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A Tracer Study on the Post-Graduation Career Status of Radiologic Technology Graduates from Calamba Doctors' College (CDC) from 2015 - 2019

[1]Paulene Joi F. Barba, [2]Catherine Joy A. Dominguez, [3]Paul Adrian S. Barcala, [4]Alexa Mae M. Caday, [5]Stephanie Gwen M. Doronila, [6]John Ryan A. Magallanes, [7]Alyssa Nicole D. Munar
Calamba Doctors' College
[1]pbarba@calambadoctorscollege.edu.ph, [2]abril.catherinejoyrrt@gmail.com,
[3]pbarcala@calambadoctorscollege.edu.ph, [4]amcaday@calambadoctorscollege.edu.ph,
[5]sdoronila@calambadoctorscollege.edu.ph, [6]jmagallanes@calambadoctorscollege.edu.ph,
[7]amunar@calambadoctorscollege.edu.ph

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Corresponding Email:
pbarba@calambadoctorscollege.edu.ph

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Index Terms:

radiologic technology graduates, employability, job alignment, licensure examination performance, career outcomes, curriculum relevance, professional knowledge application, tracer study, Calamba Doctors' College, Laguna

Abstract. This study examined the professional careers of 107 radiologic technology graduates from Calamba Doctors' College (2015–2019), exploring how academic preparation translated into clinical success. Utilizing a quantitative tracer design, the study followed a demographic predominantly composed of established female professionals who successfully navigated the rigors of the licensure examination. The narrative of their employment was one of rapid integration. Nearly all participants secured full-time roles within three months of graduation, primarily within the private hospitals of Region 4-A (CALABARZON). However, their transition was not without friction, as graduates encountered an intensely competitive labor market that tested their resilience. Despite these barriers, a strong connection emerged between classroom instruction and clinical practice, with foundational subjects like Radiographic Anatomy and Patient Care being substantially utilized with excellent alignment in daily practice. Graduates consistently reported that their undergraduate competencies provided a stable platform for navigating complex diagnostic procedures and ensuring high standards of patient safety. While most graduates expressed a strong intent to remain within the field, a notable degree of uncertainty regarding their lifetime commitment suggested that professional identity in Radiologic Technology was a dynamic, evolving process. The study concluded that while the program successfully produced work-ready technologists, there was still a vital need for institutionalized support in specialized training and lifelong learning. Ultimately, this research offered a strategic action plan to bridge the existing gaps, ensuring that the path from student to practitioner remained a sustainable and professional trajectory in the global healthcare landscape, fostering both individual growth and institutional excellence.

Introduction

The primary objective of higher education is to equip students with the competencies necessary for professional success, necessitating that academic institutions consistently evaluate program efficacy against industry demands. A critical mechanism for this evaluation is the graduate tracer study, an empirical tool that monitors alumni career trajectories, employment status, and the practical relevance of curricula. In the Philippine context, such studies are vital for addressing systemic challenges like underemployment and skill mismatches. As highlighted by the 4th Philippine

Graduate Tracer Study, high employment rates often mask underlying issues where graduates occupy roles that underutilize their specialized training (Miraflor et al., 2021). Thus, assessing program success must extend beyond mere employment statistics to evaluate how effectively professional training is applied in clinical practice.

Calamba Doctors' College (CDC), guided by its mission to develop medical allied professionals, offers the Bachelor of Science in Radiologic Technology (BSRT) program under the regulatory frameworks of CHED Memorandum Orders No. 18 (2006), No. 55 (2017), and No. 24 (2018). These mandates shifted the curriculum toward outcomes-based education, emphasizing competency-based learning across different imaging modalities. Despite these academic standards, a knowledge gap persisted regarding the actual professional outcomes of CDC graduates and the degree to which their clinical preparation aligned with the realities of the healthcare workforce.

Crucially, no Graduate Tracer Study (GTS) had been conducted at CDC to date, specifically within the College of Radiologic Technology. This lack of institutional data meant that the college operated without a formal mechanism to track the career trajectories of its alumni or measure the long-term efficacy of its localized training protocols. Without a comprehensive GTS, there was no empirical baseline to determine if the transition from the classroom to the clinical environment was seamless or fraught with systemic obstacles.

