAEL Graduates, 2012–2021

The professional recognitions received by BAEL graduates from the earlier cohorts further demonstrate the long-term realization of the program’s intended outcomes. Designed to develop proficiency in English and research competence, critical thinking, communication, leadership, and creativity, BAEL’s competencies are based on the program outcomes that are anchored on CHED’s memorandum order for Bachelor of Arts in English Language.

The graduates’ accomplishments provide evidence of these competencies in professional practice. In education, graduates earned international TESOL and TEFL certifications, while another received awards for best classroom practices, action research, and the development of self-learning modules in the Department of Education. The merits reflect the program outcomes related to English language teaching, research, professional writing, and creativity.

Aside from awards in classroom settings, graduates have received recognition for performance in statistics and management. Furthermore, a graduate serving in the Armed Forces of the Philippines earned the Military Civic Action Medal and the Disaster Response and Rehabilitation Operations Ribbon. Another graduate who established an English review center received the Partner of the Year Award from British Council IELTS Philippines in 2024, 2025, and 2026, which highlights integration of English language expertise, entrepreneurship, leadership, and professional partnership. Other documented accomplishments include workplace recognition in banking and Civil Service Eligibility. When considered alongside the accomplishments of the 2022 to 2025 cohorts, these recognitions show that the value of BAEL preparation continues beyond graduation. Truly, the earlier graduates have translated the program’s competencies into instructional innovation, professional certification, leadership, public service, entrepreneurship, and recognized workplace performance.

Graduates	Year Graduated	Title of Awards/Distinctions (Year Received)
Mark Jude Ansing	2018	Teaching English to Speakers of Other Language (TESOL) (Certificate International Open Academy) Certificate, Teaching English as a Foreign Language (TEFL) (Global Language Training, London)
John S. Fajanoy	2017	With Merit (as statistician) World CITI Colleges, Inc. - Quezon City Graduation School
Jepte C. Dagum	2014	Outstanding Award for Best Classroom Practices Outstanding Award for Action Research Outstanding Award for Self-Learning Modules Creation in Department of Education (Schools Division of Koronadal 2017, 2018, 2019, 2025)
Glover A. Aguacito Jr.	2019	Top Perfomer Manager (Glopak Wine and Spirits)

Bachelor of Arts in English Language

Crizel Mae V Bustillo	2018	Military Civic Action Medal and Disaster Response and Rehabilitation Operations Ribbon (Headquarters 6th Infantry Division, Phil Army, 2021 and 2023)
Zyra Sombrero Miday	2019	Perfect Attendance Award FY 2025 (Landbank of the Philippines)
Princess Fairuz Kale Kalantongan	2016	Partner of the Year Award (British Council IELTS Philippines, 2024, 2025, 2026) Empowered Women Excellence Award
Joel James V. Venancio	2021	Civil Service Eligibility (Civil Service Commission (CSC)

Gallery of Awards Received by BAEL Alumni











Annex "Q"

PANUNUMPA SA KATUNGKULAN
(Oath of Office)

AKO, si KARIN MICHELLE DELUZMAN ng IMPAC (INC), KIDAPAWAN na nahalal sa katungkulan bilang PANGULO ng Panglalawigan Pederasyon ng mga Sangguniang Kabataan, ay taimtim na nanunumpa na tutuparin kong buong husay at katapatan, sa abot ng aking kakayahan ang mga tungkulin ng aking kasalukuyang katungkulan at ng mga iba pa, pagkaraan nito'y gagampanan ko sa ilalim ng Republika ng Pilipinas, na aking itataguyod at ipagtatangol ang Saligang batas ng Pilipinas: na tunay na mananalig at tatalima ako rito: na susundin ko ang mga batas, mga kautusang legal, at mga dekretong pinairal ng mga sadyang itinakdang maykapangyarihan ng Republika ng Pilipinas, at kusa kong babalikatin ang pananagutang ito, nang walang anumang pasubali o hangaring umiwas.

KASIHAN NAWA AKO NG DIYOS.

SE (JULIAN) KAREN MICHELLE
(Lagda)

ID/Sedula Blg. _____
Kinuha sa _____
Petsa _____

Nilagdaan at pinanumpa sa harap ko ngayong ika 28 ng Nobyembre 2023 sa Lungsod ng Kidapawan, Cotabato, Pilipinas.

