Assessment of OBE Implementation and the Level of Attainment of Students Outcomes of the Communication Programs for 2019 Cohort

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Abstract – Outcomes-based education (OBE) became the fundamental philosophy of higher education in the Philippines lately. All curricula including that of teacher education will be anchored on the concept of OBE in terms of course designing, instructional planning, teaching and assessing student learning. The study aimed to assess and evaluate the OBE Implementation in Relation to Attainment of Students Outcomes. Specifically, it aimed to determine the level of OBE implementations in terms of: a. Relevance of the course b. course organization c. Teaching and learning activities d. Assessment method e. Learning Environment f. counseling; and assess the level of attainment of student outcomes; finished the course for school year 2018-2019; and propose an action plan based on the result of study. This research endeavor utilized the quantitative design. Quantitative research design emphasizes objective measurements and statistical and numerical analysis of data collected through polls, questionnaires or surveys. Its focus is on gathering numerical data and generalizing it across groups of people. Specifically, this research used a descriptive design which is primarily focused on describing the characteristics of a certain population of phenomenon that is being studies without influencing it in any way. The researchers used purposive sampling in selecting the participants of this study. There are 23 respondents who finished the course for school year 2018-2019. It was revealed that majority of the students have the highest assessment on Desktop Publishing course as revealed by the composite mean of 3.68; 2.The assessment of student outcomes showed that student outcome described as students being able to Communicate effectively through various media forms got 92.67%, for the student outcome (b) stating that students should design, produce and evaluate print, broadcast, audio-visual, electronic and multimedia outputs 94.67%, attainment for student outcome (c) described as students being able to engaged in research and/or special projects and utilized results for professional and socio-economic development got 98%, student outcome (d) manifest and preparedness and competence for local and global employment got 94% (e) adhere to ethical standards and practices got 94.33%; and with the findings, the researchers proposed plan of action. Furthermore, it is recommended that the proposed plan of action may be considered for implementation.

Keywords – Curriculum, outcome based education, performance task

INTRODUCTION

With the current imperatives of the 21st century, the teacher education curriculum must emphasize teacher's values, skills and knowledge that are fundamental to good teaching. Teacher may not remain in the classrooms but may take on tasks as course designers, program evaluators, training specialists, and other which are also related to teaching. Outcomes-based education (OBE) became the fundamental philosophy of higher education in the Philippines lately. All curricula including that of teacher education will be anchored on the concept of

OBE in terms of course designing, instructional planning, teaching and assessing student learning [1]. Katawazai [2] OBE is currently of much potential in the global educational landscape. Outcome based approach is a shift of teaching learning paradigm from teacher centric to student centric [3].

Hill and Wang [4] emphasized that the development of learning outcomes is not a one-man show. A committee needs to be established to ensure the smooth operation of the OBE process. The committee must be equipped with skills to assess the process, and work

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closely with the relevant stakeholders to ensure alignment between learning outcomes, syllabus, delivery methods, assessments and industry's expectations. At the same time, transparency is needed for academics to devise better plans with regard to the delivery methods in the institutions. It is important to provide the necessary evidence of learning outcomes for continuous quality improvement. However, Hill and Wang [4] concluded that the implementation of OBE in institutions is a long-term project that would take considerable time and effort. Aligning with global education trends, the main thrust of most Higher Education Institutions in the Philippines is to move towards Outcome-Based Education (OBE). OBE can be considered as a philosophy of education where there are a certain set of beliefs and assumptions about teaching and learning [5].

In the Philippines, the Commission on Higher Education (CHEd) is committed to developing competency-based standards that comply with existing international standards when applicable, through outcomes-based education to achieve quality and enable an effective integration of the intellectual discipline, ethos, and values associated with liberal education [6].

In Lyceum of the Philippines University-Batangas, OBE started in 2011 to become part of the discussions in forums and convention. The University like many other universities in Asia deals with rapid and continuous challenges brought about by technological advancements and global demands. Javier [7] stated that as an educational institution it has to deliver the products and services necessary to achieve the outcomes it intends to produce.