This study addressed this gap by investigating the employability and professional status of BSRT graduates from the 2015 to 2019 cohorts. It analyzed their demographic and employment profiles, identified the perceived challenges encountered during their initial job searches, and evaluated the relevance of the academic program to their current clinical roles. Furthermore, the research explored career progression and the intent of graduates to remain within the discipline. By bridging the disconnect between academic preparation and clinical practice, the study provided empirical evidence to guide curriculum enhancements and institutional planning. This research is significant as it offers a factual basis for aligning classroom instruction with the actual technical demands of the hospital setting, ensuring that the training provided by the college remains relevant and responsive to industry changes.

Furthermore, the study serves as a vital tool for administrators to evaluate the effectiveness of the Radiologic Technology program and address specific gaps in student preparation. Ultimately, the findings culminated in a proposed action plan designed to optimize the employability and sustainable career development of future Radiologic Technology professionals. By implementing this plan, the institution can better support its alumni in securing stable positions and achieving long-term success in the healthcare field, thereby strengthening the reputation of the college and the quality of patient care provided by its graduates.

Research Questions

This study aimed to determine the post-graduation employability of radiologic technology graduates of Calamba Doctors' College from 2015 to 2019. Particularly, it provided insights into their demographic characteristics, employment outcomes, and perceptions of curriculum relevance to professional practice. With that, the study aimed to answer the specific following questions:

1. What is the demographic profile of the radiologic technology graduates of Calamba Doctors' College (2015-2019) in terms of:
    - 1.1 Age
    - 1.2 Year of Graduation
    - 1.3 Gender
2. What are the employment profiles of the Radiologic Technology graduates in terms of:
    - 2.1 Current Employment Status
    - 2.2 Current Place of Work
    - 2.3 Current Job Position
    - 2.4 Current Site of Employment
    - 2.5 Radiologic Technologists Licensure Examination
    - 2.6 Year Passed the Board
    - 2.7 Length of time it took for the graduates to pass the board examination after graduation
    - 2.8 Length of time it took for the graduates to secure their first job in the discipline after graduation.
    - 2.9 Job Acquisition
    - 2.10 Influencing Factors in Choosing Radiologic Technology
    - 2.11 Continuing Education
    - 2.12 Membership in Professional Organizations of Radiologic Technology
    - 2.13 Opportunities for Continuing Professional Development (CPD) Provided by Employer

2.14 Determinants of Current Employment

3. What are the perceived challenges encountered by the graduates in seeking their first job?
4. How relevant is the academic program to the graduates' current employment in terms of the skills, competencies and knowledge required in their field?
5. What is the career progression of graduates after completing their program in terms of:
   5.1 Intent to Remain in Program-Related Employment
   5.2 Perception of Current Job as a Long-Term Career Path
   5.3 Perceived Opportunities for Professional Growth in Radiologic Technology Aligned Employment
6. What action plan can be proposed to enhance the employability and career development of radiologic technology graduates of Calamba Doctors' College?

Methodology

Research Design

The study utilized a quantitative descriptive research design to systematically analyze numerical data and describe patterns among variables. This approach was particularly valuable for a tracer study as it allowed for the objective measurement of employability outcomes such as employment status and job relevance. Within this framework, the descriptive design provided an accurate account of graduate characteristics without the manipulation of variables. It was applied to outline the demographic and employment profiles of the respondents, including age, gender, and job alignment. Guided by this design, the study successfully profiled the radiologic technology graduates of Calamba Doctors' College and described their professional integration.

Participants of the Study

The participants consisted of radiologic technology graduates from Calamba Doctors' College belonging to the 2015 to 2019 cohorts. These individuals were selected because they represented established professionals who could provide valuable insights into their transition from education to the labor market. The study employed a total sampling technique, where all 114 identified graduates within the specified timeframe were invited to participate. Out of this population, 107 successfully completed the survey, resulting in a 91.45% response rate that enhanced the reliability of the findings. This high level of participation enhanced the reliability of findings and ensured that the diverse experiences of the graduates were adequately represented while minimizing potential sampling bias.

Research Instrument

The primary data-gathering tool was a Graduate Tracer Survey Questionnaire (GTSQ) administered electronically through Google Forms. This digital approach was selected to ensure a wider reach and increased accessibility for respondents located across various geographic areas. The instrument was adapted and modified from validated sources to ensure that the content aligned directly with the study's specific objectives. It was structured into four sections covering demographic profiles, employment status, curriculum relevance, and the extent of job alignment.