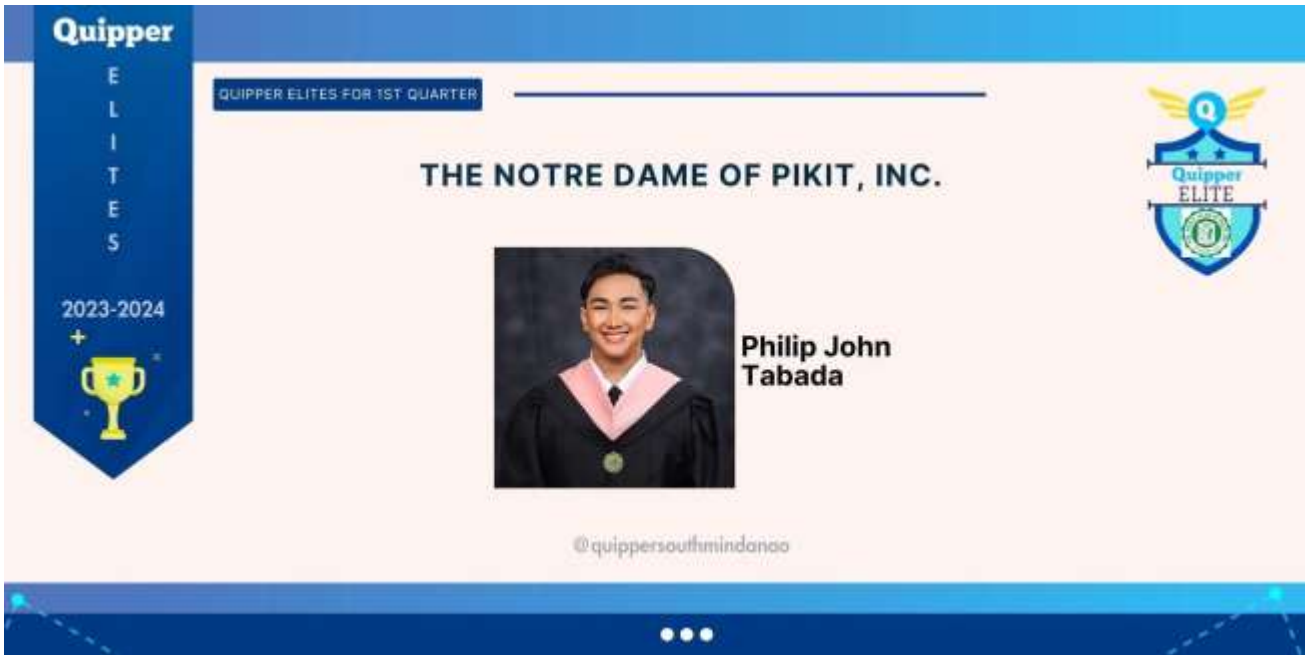
EMMYLOU "LALA" J. TALINO-MENDOZA, MNSA
Gobernador

Magdikit ng dokumentaryo

A woman with long dark hair, wearing a black dress and black heels, is smiling and holding several Bantugan Awards certificates. She is standing in front of a backdrop that features the Bantugan Awards logo repeated across it. The backdrop is decorated with yellow and black balloons. The certificates she is holding are framed and have the Bantugan Awards logo on them.

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Posted in Poetry | Tagged William Arnes | [Leave a comment](#)

The Words

Posted on July 31, 2026 by perfectsublimemasters

Even when I tore
and crumpled the paper
the outline
of the words
that I offered to you
remained on the next page.

Laurehl Onyx B. Cabiles writes from Carmen, Cotabato Province. He has been a fellow for poetry at IYAS La Salle National Writers' Workshop. His work appeared in *Cha: An Asian Literary Journal*, *Bangsamoro Literary Review*, *Ultramarine Literary Review*, *SunStar Davao* and *Dagmay*.

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Category: Laurehl Onyx B. Cabiles

[ESSAY] “THE INTERNET CAFE THAT DIED DURING THE PANDEMIC” BY LAUREHL ONYX B. CABILES

[ESSAY] “The Internet Cafe That Died During The Pandemic” by Laurehl Onyx B. Cabiles There was a well-known internet cafe in our municipality. Like all other small businesses, it was located at our public terminal since there were no complex...

Del 14, 2026

[ESSAY] “Big Fish, Little Fish, & THE FAKE LEGEND OF KINILAW” BY LAUREHL ONYX B. CABILES

≡ FIRST IMPRESSIONS ≡
REVIEW OF BOOKS & FILMS
Editor's note: Laurehl Onyx B. Cabiles considers the films Big Fish and Little Fish in relation to his father and the Filipino seafood dish kinilaw, using cinema as a lens for...

Feb 4, 2026

[ESSAY] “WHY DOES A GUY FROM COTABATO PROVINCE RELATE TO Derry Girls?” BY LAUREHL ONYX B. CABILES

≡ FIRST IMPRESSIONS ≡
REVIEW OF BOOKS & FILMS
Editor's note: Laurehl Onyx B. Cabiles's essay traces a Filipino upbringing in conflict-marked Cotabato and its unlikely resonance with Derry Girls. Through memories of militarisation, prejudice, and youthful fear, it shows...

Dec 10, 2026

A hand is holding a silver-colored, diamond-shaped plaque. The plaque features the '72nd Founding Anniversary' logo at the top, followed by the text 'SANGGUNIANG KABATAAN' and 'PLAQUE OF RECOGNITION'. Below this, it says 'is presented to' and 'HON. KAREN MICHIE T. DE GUZMAN'. A paragraph of text follows, praising her contributions to the community. At the bottom, it says 'SINAG KARANGALAN 2024' and '2024'. The plaque is surrounded by various official seals and logos.