The program objectives of Mass Communication are to apply acquired knowledge and developed relevant skills expected of Liberal Arts professionals in the field were graduates can communicate effectively through various media forms and situation, become liberal and creative thinking individuals who contribute to the development in their chosen field in local, national and global work where graduates can design, produce, and evaluate print, broadcast, audio-visual, electronic and multimedia outputs, participated in the conduct of relevant researches and or special projects in Mass Communication where graduates can engage in research and/or special projects and utilize results for professional and socio-economic development and actualized the knowledge acquired into social responsibility through community involvement where graduates can conceptualize and implement media literacy programs for social development.

The Department of Mass Communication is already implementing OBE Curriculum through the outputs of the students such as film-making, script writing, radio and television production, broadcasting, lay-outing and advertisements. This study will enable them to see the trend or changes as well as the pattern in terms of job or profession that the Mass Communication graduates currently have now.

There is a need to have an assessment of the student outcomes for the University to have a room for improvement and continue to provide quality education among their students. This study was conducted to assess and evaluate students' outcome of Bachelor of Arts in Communication SY 2018-2019 through their final grades on all their major subjects that they have taken from 2015 to 2019. Based on the result of the study, a plan of action was proposed to improve the curriculum of communication program.

OBJECTIVES OF THE STUDY

The study aimed to assess and evaluate the OBE Implementation in Relation to Attainment of Students Outcomes. Specifically, it aimed to determine the level of OBE implementations in terms of: Relevance of the course, course organization, Teaching and learning activities, Assessment method, Learning Environment; counselling, and assess the level of attainment of student outcomes for school year 2018-2019; and propose an action plan based on the results of study.

MATERIALS AND METHODS

Research Design

This research endeavor utilized the quantitative design**.** Quantitative research design emphasizes objective measurements and statistical and numerical analysis of data collected through polls, questionnaires or surveys. Its focus is on gathering numerical data and generalizing it across groups of people. Specifically, this research used the descriptive design which is primarily focused on describing the characteristics of a certain population of phenomenon that is being studies without influencing it in any way [8].

Participants

The researchers used purposive sampling in selecting the participants of this study. There were 23 respondents who finished the course for school year 2018-2019. In the case of this study the researchers worked with all the respondents meeting the inclusion criteria: (1) enrolled in LPU-Batangas, during SY 2015-2019, (2) graduated on 2019 of Bachelor of Arts in

Communication, and (3) willing to commit their time for the researchers and the conduct of the study.

Instruments

In order to determine the level of OBE implementation, a standardized questionnaire of LPU-Batangas, which is known as Course Feedback Survey was used. It is composed of six (6) major parts: a) relevance of course, b) course organization and intended learning outcomes, c) teachers and teaching learning activities, d) assessment, e) learning environment and f) counseling.

The following Likert scale was used in the study: 4 as Strongly Agree, 3 as agree, 2 as disagree and 1 as strongly disagree

On the other hand, to assess the level of attainment of student outcomes, the researchers utilized the class record reported by the faculty for each communication professional subjects.

This study used an Institutional questionnaire from the Center for Research, Innovation and Data Management of the University. All the data-gathering instruments used in this study were scrupulously prepared to ensure that the collected data shall be within the constraints of this study's objectives.

Data Gathering Procedure

Data were collected through Course Feedback Survey done every end of each semester. The department secretary of CEAS was in charge in giving the survey form to the students and the secretary gave the researchers the results of the survey. Since that the communication students were few, all communication students answered the survey questionnaire.

On the other hand, to assess the level of attainment of student outcomes, the researchers utilized the class record submitted by the faculty for each communication professional subjects and encoded for tabulation.

Prior to this activity, approval was sought out from the Dean. The researchers sent a formal letter of intent approved by the Center of Research, Innovation and Data Management indicating the purpose of the researchers and the objective of the said study.

Data Analysis

After the collection of the questionnaires, the answers were tallied, tabulated, and analyzed. Consequently, the answers to the survey questions were recorded, with different statistical treatments. Conversely, weighted mean was used to interpret the results of the survey with regards to the level of OBE implementation.

