



**NEGROS ORIENTAL
STATE UNIVERSITY**

GUIHULNGAN CAMPUS

EMPLOYER FEEDBACK- DRIVEN INNOVATION FOR FUTURE-READY BSED MATHEMATICS CURRICULUM



Joel T. Ubat, Ph.D.

Negros Oriental State University –
Guihulngan City Campus
Chairperson, Mathematics Department





EXECUTIVE SUMMARY

This ongoing project aims to strengthen the future-readiness of Bachelor of Secondary Education major in Mathematics (BSED Mathematics) graduates by systematically integrating employer feedback into curriculum development. Recognizing the evolving demands of the teaching profession and the need for graduates who can thrive in diverse and modern educational environments, the program introduces an innovative, evidence-based approach that bridges academic training and workplace expectations.

The initiative involves gathering structured feedback from employers of BSED Mathematics graduates from Negros Oriental State University – Guihulngan Campus to assess job performance across pedagogical competence, content mastery, classroom management, professional behavior, technological adaptability, and 21st-century teaching skills. The results will serve as a direct input for curriculum review, enhancement, and professional development planning within the College of Teacher Education. By positioning employers as co-partners in shaping teacher education, the project fosters strong academia-industry collaboration, ensuring that program outcomes remain aligned with real-world expectations and national educational priorities.

Ultimately, this project exemplifies curriculum innovation by using authentic field data to inform decision-making, updating course content to match emerging school needs, and preparing graduates to be agile, future-ready educators. The initiative not only strengthens academic quality but also enhances institutional responsiveness reflecting the real impact, relevance, and forward-thinking educational practice.



RATIONALE

The rationale for this project stems from the increasing necessity for teacher education programs to align closely with the realities of modern school environments and the evolving expectations of employers. Traditional curriculum review processes often focus on internal academic evaluations, which may overlook the actual performance of graduates in the workplace. By incorporating employer feedback as a central component of curriculum development, the project ensures that curricular decisions are grounded in authentic, real-world needs. This approach responds to the demand for graduates who are not only proficient in theory but also capable of applying knowledge effectively in diverse teaching contexts. Moreover, the project embodies the principles of innovation and future-readiness by fostering stronger linkages between academia and industry, promoting continuous improvement, and supporting the development of graduates who can thrive in dynamic educational landscapes.

STRATEGY

The project follows a structured, stepwise strategy designed to maximize impact and ensure sustainability. The process begins with employer identification and engagement, giving priority to schools that employ the largest number of BSED Mathematics graduates within the region. This is followed by data collection, where surveys, interviews, and performance evaluation tools are administered to gather comprehensive feedback. The weighting of feedback emphasizes critical competency areas; content mastery (30%), pedagogical skills (25%), classroom management (20%), technological proficiency (15%), and professional behavior (10%) to ensure that curriculum enhancement addresses the most impactful areas first. After data analysis, findings are sequenced into actionable recommendations, starting with short-term curriculum adjustments, faculty development interventions, and pilot programs, then moving toward long-term program restructuring. This strategic sequencing ensures that immediate gaps are addressed while establishing a foundation for sustainable curriculum innovation.



LAUNCH DATE

The project was officially launched in September 2025, following approval from the University specifically in the College of Teacher Education and coordination with partner schools employing BSSED Mathematics graduates.

RESPONSIBLE ORGANIZATION

The initiative is spearheaded by the Curriculum Committee of the College of Teacher Education, NORSU–Guihulngan Campus, with collaboration from faculty researchers, administrative staff, and DepEd our external partners, including school principals, supervisors, and cooperating teachers who provide essential employer feedback.

PROGRAM CONTENT AND PROCESS

The program follows a systematic process: identifying target employers, designing and validating surveys and interview guides focused on key graduate competencies, collecting data through surveys, interviews, and performance reports, analyzing results to identify strengths and gaps, developing recommendations for curriculum enhancement and faculty professional development, and presenting findings to the curriculum committee for integration into the BSSED Mathematics program



KEY HIGHLIGHTS OF THE CONTENT/PROCESS

Key highlights include the use of weighted employer feedback to prioritize critical competencies, integration of digital tools for efficient data collection and analysis, and a collaborative approach involving faculty and external stakeholders. Short-term and long-term recommendations are sequenced for immediate action and sustainable curriculum improvement.

DIFFERENCES FROM TRADITIONAL APPROACHES

Unlike traditional curriculum reviews that are largely faculty-driven and internally focused, this project emphasizes employer-driven feedback, real-world alignment, and iterative curriculum adjustments. It combines qualitative and quantitative data from external stakeholders and leverages technology to ensure continuous monitoring and future-readiness.