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CE.F. No. 25 SK

Nº 0004135 SK


Republic of the Philippines
COMMISSION ON ELECTIONS

**CERTIFICATE OF CANVASS OF VOTES AND PROCLAMATION
OF WINNING CANDIDATES FOR CHAIRPERSON AND MEMBERS
SANGGUNIANG KABATAAN**

**SANGGUNIANG KABATAAN ELECTIONS
OCTOBER 30, 2023**

WE, THE UNDERSIGNED constituting the **BARANGAY BOARD OF CANVASSERS** of Barangay BATO
of the City/Municipality of MAKILALA, Province of COTABATO do hereby certify,
under our official oaths:

1. That we have duly canvassed the election returns in the precinct(s) comprising the aforesaid Barangay in the election held
on October 30, 2023, and that the attached hereto and forming part hereof is a true Statement(s) of Votes by Precinct (SOVP) with
serial number 0004135 of the votes cast therein for each candidate; and

2. That the following candidates obtained the highest number of votes indicated opposite their names:

NAME OF CANDIDATES	NUMBER OF VOTES RECEIVED	
	(In Words)	(In Figures)
CHAIRPERSON, SANGGUNIANG KABATAAN:		
<u>ADANTE, RUFAN LOPEZ</u>	<u>One Hundred Seventy</u>	<u>170</u>
MEMBER, SANGGUNIANG KABATAAN:		
1. <u>DIYANG, CHERRY ANN TARI</u>	<u>One Hundred forty Three</u>	<u>143</u>
2. <u>MATITE, ROCINE LOPEZ</u>	<u>One Hundred Thirty Seven</u>	<u>137</u>
3. <u>NACUA, RASHI GARCIA</u>	<u>One Hundred Twenty Eight</u>	<u>128</u>
4. <u>CANCAD, RICHARD NABA</u>	<u>One Hundred fourteen</u>	<u>114</u>
5. <u>PAICAN, CATHYRINE DABALI</u>	<u>One Hundred fourteen</u>	<u>114</u>
6. <u>BAGUID, FLORENCE MAY ANDIG</u>	<u>One Hundred Twelve</u>	<u>112</u>
7. <u>ANGCALIS, RUDY RICK ENO</u>	<u>One Hundred Eleven</u>	<u>111</u>

IN VIEW OF THE ABOVE RESULTS, we hereby PROCLAIM the above-mentioned candidates as the duly elected
Chairperson and Members, Sangguniang Kabataan in the aforesaid Barangay.

IN WITNESS WHEREOF, we have hereunto affixed our signatures this 30th day of OCTOBER, 2023
at BATO ELEMENTARY SCHOOL

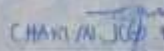
BARANGAY BOARD OF CANVASSERS


CHRISTY F. ARBIS
CHAIRPERSON
(Signature Over Printed Full Name)


RINKO G. CALADREN
VICE-CHAIRPERSON
(Signature Over Printed Full Name)


Right Thumbmark


Right Thumbmark


CHARI M. JOSE
MEMBER-SECRETARY
(Signature Over Printed Full Name)


Right Thumbmark

INSTRUCTIONS:
Prepare in four (4) copies and distribute as follows: a) The original copy to the Election Officer; b) the second copy, to the winning candidate for
Chairperson of the Sangguniang Kabataan Elections; c) the third copy, to the Secretary of the Sangguniang Bayan/Panlungsod, as the case may be; and d) the fourth
copy, to the Secretary of the Sangguniang Barangay.

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Writers Guild.



Search ...

Hacks for Hunting and
Selling Spiders

Poetry by Laurehl Onyx B. Cabiles | October 20, 2025

When I used to collect spiders, I learned a few
hacks how to hunt and prepare them for selling:

When the night strikes, look for the one
your gut tells you is the suitable

for fighting. While that eight-legged insect
spreads her appendages, waiting for food

to press weight in her strings, toss a house
spider into her web, and wait until she defends

her territory. When you sense that they are busy
with their conflict that is the right moment to grab

them both, and put them in a cage. Open it
the next day, and check if she is sucking dry

the bait. Find a stick where she can crawl to expose
her color, size, and tentacles. Examine her,

see if there are missing parts of her
body. If that product is in good condition,

starve her, and inject drugs in her system
to make her hungry for war. By the time

she moves slowly, as if every step
is calculated, and ready to bite

whatever is before her, you can start to think
of a fitting prize that you can place on her head.

Once that, too, is settled, you can pimp her
to a buyer who will make money out of her rage—

That is how easy it is to profit from
snatching someone from their own home.

Laurehl Onyx B. Cabiles is a writer from Cotabato, Province. He
has been a fellow of the Sox Writer's Workshop (2023), NAGMAC-
YWS (2024), and Ateneo de Davao Summer Writers Workshop
(2024), and Davao Writers Workshop (2025).

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From the Memories of Manili

Laurehi Onyx B. Gabiles

Riding four borrowed habal-habal, high school boys skipped class one sunny afternoon, traversing the outskirts of their town, passing old trees, rough roads, and lonely houses before reaching Manili: people were circling around the drivers even the women wearing hijabs were present. They stopped on a hundred-meter-long concrete road, hearing the roar of the engines from the modified motorcycles. The street was filled with exclamations of the crowd, joined by the teenagers, when the motors dashed to the finish line. They went home right after, driving as fast as the racers, bringing this story home.

Inside a cramped-up room with three double-deck beds, during the beginning of the presidency of Marcos Jr., a boy from that Manili trip will be a bed-spacer in that rented space in his college years at USM, accompanied by his Maguindanaon friends. Some nights, when the schedule chooses to be kind, at a dinner table, little gatherings will arise: from asking about the Quran to bartering half-truths and inherited beliefs, stepping into each other's world, bridging the gap, then the topic will sway to the horrors they heard and saw, moving from local to foreign, spanning through the present and the past, from Kabacan to Gaza to Congo, zooming back in Palimbang. In Manili, on June 19, 1971, when our country was still in the grip of Marcos Sr., a meeting should have happened, but the Ilaga threw grenades inside a mosque, slaughtering more than seventy innocent people, turning the place for showering of blessings into a bloodbath. And even when they buried the dead on the next day for the ones who will carry the memory, after those gruesome hours, scenes of body parts sticking to the ceiling and fellow survivors wading along through knee-deep of warm blood to find pieces of their loved ones among the submerged will be engraved in their minds. The place and their memories wait for the boy.