Ethical Considerations

The protection of respondents and the consideration of their rights are the moral obligations of a researcher in all research studies. The ethical standards are important in quantitative research as in qualitative research. Thus, this study utilized the ethical measures of informed consent and voluntary respondents' participation, right to withdraw from the study, confidentiality, privacy, and the dissemination of results.

RESULTS AND DISCUSSION

Course Feedback Assessment

Desktop publishing is a relatively new advancement in media production which allows publishers to view and revise their products digitally before printing or finalizing them. Newspapers, magazines, newsletters, promotional pamphlets, flyers, and websites can all be created using desktop publishing techniques and software. Hence, in this particular subject students get to conceptualize, design, and develop materials for digital production and reproduction.

It was followed by Introduction to Film (3.62) and Journalism Principles and Practices (3.67) which ranked second and third respectively. The former is one of the culminating subjects as it is being taken by the students during this Senior year. However, students find it very relevant to their field; here, students get to apply all the production techniques they learned in the previous years.

Further, producing a film and make it be viewed publicly excite the students as they consider them to be an achievement. Likewise, students find Journalism Principles and Practices course equally important as this serves as the foundation of the other writing courses to be taken in the coming semesters. Moreover, students also get to show their talent in writing and showcase their works through publication in the newsletter. Nisar, et. al. [9] claimed that journalism is an investigation and reporting of current world affairs which include fashion trends, political or general issue and events to a broad audience. These areas covered by the subject draw the students' interest and in turn value writing principles and practices.

In terms of course relevance and course organization and Intended Learning Outcomes, Television Production and Direction ranked first with a weighted mean of 3.89 and 3.75 respectively while Principles of Public Relations and Writing for Print both ranked last with 3.26 composite mean in the first dimension. Further, Developmental Communication ranked last in the second dimension with 3.32 weighted mean.

Table 1. *Course Feedback Assessment for AY 2018 – 2019*

Courses	Relevance of Course	Course Organization and ILOs	Teachers and TLAs	Assessment	Learning Environment	Counseling	Over-all Composite Mean	Rank
Journalism Principles and Practices	3.71	3.66	3.56	3.8	3.63	3.63	3.67	3
Desktop Publishing	3.69	3.7	3.89	3.49	3.58	3.71	3.68	1
Radio and Television Principles and Practices	3.55	3.66	3.52	3.51	3.49	3.62	3.56	10
Speech Communication	3.45	3.48	3.47	3.45	3.57	3.45	3.48	14
Basic and Digital Photography	3.6	3.39	3.51	3.6	3.55	3.48	3.52	12
Writing for Radio and Television	3.81	3.49	3.48	3.61	3.46	3.39	3.54	11
Media Law and Ethics	3.52	3.41	3.72	3.52	3.51	3.71	3.57	8
Advertising Principles and Practices	3.81	3.72	3.43	3.47	3.44	3.81	3.61	6
Broadcast Journalism	3.74	3.68	3.33	3.63	3.74	3.47	3.60	7
Development Communication	3.38	3.32	3.35	3.38	3.41	3.44	3.38	19
Radio Production and Direction	3.33	3.64	3.46	3.44	3.44	3.44	3.46	15
Television Production and Direction	3.89	3.75	3.48	3.44	3.69	3.52	3.63	4
Writing for Print	3.26	3.33	3.7	3.26	3.36	3.39	3.38	18
Introduction to Film	3.74	3.66	3.66	3.74	3.71	3.48	3.67	2
Introduction to Communication Research	3.3	3.5	3.83	3.3	3.36	3.3	3.43	16
Media Management and Entrepreneurship	3.4	3.47	3.47	3.31	3.4	3.51	3.43	17
Principles of Public Relations	3.26	3.33	3.7	3.26	3.36	3.26	3.36	20
Introduction to Multimedia	3.53	3.46	3.52	3.53	3.69	3.3	3.51	13
Film Production	3.49	3.67	3.7	3.65	3.58	3.62	3.62	5
Thesis Writing/Special Project	3.54	3.61	3.49	3.56	3.45	3.71	3.56	9

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

This only reflects that Communication students are more into production works than written one as the two last courses are more into writing. Writing and researching are also key skills needed in Developmental Communication which are found to be a difficult task to do for the students.