Validity and Reliability

To ensure the accuracy of the results, the research instrument underwent validation by statistical and field experts before the actual data collection. Their feedback was incorporated to refine the clarity, coherence, and relevance of the questionnaire items to the study's objectives. Reliability was assessed through a pilot testing and a Cronbach's alpha coefficient of 0.88 was obtained for the Likert-scale items, indicating a high level of internal consistency. This coefficient confirmed that the instrument was a dependable and suitable tool for measuring the professional outcomes of the graduates.

Data Gathering Procedure

The procedure began with obtaining formal permission from the Registrar and Research Office of Calamba Doctors' College. Once access to the official list of graduates was granted, the validated GTSQ was disseminated through electronic mail and social media platforms. Follow-up reminders were issued to non-respondents within a defined timeframe to ensure a robust and comprehensive response rate. Upon completion, the data were retrieved directly from the Google Forms database and reviewed for consistency and completeness. Finally, the gathered information was systematically tabulated and coded to prepare for rigorous statistical analysis and interpretation.

Statistical Treatment

The study utilized descriptive statistical analysis to systematically organize and summarize the primary data in accordance with the research objectives. Frequency and percentage distributions were employed to characterize the demographic and professional profiles of the respondents.

To facilitate a parametric quantification of the graduates' perceptions to determine professional knowledge application and level of alignment, the final section utilized a four-point Likert scale. The following table delineates the categorical responses, numerical scoring, and corresponding verbal interpretations for the Likert scale used in the final section of the instrument:

Indicators	Level	Range of Mean	Categorical Response	Verbal Interpretation
Extent of Job Alignment to Program	4	3.50 – 4.00	Fully Aligned	Excellent Alignment
	3	2.50 – 3.49	Mostly Aligned	High Alignment
	2	1.5 - 2.49	Slightly Aligned	Moderate Alignment
	1	1.00 – 1.49	Not Aligned at All	Poor Alignment
Application of Professional Knowledge	4	3.50 – 4.00	Strongly Agree	Highly Applied
	3	2.50 – 3.49	Agree	Mostly Applied
	2	1.5 - 2.49	Disagree	Slightly Applied
	1	1.00 – 1.49	Strongly Disagree	Poorly Applied

Table 1. Scoring and Verbal Interpretation for the Level of Alignment and Professional Knowledge Application

Furthermore, statistical ranking was applied to establish an ordinal hierarchy of professional subjects and technical skills, identifying those most critical to clinical practice. Collectively, these analytical procedures provided a robust framework for a nuanced interpretation of the findings, ensuring that conclusions regarding graduate employability were strictly evidence-based.

Results and Discussion

Demographic Profile of the Radiologic Technology Graduates of Calamba Doctors' College

Age Range	*f*	%
below 23	0	0
23-25	0	0
26-28	26	24%
29-31	56	52%
32-35	19	18%
36 and above	6	6%
TOTAL	**107**	**100%**

Legend: f = frequency, % = percentage

Table 2. The Profile of the Graduates in terms of Age

The 26-28 age group comprised 26 (24%) of the respondents, while 56 (52%) fell within the 29-31 age bracket. Graduates aged 32-35 accounted for 19 (18%), and those 36 years and above have 6 (6%) of the sample.

Year of Graduation	*f*	%
2015	24	22%
2016	26	24%
2017	18	17%
2018	18	17%
2019	21	20%
TOTAL	**107**	**100%**

Legend: f = frequency, % = percentage

Table 3. The Profile of the Graduates in terms of Year of Graduation

The respondents are relatively well distributed across the graduating batches from 2015 to 2019. Graduates from 2015 comprised 24 (22%) of the sample, followed by 2016 with the highest representation of 26 (24%) graduates. Those who graduated in 2017 and 2018 each accounted for 18 (17%) respondents, while 21 (20%) of the respondents were from the 2019 batch. This balanced representation across multiple groups strengthens the credibility of the study's findings, as the employment outcomes are not confined to a single graduating class.

Gender	***f***	**%**
Female	62	58%
Male	44	41%
Prefer not to Say	1	1%
TOTAL	**107**	**100%**

Legend: f = frequency, % = percentage

Table 4. The Profile of the Graduates in terms of Gender

Females comprised the majority at 62 (58%) respondents, while males accounted for 44 (41%). 1 (1%) respondent preferred not to disclose their gender. The Philippine Statistics Authority (2022) reported a steady increase in female labor force participation in the healthcare sector, while the International Labour Organization (2021) observed that women comprise the majority in many allied health professions worldwide. Although female predominance is apparent, existing literature on gender disparities emphasizes the need to further examine leadership representation and long-term career advancement opportunities within the profession.