But right now, the boy is with his friends in front of the store where they always hang out, obliged to listen to his buddy's stories, who is painting his grandfather as a mythical figure, whose skin cannot be penetrated by bullets, or guns would not even fire at him because of his anting-anting, and using only a sundang to eliminate his targets. As the clouds eat the moon, the friend's tales continue like the telenovela Ang Probinsyano while the boy is still glued to his spot.

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Jokes You Can Use When You Have A Dead Father

Poetry by Laurehl Onyx B. Cabiles | December 8, 2025

1. Have you seen my dad? I haven't either, ever since he followed the light.
2. My dad always preached about Jesus when I was young. He kept telling stories about the goodness of that son of God. He was *dy-ing* to be with him. So, once the two of them met, he never came back.
3. I have been taller than my father since I was 11 years old. He didn't have a condition that restricted him from growing; he was just six feet under the ground.
4. I haven't been able to contact my father lately. Perhaps they ban phones in heaven.
5. My old man would not be proud of who I am today. But I don't mind. What is he going to do, rise from his grave?

When your audience hesitates to let out a laugh or even a chuckle, as if you can pluck the expression of pity from their faces, you can throw these lines to dispel the tension in the air:

1. Don't feel bad.
2. You can find it funny.
3. It doesn't bother me anymore.
4. Anyway, he was gone longer than the time we shared together.
5. My dad will not haunt you. He doesn't even visit me in my dreams.

Laurehl Onyx B. Cabiles is a writer from Cotabato, Province. He has been a fellow of the Sox Writer's Workshop (2023), NAGMAC-YWS (2024), and Ateneo de Davao Summer Writers Workshop (2024), and Davao Writers Workshop (2025).