On the other hand, students find the teacher and his/her activities and requirements effective in the Media Law and Ethics as it ranked first in the Teachers and Teaching Learning Activities dimension. However, they look for improvement in the instruction in the Broadcast Journalism course which makes it ranked last with a composite mean of 3.33. This is parallel to Ikonen and Bowen's [10] argument which says that advisers should teach and coach students about legal and ethical principles of responsible journalism by working with them to develop effective policies as well as sound learning processes.

Introduction to Film ranked first in Assessment while it ranked second in learning environment. This only goes to show that students find all the activities and requirements applicable to the course and have been lectured and discussed in their classes. Further, students also acknowledge the presence of equipment and facilities purchased by the school to support the instruction delivered to them. Thus, they find the environment conducive to learning. Learning Liftoff [11] claimed that students who learn in positive environments effectively receive a month and a half more instruction than those in poor learning environments. Additionally, Spanella and Pisano [12] attested that assessment is a key component of learning because it helps students learn. When students are able to see how they are doing in a class, they are able to determine whether or not they understand course material. Assessment can also help motivate students. If students know they are doing poorly, they may begin to work harder.

On the other hand, Writing for Print activities and requirements as well as its classroom setting seem to be not favourable to the students as it obtained the lowest rank in both Assessment and learning environment dimensions. This is because most of the students find it toxic doing a lot of writing activities and production jobs at the same time. Likewise, only a few of them are inclined in writing which adds to their difficulties in coping up with the requirements of the course. Eberly Center [13] said that writing is a complex intellectual task involving many component skills, some of which students may lack completely, some of which they may have only partially mastered. Hence, when students lack

skills in these areas, their writing may be unsatisfactory in multiple ways – from poor grammar and syntax to unclear organization to weak reasoning and arguments. Similarly, Writing for Print is more on feature stories which are more on descriptions and narrations and also involve other literary elements.
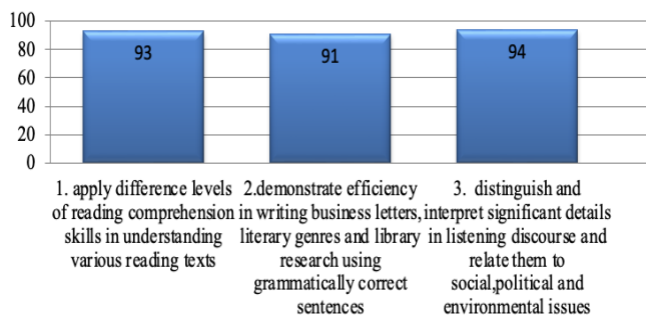

Figure 1. *Communicating effectively through various media forms and situations*

Figure 1 presents the SO (a) Communicate effectively through various media forms and situations.

Performance Indicator 3, Distinguish and interpret significant details in listening discourse and relate them to social, political and environmental issues got the highest with 94 percent. This means that the students must know how to comprehend on the issues that they heard so that they can relate it to social, political and environmental issues. The details must be complete and not just a hearsay so that it will avoid miscommunication.

In the study cited by Asemanyi, [14] the nature of the Communication Skills course appears quite unique from other subjects. Communication Skills is the foundation of language learning from which effective speaking, writing, and reading emerge and it is the bedrock of human language learning. One distinctive aspect of communication skills is that it is integrated in nature. This is so because Communication Skills as a course is one of the prime factors of human expression. It is a practical course and students are expected to practice the skills of communication. The concept of Communication Skills is technical, and students need certain attitudes to grasp these concepts. Communication Skills as a course exposes students to conceptual skills like sentence pattern, concord, ambiguity, and many others. These skills demand more than just attending lectures and being a passive member of the class. The culture of reading which students need so much for the communication skills course has totally waned and the situation is so alarming. Ninety percent (90%) of students

would rather choose to watch movies rather than read the books related to their respective courses.

No matter what language they use to speak or write, using correct grammar not only helps them communicate more effectively and precisely, but also helps them avoid embarrassment. Around the world, correct grammar is an indication that the speaker or writer is an educated person who understands the nuances of the language, while grammar errors can indicate that you are not focusing on their words or, worse, that they do not understand the mechanics of their own language.