Employment Profile of the Radiologic Technology Graduates of Calamba Doctors' College

Current Employment	***f***	**%**
Employed (Full time)	77	72%
Employed (Part time)	27	25%
Employed (Contractual)	0	0
Self-employed (Entrepreneur)	3	3%
Unemployed and seeking work	0	0
Unemployed and not seeking work	0	0
Pursuing Further Studies	0	0
TOTAL	**107**	**100%**

Legend: f = frequency, % = percentage

Table 5. The Graduates' Employment Profile in terms of Current Employment Status

3 (3%) respondents were self-employed as entrepreneurs. No respondents reported being employed on a contractual basis, unemployed, or pursuing further studies. These results were consistent with the tracer studies conducted by Araneta (2021) and Pambid and Agawin (2020), which likewise reported high employment rates among radiologic technology graduates. The similarity in findings suggested that Radiologic Technology remained a highly employable profession within the Philippine healthcare system.

Place of Work	***f***	**%**
1. Local (Philippine-Based)	**97**	**91%**
Region III- Central Luzon	6	5.63%
Region IV-A CALABARZON	81	76%
Other:	10	9.38%
2. Overseas	**10**	**9%**
Qatar	1	0.9%
Hong Kong	2	1.8%
Kuwait	2	1.8%
Dubai	1	0.9%
Singapore	1	0.9%
Florida, USA	1	0.9%
United Arab Emirates	1	0.9%

Jeddah, Saudi Arabia	1	0.9%
TOTAL	**107**	**100%**

Legend: f = frequency, % = percentage

Table 6. The Graduates' Employment Profile in terms of Place of Work

The study found that a significant majority of graduates (91%) are employed locally, reflecting the effectiveness of national labor policies and the high demand for radiologic technologists within the Philippines. While 9% have successfully transitioned to overseas roles—validating that the curriculum meets global standards and aligns with Human Capital Theory—local employment remains the primary career path. These results suggest that despite the global marketability of the BSRT degree, local opportunities and personal preferences continue to dominate the professional choices of CDC alumni.

Job Position	***f***	**%**
Chief/ Head Radiologic Technologist	12	11%
In Business/Self-employed (not related to health allied field)	3	3%
Professor/Educator/Instructor	10	9%
Sonographer	15	14%
Healthcare Virtual Assistant	5	5%
Magnetic Resonance Imaging (MRI) Technologist	7	6%
Nuclear Medicine Technologist	6	6%
PhilHealth Staff	1	1%
General Radiologic Technologist	22	21%
Computed Tomography (CT) Technologist	9	8%
Interventional Radiology Technologist	4	4%
Mammography Technologist	4	4%
Radiation Therapist	9	8%
TOTAL	**107**	**100%**

Legend: f = frequency, % = percentage

Table 7. The Graduates' Employment Profile in terms of Current Job Position

The data also highlights significant specialization in CT, MRI, and Radiation Therapy, alongside roles in academia and healthcare administration. This distribution reflects successful career mobility and role diversification, suggesting that the BSRT program effectively equips graduates for both entry-level clinical practice and advanced supervisory or specialized positions (Garcia et al., 2024).

Site of Employment	***f***	**%**
Level 1 Private Hospital	1	1%
Level 2 Private Hospital	14	13%
Level 3 Private Hospital	53	50%
Public Hospital/Government Facilities	17	16%
Diagnostic Imaging Centers/Clinics	13	12%
Educational Institution	3	3%
Home-based Job	4	3%
Own Pharmacy	1	1%
None	1	1%
TOTAL	**107**	**100%**

Legend: f = frequency, % = percentage

Table 8. The Graduates' Employment Profile in terms of Current Site of Employment

The majority of graduates (50%) are employed in Level 3 private hospitals, followed by public/government facilities (16%) and diagnostic centers (12%). This concentration in tertiary-level institutions suggests that CDC alumni consistently meet the high competency standards required by advanced healthcare facilities. These findings align with Castillo and Hernandez (2021), confirming that the BSRT curriculum and clinical training are effectively tailored for high-level hospital practice.