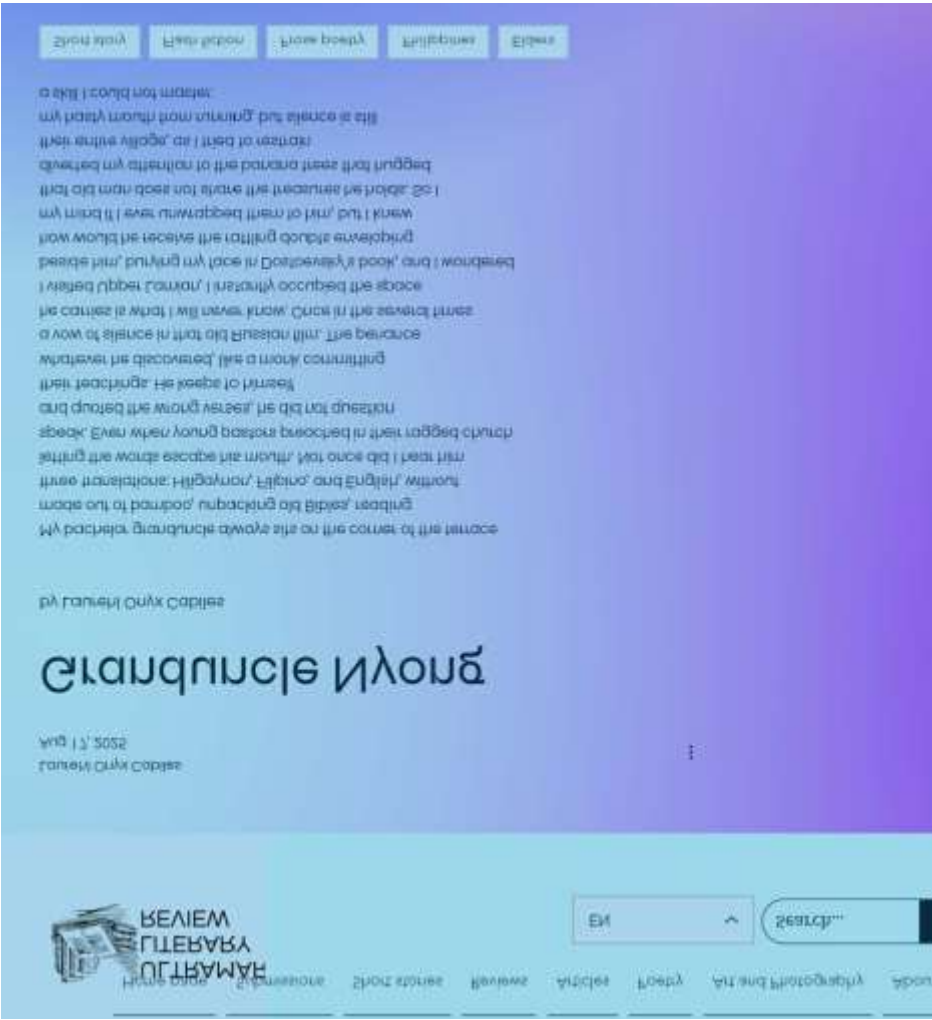
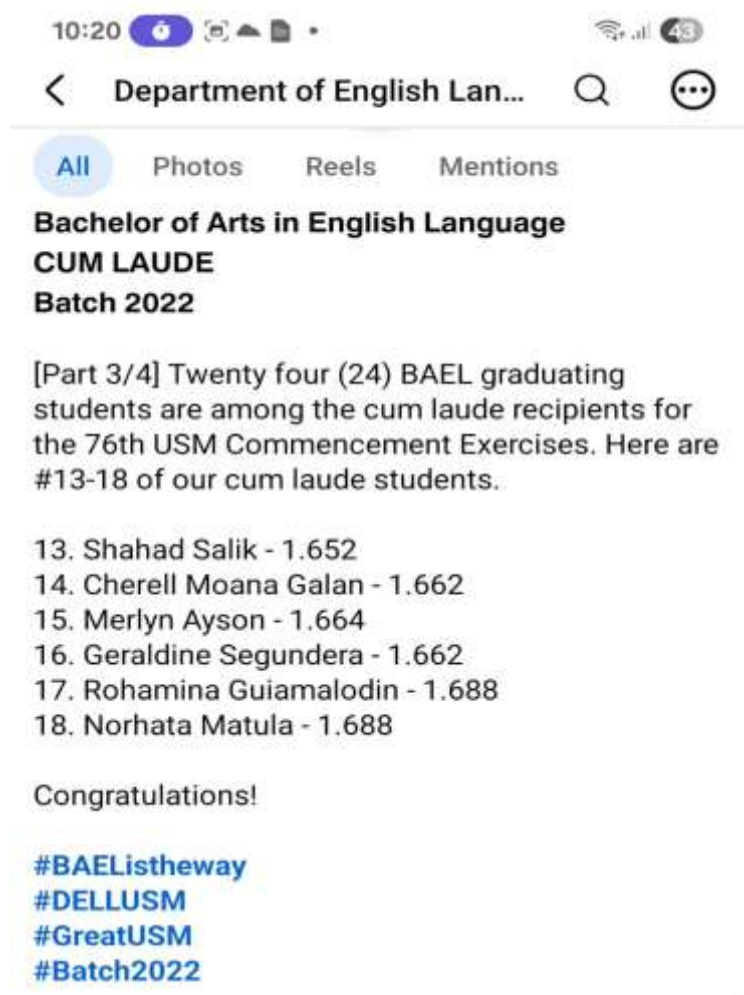
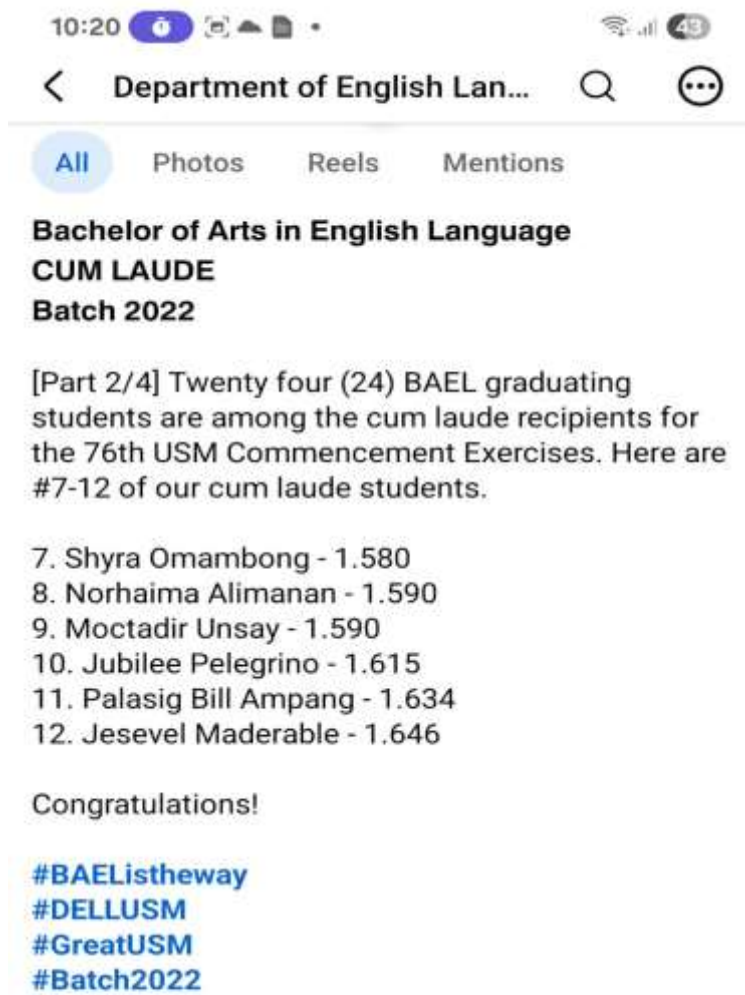