PROGRESS AS OF TODAY

As of now, target employers have been identified, and survey and interview instruments have been finalized and validated. Initial data collection from partner schools has been completed, and preliminary analysis highlights graduates' strengths in content knowledge and areas for improvement in classroom management and technological integration. Faculty consultation meetings have begun to discuss preliminary recommendations for course enhancements.



PROBLEMS IN THE IMPLEMENTATION

Challenges encountered include limited employer response due to busy schedules, inconsistent documentation of graduate performance across schools, limited faculty availability to manage interviews and data analysis alongside teaching responsibilities, and initial difficulties with stakeholders' use of digital tools, causing minor delays in data collection.

APPROACHES TO SOLVE THE PROBLEMS

These challenges are being addressed by scheduling flexible interview times, coordinating with school administrators to ensure consistent documentation, assigning specific roles to faculty and staff to distribute workload, providing clear guidelines and training for digital tools, and establishing regular monitoring and feedback loops to promptly address emerging issues.

COMPLETION DATE, IF COMPLETED

The project is planned for full completion, including final data analysis, curriculum review, and implementation of recommendations, by March 2026, ensuring that the BSED Mathematics program is enhanced, future-ready, and closely aligned with employer expectations.



IMPACTS ON STUDENTS

The project enhances students' preparedness and future-readiness by aligning the BSSED Mathematics curriculum with real-world employer expectations not only in the local but internationally. Graduates gain stronger competencies in content mastery, pedagogical skills, classroom management, and technological integration, which improves their employability and confidence in professional teaching environments. Students also benefit from faculty interventions informed by employer feedback, including updated teaching strategies, targeted workshops, and practical exercises that strengthen classroom performance.

IMPACTS ON PROFESSORS

Faculty members experience professional growth as they engage in evidence-based curriculum design and actively collaborate with employers. The project encourages reflective teaching, innovation in course delivery, and adoption of data-driven instructional methods. Professors develop stronger research and analytical skills through survey design, data interpretation, and recommendation formulation, while also strengthening connections with the teaching industry, fostering relevance in pedagogy.

IMPACTS ON UNIVERSITY ADMINISTRATION

The administration benefits from improved academic program quality and institutional reputation. The project establishes a structured feedback system linking the university with employers, demonstrating accountability and responsiveness to community and industry needs. Administrators gain actionable insights for policy formulation, resource allocation, and program prioritization, enhancing overall strategic planning and the university's positioning as a future-ready.



RESPONSES FROM INDUSTRY/MARKET

Employers and school administrators respond positively to the project as it gives them a voice in shaping teacher preparation. They value the university's commitment to improving graduate performance and report stronger confidence in hiring NORSU–Guihulngan BSED Mathematics graduates who are globally competitive. This engagement strengthens academia-industry partnerships, fosters collaboration for faculty professional development, and ensures graduates meet evolving school and student needs.

RESPONSES FROM CITIZEN/GOVERNMENT

Government agencies, particularly the Department of Education (DepEd) and the Commission on Higher Education (CHED), recognize the project as aligned with national policies on outcomes-based education, teacher competency development, and quality assurance. The initiative supports the professionalization of teachers, addresses regional educational gaps in mathematics, and strengthens the university's contribution to both national and international development goals. Citizen stakeholders benefit indirectly from better-prepared educators and improved student learning outcomes.



WHERE DOES THE PROJECT GO FROM HERE?

From this point forward, the project aims to institutionalize a continuous, employer-driven feedback system within the BSED Mathematics program at NORSU–Guihulngan Campus. The immediate next steps include finalizing data analysis, integrating recommendations into the curriculum, and implementing targeted faculty development programs to address identified competency gaps. Beyond the initial cycle, the project plans to expand employer engagement, involving a broader network of schools across Negros Oriental and neighboring regions to capture more comprehensive feedback on graduate performance.

The university intends to establish a sustainable mechanism for ongoing monitoring, where employer input is collected periodically and used to update curriculum content, teaching strategies, and professional development offerings. This approach will enable the program to remain responsive to emerging educational trends, technological advancements, and evolving classroom demands.

In the long term, the project aims to scale and replicate this model across other teacher education programs and academic disciplines within NORSU, demonstrating a commitment to data-driven curriculum innovation. By continuously aligning academic preparation with industry and societal expectations, the initiative seeks to enhance graduate employability, improve student learning outcomes, and strengthen the university's reputation as a future-ready, innovative institution.

Ultimately, the project sets the foundation for a culture of continuous improvement, where curriculum enhancement is not a one-time effort but an ongoing process, ensuring that NORSU–Guihulngan graduates remain highly competent, adaptable, and globally prepared to meet the challenges of modern education.