Licensure Examination Passing Status of Graduates	***f***	**%**
Yes	104	97%
No	3	3%
TOTAL	**107**	**100%**

Legend: f = frequency, % = percentage

Table 9. The Graduates' Employment Profile in terms of RTLE Status

A vast majority of graduates (97%) passed the licensure examination, significantly outperforming the national average of 47% to 58% reported by the PRC. This institutional success suggests that the curriculum effectively bridges the gap between theoretical instruction and clinical competence. As licensure performance is a key predictor of employability (Bernardo, 2020), this high passing rate directly correlates with the graduates' rapid entry into the professional workforce

Year	***f***	**%**
2015	21	20%
2016	23	21%
2017	17	16%
2018	20	19%
2019	21	20%
2020	0	0
2021	1	1%
2022	1	1%
N/A (did not take the examination)	3	2%
TOTAL	**107**	**100%**

Legend: f = frequency, % = percentage

Table 10. The Graduates' Employment Profile in terms of Year Passed the Board

This distributed sample prevents results from being skewed toward a single year, enhancing the reliability and generalizability of the findings regarding curriculum effectiveness (Raj et al., 2021). Furthermore, the consistent engagement with licensure across all years reflects a strong institutional commitment to professional readiness, aligning with global trends that link timely certification to higher employability in healthcare (O'Connor et al., 2020).

Licensure Exam Passing Duration	***f***	**%**
within 6 months	92	86%
7 - 12 months	6	5%
13-24 months	2	2%
More than 24 months	5	5%
Did Not Take the Board Exam	2	2%
TOTAL	**107**	**100%**

Legend: f = frequency, % = percentage

Table 11. The Graduates' Employment Profile in terms of Length of Time to Pass the Licensure Examination after Graduation

Most graduates (86%) passed the licensure exam within six months, demonstrating their readiness to translate academic training into professional certification. This rapid success reflects an effective curriculum and strong clinical preparation, aligning with findings that early licensure correlates with structured programs and higher employability (Alqahtani & James, 2022; Farooq et al., 2021). Prompt certification is a critical factor in ensuring smooth workforce integration and professional advancement for allied health graduates.

Time to Secure First Job After Graduation	*f*	%
Immediately (0-3 months)	80	75%
4-6 months	15	14%
7-12 months	7	6%
13-24 months	2	2%
More than 24 months	3	3%
Still Unemployed	0	0%
TOTAL	**107**	**100%**

Legend: f = frequency, % = percentage

Table 12. The Graduates' Employment Profile in terms of Length of Time to Secure First Job After Graduation

A significant majority (75%) of graduates secured employment within 0–3 months, with 100% of respondents currently employed. This rapid transition suggests that the program effectively integrates clinical immersion and academic preparation, enabling graduates to enter the workforce with minimal delay. These findings align with CHED (2021) and Villanueva et al. (2022), which highlight that internship experiences and professional networking are critical gateways to immediate employment in allied health. Ultimately, the results underscore the value of experiential learning in accelerating professional socialization and job readiness.

Ways of Acquiring First Job	*f*	%
Walk-in Applications	22	21
Referrals	23	21
School Recommendation	15	14
Online Portals	34	32
Social media	2	2%
Professional Associations	9	8%
Other:	2	2%
TOTAL	**107**	**100%**

Legend: f = frequency, % = percentage

Table 13. The Graduates' Employment Profile in terms of Acquiring First Job After Graduation

Graduates primarily secured employment through online portals (32%), followed by referrals (21%) and walk-in applications (21%). These results underscore the dual importance of formal digital recruitment and professional networking (Villanueva et al., 2022). While academic qualifications and licensure performance make graduates competitive for formal hiring processes (Mendoza & Rosales, 2021), institutional recommendations and social media played only a minor role. Overall, the data suggests that alumni rely heavily on proactive job-seeking strategies and established professional networks rather than informal or school-led placements.

Factors	*f*	%
Personal interests/Passion	3	3%
Influence of family/friends	41	38%
Employment Opportunities	28	26%
Financial Considerations	19	18%
Prestige/Status of the Program	16	15%
Other:	0	0
TOTAL	**107**	**100%**

Legend: f = frequency, % = percentage

Table 14. The Graduates' Employment Profile in terms of Influencing Factors in Choosing Radiologic Technology as a Program

Family and friends were the primary influence on career choice (38%), followed by employment opportunities (26%) and financial considerations (18%). These results reflect the broader Filipino sociocultural context, where familial guidance and economic stability significantly shape professional pathways (IOM, 2023; Dela Cruz & Mendoza, 2021). Personal interest was the least cited factor (3%), suggesting that practical external influences outweigh individual passion in the selection of the Radiologic Technology program.