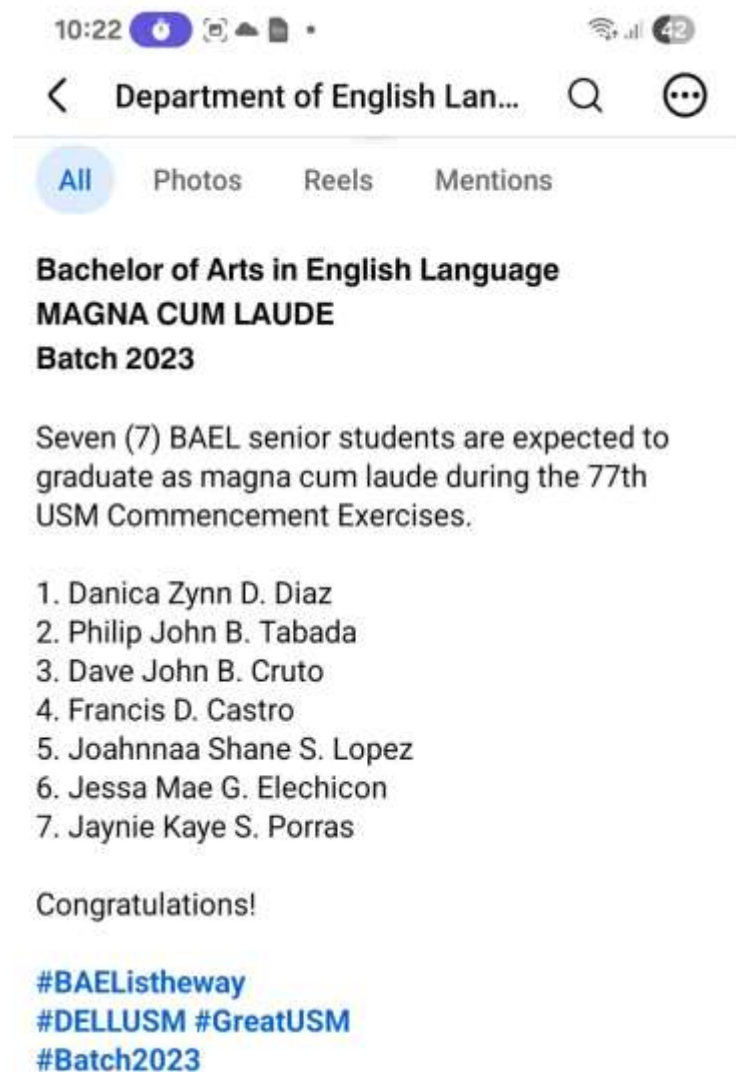
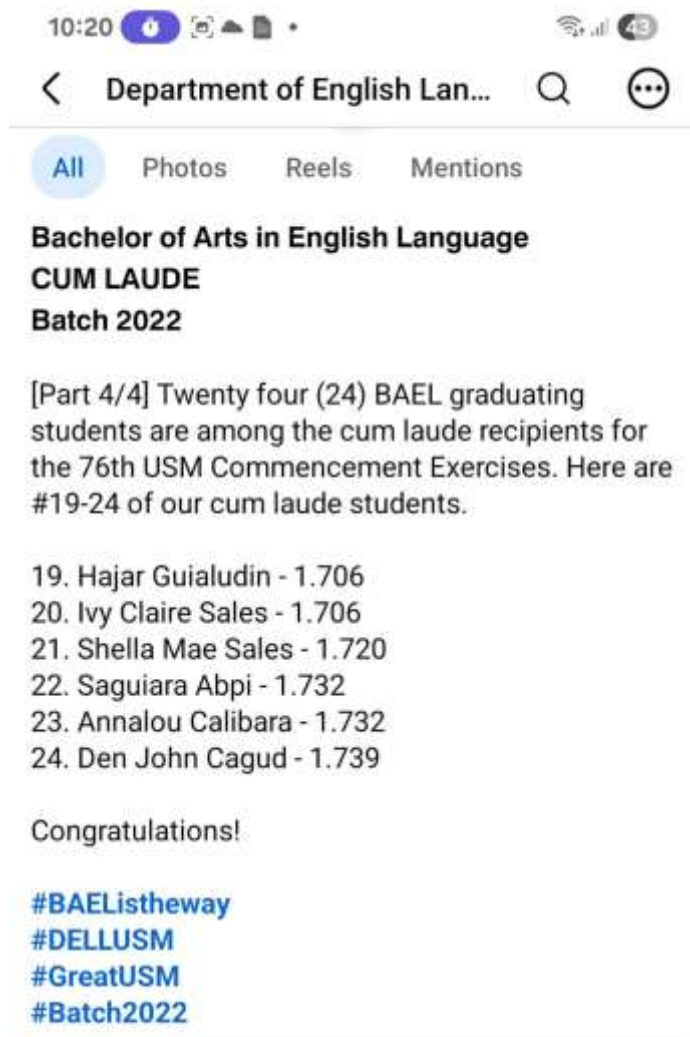


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10:22

Department of English Lan...

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CUM LAUDE

Batch 2023

A total of twenty-six (26) students from BAEL are expected to graduate as cum laude during the 77th USM Commencement Exercises. Here is the first batch [1/4].

1. JC Thaddeus G. Provida

2. Rommel N. Quiñones

3. Bonetta G. Undalayan

4. Zenaída M. Lumambas

5. Madzna M. Ampat

6. Erica Mae D. Duyongan

7. Divina Grace Q. Maulit

Congratulations!

#BAEListheway

#DELLUSM #GreatUSM

#Batch2023

77th USM Commencement Exercises

BACHELOR OF ARTS IN ENGLISH LANGUAGE

Cum Laude

JC Thaddeus G. Provida

Rommel N. Quiñones

Bonetta G. Undalayan

Zenaída M. Lumambas

Madzna M. Ampat

Erica Mae D. Duyongan

Divina Grace Q. Maulit

10:23

Department of English Lan...

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Bachelor of Arts in English Language

CUM LAUDE

Batch 2023

A total of twenty-six (26) students from BAEL are expected to graduate as cum laude during the 77th USM Commencement Exercises. Here is the third batch [3/4].

15. Crystal Mae L. Macaylas

16. Wendy V. Palermo

17. Norhayya G. Talilisan

18. Mariel B. Rollorata

19. Carla Mae M. Molina

20. Rohanie T. Guiamelil

Congratulations!

#BAEListheway

#DELLUSM #GreatUSM

#Batch2023

77th USM Commencement Exercises

BACHELOR OF ARTS IN ENGLISH LANGUAGE

Cum Laude

Crystal Mae L. Macaylas

Wendy V. Palermo

Norhayya G. Talilisan

Mariel B. Rollorata

Carla Mae M. Molina

Rohanie T. Guiamelil

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Continuous Quality Improvement

Monitoring

- Maintain a comprehensive alumni achievements database documenting awards, recognitions, publications, leadership positions, and professional accomplishments.
- Regularly update records through graduate tracer studies and alumni engagement activities.
- Monitor emerging accomplishments that demonstrate graduate excellence and societal impact.

Evaluation

- Assess trends in graduate achievements to determine areas of program strength and opportunities for enhancement.
- Evaluate the relationship between graduate accomplishments and the attainment of program educational objectives.
- Utilize alumni achievements as evidence of long-term program effectiveness and institutional impact.

Improvement

- Strengthen initiatives that promote undergraduate research, academic writing, creative production, leadership development, and professional engagement.
- Expand opportunities for students to participate in conferences, publication projects, leadership training, competitions, and community initiatives.
- Enhance alumni networking and mentoring programs that encourage professional excellence and lifelong engagement with the Department.

Institutionalization

- Integrate graduate achievements into the Department's quality assurance, strategic planning, and accreditation processes.
- Establish regular mechanisms for recognizing outstanding alumni and showcasing graduate success stories.
- Sustain partnerships with alumni in support of curriculum enhancement, student mentoring, research collaboration, and institutional development.



Impact on Stakeholders

Students. The accomplishments of alumni provide tangible models of success that motivate students to pursue excellence in academics, leadership, research, creative work, and professional practice.

Graduates. Recognition of alumni achievements strengthens professional identity, encourages continued excellence, and reinforces lifelong engagement with the Department and the University.

Bachelor of Arts in English Language

Employers and Community Partners. Employers and partner organizations benefit from graduates whose competence, leadership, integrity, and commitment to service contribute positively to organizational performance and community development.

Department of English Language and Literature. Graduate achievements provide compelling evidence of program quality, strengthen institutional credibility, enhance stakeholder confidence, and support continuous quality improvement initiatives.

University of Southern Mindanao. The distinguished accomplishments of Bachelor of Arts in English Language graduates reinforce the University's reputation for academic excellence and demonstrate its enduring contribution to the development of competent professionals, ethical leaders, scholars, and globally engaged citizens whose work creates meaningful impact in society.

PILLAR 6

CONTINUOUS QUALITY IMPROVEMENT & GRADUATE OUTCOMES ENHANCEMENT

The Department of English Language and Literature views graduate performance not merely as an outcome to be measured but as a strategic resource for institutional learning and continuous quality improvement. Graduate employability, career progression, stakeholder satisfaction, professional achievements, and lifelong learning provide valuable evidence that informs academic planning, curriculum enhancement, faculty development, student support services, and institutional decision-making.

Anchored on the University's commitment to quality assurance and outcomes-based education, the Department systematically uses graduate tracer studies, employer feedback, alumni engagement, and performance indicators to evaluate the effectiveness of the Bachelor of Arts in English Language program. Findings are regularly analyzed and translated into evidence-based interventions that strengthen program relevance, responsiveness, and academic excellence.

By embedding graduate performance assessment into its quality assurance system, the Department ensures that curriculum innovations, instructional improvements, and strategic initiatives remain responsive to the evolving needs of students, employers, professional organizations, and society.

Implementation

Graduate performance data are systematically collected through tracer studies, alumni profiling, employer feedback, and institutional monitoring mechanisms. Information on employment outcomes, career mobility, graduate studies, professional recognitions, workplace competencies, and stakeholder satisfaction is consolidated and reviewed by the Department during curriculum evaluation, academic planning, faculty meetings, and quality assurance activities.

The results of these assessments serve as evidence for curriculum revision, instructional enhancement, faculty development, student support initiatives, industry collaboration, and strategic planning. Alumni and employer feedback are likewise integrated into program review processes to keep the curriculum aligned with contemporary workplace expectations and emerging professional trends.

Highlights and Accomplishments

Institutionalized Graduate Tracer Studies

The Department has established a systematic mechanism for monitoring graduate outcomes through regular tracer studies. For Area II, graduate performance was evaluated using three complementary tracer studies covering graduates from 2022 to 2025, providing comprehensive evidence on employment, career progression, graduate education, stakeholder satisfaction, and professional accomplishment. This institutionalized assessment enables the Department to monitor long-term graduate outcomes and make evidence-based academic decisions.