Continuing Education	***f***	**%**
None taken	75	70%
Master's Degree	28	26%
Doctoral Degree	4	4%
Secondary Bachelor's Degree	0	0
Other:	0	0
TOTAL	**107**	**100%**

Legend: f = frequency, % = percentage

Table 15. The Graduates' Employment Profile in terms of Completion of Continuing Education

A majority of graduates (70%) have not pursued continuing studies, relying instead on their initial BSRT training for career development. Among those who did, 26% completed a Master's degree and 4% a Doctorate, likely to enhance qualifications for leadership or specialized roles. While technical skills are strong, gaps in leadership and advanced modalities make continuous education vital (Bautista Jr. et al., 2023), though barriers like workload and occupational stress may hinder participation (Resurreccion & Sison, 2025). Ultimately, these findings suggest that while initial employability is high, long-term professional growth depends heavily on individual initiative and institutional support for competency enhancement.

Membership in Professional Organizations	***f***	**%**
Yes, Philippine Association of Radiologic Technologists (PART)	23	22%
Yes, International professional organization	4	4%
Yes, Hospital/Clinic-based organization	10	9%
No	70	65%
TOTAL	**107**	**100%**

Legend: f = frequency, % = percentage

Table 16. The Graduates' Employment Profile in terms of Membership in Professional Organizations

Most graduates (65%) are not members of professional organizations, while 22% are affiliated with the Philippine Association of Radiologic Technologists (PART). Despite the benefits of membership for career growth and professional identity (Smith & Roberts, 2019; Lee et al., 2021), high participation is often delayed by costs or time constraints (Alvarez & Nguyen, 2022). These findings suggest a need for institutions and employers to better promote professional engagement to support long-term development.

Opportunities for Continuing Professional Development (CPD)	***f***	**%**
Yes, employer provides CPD/training	21	20%
I access external CPD training (self-funded)	78	73%
No, there are no CPD/training opportunities available	8	7%
TOTAL	**107**	**100%**

Legend: f = frequency, % = percentage

Table 17. The Graduates' Employment Profile in terms of Opportunities for CPD Provided by Employer

Most graduates (73%) access continuing professional development (CPD) through self-funding, while only 20% receive employer-provided training. This suggests that while CPD engagement is high, the responsibility for maintaining clinical

competency and adapting to technology rests primarily on the individual. Research confirms that regular CPD improves diagnostic confidence and practitioner adaptability (Johnson & Graham, 2018; Thompson et al., 2022). However, the reliance on self-funding highlights a gap in institutional support, which varies by organizational resources (Miller & Zhao, 2019). Strengthening employer-supported CPD frameworks is essential for enhancing staff retention and ensuring long-term professional competitiveness (Choi & Lee, 2023).

Determinants of Current Employment	***f***	**R**
Availability of Job Opportunities	24	4
Salary and Benefits offered	34	3
Career Growth and Promotion Aspects	92	1
Personal Preference	70	2

Legend: f = Frequency, R = Rank

Table 18. The Graduates' Employment Profile in terms of Determinants of Current Employment

Graduates prioritize career growth and promotion (Rank 1) and personal preference (Rank 2) over salary (Rank 3) and job availability (Rank 4). This indicates that while financial incentives matter, alumni are primarily driven by intrinsic motivations and long-term professional development. These findings align with Al-Harthy et al. (2020) and Lim et al. (2021), who observed that healthcare professionals prioritize skill expansion and leadership opportunities to enhance job satisfaction and retention. Overall, the results underscore the need for curricula that prepare students for upward mobility and lifelong career fulfillment.

Perceived Challenges of the Radiologic Technology Graduates In their First Job

Challenges Encountered through First Job	***f***	**%**
Limited opportunities	5	5%
High competition with Applicants	76	71%
Lack of Working Experience	8	7%
Pending Licensure Exam	4	4%
Location/Geographical Barriers	10	9%
Other:	4	4%
TOTAL	**107**	**100%**

Legend: f = frequency, % = percentage

Table 19. The Graduates' Perceived Challenges Encountered in Seeking First Job

High competition was the primary challenge reported by 71% of respondents, followed by geographical barriers (9%) and a lack of work experience (7%). These findings align with OECD (2022) observations that the high perceived employability of healthcare programs intensifies labor market competition. While overall employment rates remain high, the results underscore that limited clinical vacancies and geographic constraints force graduates to rely heavily on technical skills and strategic networking. Consequently, navigating the competitive healthcare landscape remains the most significant barrier for new professionals during their initial job search.