Evidence-Based Curriculum Enhancement

Graduate feedback consistently informs curriculum review and instructional improvement. Tracer study results show that graduates highly value competencies such as oral communication, critical thinking, technical writing, digital literacy, intercultural communication, research, and professional ethics—findings that provide important inputs for strengthening course content, learning experiences, assessment strategies, and emerging areas of instruction. Graduate feedback also identifies the courses that contribute most significantly to workplace success, enabling the Department to sustain curricular strengths while enhancing areas requiring further development.

Strengthened Industry and Stakeholder Responsiveness

Employer expectations, alumni experiences, and labor market trends are regularly factored into curriculum planning and program development. The Department uses graduate employment patterns, workplace competency requirements, and stakeholder recommendations to strengthen experiential learning, internship opportunities, industry engagement, and professional preparation—sustaining a continuous dialogue with stakeholders that keeps the program relevant within rapidly changing professional environments.

Enhanced Student Career Preparation

Graduate outcomes have informed initiatives that better prepare students for successful transition into employment and lifelong professional development. Findings from tracer studies reinforce the importance of communication competence, workplace readiness, leadership, research capability, digital literacy, and professional ethics, which continue to be strengthened through classroom instruction, experiential learning, extension activities, student leadership, research engagement, and internship programs. The Department likewise promotes career awareness, graduate education, professional certifications, and lifelong learning as integral components of student development.

Sustained Alumni Engagement

Graduates remain active partners in the continuous development of the program. Through tracer studies, alumni consultations, mentoring activities, and professional networking, they contribute valuable insights regarding curriculum relevance, industry expectations, and emerging professional competencies—engagement that strengthens the Department's quality assurance system while fostering a strong and supportive academic community beyond graduation.

Performance Indicators

- Institutionalized implementation of periodic graduate tracer studies.
- Systematic utilization of graduate performance data in curriculum review and academic planning.
- Regular incorporation of alumni and employer feedback into quality assurance processes.
- Continuous enhancement of curriculum based on workplace competency requirements.
- Sustained alumni engagement in mentoring, consultation, and program improvement.
- Strengthened alignment between graduate outcomes, Program Educational Objectives, and institutional strategic goals.

- Evidence-based decision-making supporting continuous program enhancement and accreditation.

Impact on Stakeholders

Students. Students benefit from a dynamic and continuously improving curriculum that reflects current workplace expectations, emerging professional competencies, and evidence gathered from successful alumni.

Graduates. Graduates remain active partners in the University's quality assurance initiatives while benefiting from stronger alumni engagement, professional networking, and opportunities for lifelong learning and career development.

Employers. Employers gain access to graduates whose competencies are continuously refined through evidence-based curriculum enhancement and sustained collaboration between the University and industry.

Department of English Language and Literature. Graduate performance evidence strengthens academic planning, curriculum development, instructional quality, stakeholder engagement, and institutional accountability, fostering a culture of continuous improvement.

University of Southern Mindanao. The systematic use of graduate outcomes for evidence-based decision-making reinforces the University's commitment to quality assurance, academic excellence, institutional effectiveness, and the production of competent, ethical, innovative, and globally competitive graduates who contribute meaningfully to society.



Future Directions and Strategic Targets

Building on the positive outcomes demonstrated through graduate employability, career diversity, stakeholder satisfaction, professional development, and graduate achievements, the Department of English Language and Literature remains committed to further strengthening the Bachelor of Arts in English Language program through evidence-based planning and continuous quality improvement. Guided by graduate tracer studies, employer feedback, alumni engagement, and institutional quality assurance mechanisms, the Department shall continue to implement strategic initiatives that enhance graduate success and ensure the sustained relevance of the program in an evolving local and global landscape.

In the coming years, the Department aims to:

- Sustain high graduate employability by strengthening career preparation, industry immersion, internships, and partnerships with government agencies, educational institutions, private organizations, and international employers.
- Enhance curriculum responsiveness through the periodic review and updating of courses based on graduate tracer studies, employer feedback, emerging workplace competencies, digital transformation, artificial intelligence, and developments in language, communication, and media.

- Institutionalize a comprehensive graduate outcomes monitoring system that regularly tracks employment, career progression, graduate studies, professional achievements, leadership roles, and employer satisfaction.
- Strengthen alumni engagement by expanding alumni networking, mentoring, career talks, professional collaborations, and alumni participation in curriculum review and program development.
- Encourage greater participation in graduate education, professional certification, research, scholarly publication, leadership development, and continuing professional education as part of the University's commitment to lifelong learning.
- Expand national and international linkages that provide graduates with broader employment opportunities, academic mobility, professional exchanges, and global career pathways.
- Utilize graduate performance indicators as an integral component of curriculum enhancement, strategic planning, accreditation, and institutional decision-making to ensure that continuous quality improvement remains data-driven and outcomes-based.
- Foster a culture of excellence, innovation, ethical leadership, and social responsibility that empowers graduates to make meaningful contributions to their professions, communities, and society.

Through these strategic directions, the Department affirms its commitment to producing graduates who are not only highly employable but also adaptable, innovative, globally competitive, and dedicated to lifelong learning and public service. Moving forward, graduate performance will continue to serve as a vital measure of program effectiveness and a catalyst for continuous improvement, ensuring that the Bachelor of Arts in English Language program remains responsive to the changing demands of higher education, the workplace, and society.