Relevance of the Academic Program to the Employment of Graduates

Indicators	**Response**	***f***	**%**	**Range of Mean**	**WM**	**VI**
Extent of Job Alignment to Field	Fully aligned	97	91%	3.50 – 4.00	3.86	Excellent Alignment
	Mostly aligned	7	7%	2.50 – 3.49		
	Slightly aligned	1	1%	1.5 – 2.49		
	Not aligned at all	2	1%	1.00 – 1.49		
Application of Professional Knowledge in Current Job	Strongly Agree	57	53%	3.50 – 4.00	3.41	Mostly Applied
	Agree	44	41%	2.50 – 3.49		
	Disagree	6	6%	1.5 – 2.49		
	Strongly Disagree	0	0%	1.00 – 1.49		
TOTAL		**107**	**100%**			

Legend: f = Frequency, % = percentage, WM = Weighted Mean, VI = Verbal Interpretation

Table 20. The Relevance of the Radiologic Technology Program to Graduates' Current Employment

A significant majority of graduates (91%) reported an "Excellent Alignment" between their academic preparation and current employment, supported by a weighted mean of 3.86. Furthermore, 94% of respondents agreed that their roles allow them to utilize their professional competencies, with a weighted mean of 3.41 indicating "Mostly applied." These findings align with research by Alqahtani and James (2022) and Farooq et al. (2021), which suggests that comprehensive clinical training and structured internships bridge the gap between theory and real-world practice. Ultimately, this strong curriculum-to-career mapping enhances job satisfaction, improves performance, and ensures a seamless transition into the healthcare industry.

Professional Subjects Most Useful in Job	***f***	**R**
Introduction to Radiologic Technology and Health Care	71	3
Radiographic Anatomy and Physiology	107	1
Radiologic Physics, Equipment, and Maintenance	60	5
Radiographic Technique, Film Processing and Analysis	36	8
Radiologic Contrast Examinations	31	10
Patient Care and Management	89	2
Radiobiology and Radiation Protection	66	4
Administration, Ethics and Jurisprudence	16	13
Radiologic Pathology	45	7
Computed Tomography (CT) Scan	50	6
Magnetic Resonance Imaging (MRI)	17	12
Interventional Radiology	1	20
Ultrasonography/Ultrasound	15	14
Nuclear Medicine	12	17
Mammography	12	17
Radiographic Positioning 1 and 2	35	9
Radiation Therapy	12	17
Quality Assurance and Quality Control	14	15

Legend: f = Frequency, R = Rank

Table 21. Distribution of Professional Subjects in the BSRT Curriculum Found Most Useful in Current Employment

Graduates identified Radiographic Anatomy and Physiology (Rank 1), Patient Care and Management (Rank 2), and Introduction to Radiologic Technology and Health Care (Rank 3) as the most useful subjects, confirming that foundational knowledge is essential for daily clinical decision-making (Castillo & Hernandez, 2021; Chen et al., 2020). In contrast, specialized modalities like Nuclear Medicine, Mammography, and Interventional Radiology were ranked lowest, suggesting these are less utilized in general practice and are specific to tertiary settings (Zhao et al., 2019). Overall, while core subjects offer universal utility, the relevance of specialized courses depends on specific job placement, highlighting the need for a curriculum that balances strong foundations with advanced modality exposure (Cabatuan et al., 2021).

Career Progression of Graduates

Plans to Continue Working in a Job Aligned to the Program	***f***	**%**
Yes, I plan to stay in this field.	97	91%
No, I plan to shift in a different field.	2	2%
Undecided	8	7%
TOTAL	**107**	**100%**

Legend: f = Frequency, % = Percentage

Table 22. The career progression of graduates regarding their intent to remain in program-related employment

A total of 97 graduates (91%) intend to remain in the Radiologic Technology field, demonstrating high professional commitment and confidence in their academic training. This strong retention rate aligns with findings by Kim et al. (2021) and Abdullah et al. (2020), which link long-term career intent to high levels of skill utilization and curriculum relevance. Ultimately, these results suggest that the program effectively fosters a sense of professional identity and stability, encouraging graduates to sustain their engagement within the healthcare sector.

Perception of Current Job as a Long-Term Career Path	*f*	%
Yes	29	27%
No	17	16%
Undecided	61	57%
TOTAL	**107**	**100%**

Legend: f = Frequency, % = Percentage

Table 23. The career progression of graduates regarding their perception of current job as a long-term career path

Only 27% of respondents view their current job as a lifetime career, while the majority (57%) remain undecided. This ambivalence suggests that while graduates are technically prepared for immediate employment, long-term commitment is influenced by workplace conditions, mobility, and evolving professional aspirations (Yang et al., 2021; Kline et al., 2020). These results indicate a need for stronger career guidance and professional development frameworks to foster sustained engagement and long-term retention within the Radiologic Technology field.

Perceived Opportunities for Professional Growth	*f*	%
Yes	98	92%
No	3	3%
Undecided	6	5%
TOTAL	**107**	**100%**

Legend: f = Frequency, % = Percentage

Table 24. The career progression of graduates regarding their perceived opportunities for professional growth

The majority of graduates (92%) believe that staying within the Radiologic Technology field offers superior career growth, promotion, and specialization opportunities. This perception aligns with research by Al-Ali and Al-Harthy (2021) and Jones et al. (2020), which links professional alignment to continuous competency development and higher job satisfaction. Ultimately, these results suggest that graduates view their degree not just as an entry point, but as a foundation for sustained upward mobility and long-term status within the healthcare sector.

Action Plan

Objective	Proposed Action	Responsible Party	Timeline	Expected Outcome
mprove alignment of curriculum with current industry demands	Review and update BSRT curriculum, incorporating feedback from graduates and employers	CDC Curriculum Committee, BSRT Faculty, BSRT Graduates, BSRT Students	6-12 months	Graduates gain competencies that are directly applicable to current workplace requirements
Strengthen professional skills and applied knowledge	Organize seminars, and refresher courses on technical and soft skills	CDC Faculty, Clinical Instructors	Quarterly	Graduates demonstrate higher technical proficiency and workplace readiness
Enhance career guidance and internship experiences	Implement structured career counseling, mentorship programs, and enhanced internship placements with local hospitals	CDC Career Office, Clinical Coordinators	Ongoing	Graduates experience smoother transition into professional practice and improved job satisfaction

Support graduate engagement in continuing professional development	Facilitate opportunities for certifications, conferences, and professional association memberships	CDC Alumni Affairs, Professional Organizations	Ongoing	Graduates maintain competence, expand professional networks, and increase career mobility
Provide feedback for future curriculum improvement	Conduct tracer studies periodically to assess graduate employability and career alignment	CDC Research Office, Program Faculty	Annually (2-3 years after graduation)	Continuous curriculum improvement and evidence-based decision-making for the BSRT program
Guide future researchers in studying graduate outcomes	Encourage research on additional factors affecting employability, including workplace culture and technological competence	CDC Research Office, Graduate Students	Ongoing	Creation of a research base to improve program effectiveness and graduate career status

Table 25. Proposed Action Plan for the Career Enhancement and Employability of Radiologic Technology Graduates

Conclusion and Recommendations

The Radiologic Technology program at Calamba Doctors' College produces a highly marketable and technically proficient workforce, as evidenced by a 100% employment rate and the rapid transition of graduates into established clinical roles. The high licensure passing rate serves as the primary gateway to this success, confirming that the institution's rigorous academic standards effectively meet the demands of top-tier medical facilities. With an "Excellent Alignment" between the curriculum and professional practice, the program successfully bridges the gap between theory and real-world application, particularly through foundational subjects like Anatomy and Patient Care. However, the heavy reliance on self-funded professional development and the low participation in professional organizations suggest a missed opportunity for the institution to foster a deeper culture of lifelong learning and institutionalized networking.

These findings imply that the curriculum must now evolve to include greater exposure to advanced imaging modalities and specialized certifications to meet the evolving needs of the healthcare sector. While graduates are technically prepared, the high level of labor market competition highlights the need for the college to provide strategic career-positioning support, such as professional networking workshops and job-placement assistance. Furthermore, the widespread indecision regarding "lifetime" career commitment suggests that long-term retention depends on the availability of upward mobility and specialized growth. Notably, because the K-12 transition created a temporary gap in graduates, this study was unable to conduct a comparative analysis between the old and new curricula. This limitation implies an urgent need for future research to evaluate the new curriculum, ensuring that the high levels of alignment and employability established by the 2015–2019 cohorts are sustained amidst shifting educational and technological standards.

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Competing Interests Statement

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this article.

Data Availability Statement

Data sharing is not applicable to this article as no new data were created or analyzed in this study; all data used were obtained from previously published sources as cited in the reference list.

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Appendices

No appendices are attached to this study.