Even if their grammar is good enough to make others understand what they mean, constant errors might give them the impression that they are not highly educated or that they are not paying attention to what they are saying or writing. Even if they otherwise would think highly of their words, their errors might simply distract them. Good grammar keeps the readers or listeners focused on what they have to say, not on how they are saying it or why they are making mistakes [15].

Figure 2 reveals the SO (b) design, produce and evaluate print, broadcast, audio-visual, electronic and multimedia outputs.

Performance indicators improved the design for the different types of audiences and apply skill in producing and evaluating the media outputs, both got 95 percent and performance indicator 1, analyze the effectiveness of the design of the tri-media got 94 percent.
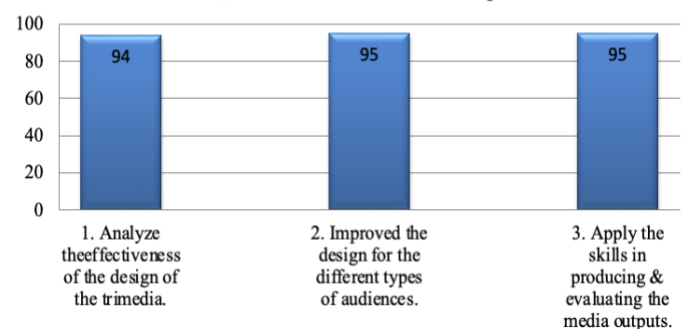

Figure 2. *Design, produce & evaluate print, broadcast, audio visual, Electronic, and multimedia outputs*

This shows that the students must be equip on how to analyze the design that is suitable to the intended audience. In the field of communication, they cater tri-media, print, radio & television, and nowadays with internet. There are different kinds of audience with different perspective on what they are reading or watching. Media measurements would reach the level of outcome if the evaluations were to benchmark knowledge and attitudes pre- and post-news coverage, to

determine the news stories' influences on the targeted audience [16].

Multimedia learning system, namely: the system applies the learning method that gives the user the freedom to connect, using a variety of media and digital assets, using the internet, as well as take advantage of audio visual in teaching and learning [17]. Through multimedia learning, learners can be developed for, can continue to learn even though physically absent or unable to attend following the learning activities in the classroom. Such situation can occur if, the institution has developed and implemented a multimedia learning in the learning activities, so that learners can better optimize their learning activities. The interaction of learners and teachers are no longer confined to the classroom but can be continued in virtual room.

Computer technology has altered the ability to manage information. Multimedia has shortened the distance between people and information because it allows the computing to move from text to natural presentation of information through graphics, sound, images and video. Using multimedia provides multi-sensory experience for the learner in online environments. The benefits of multi-mode instruction are highlighted. Multimedia mirrors the way in which the human mind thinks, learns, and remembers by moving easily from words to images, to sound, stopping along the way for interpretation, analysis, and in-depth exploration [18].
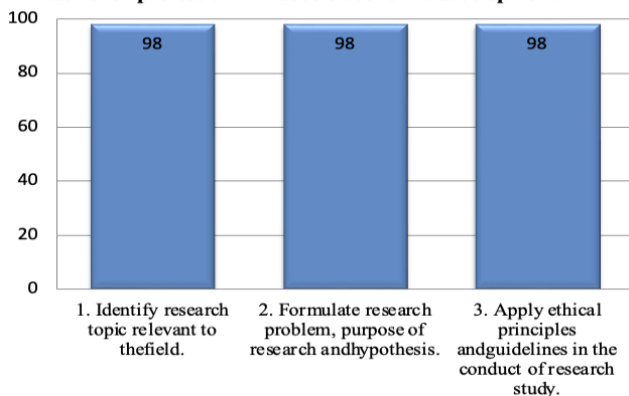

Figure 3. *Engage in research and/or special projects utilize results for professional and socio-economic development*

As seen from figure 3, the SO (c) Engage in research and/or special projects and utilized results for professional and socio-economic development. All performance indicators got 98%. Research makes a great impact on the students' life. It helps students analyze things as they discover new learning where they can apply in their daily lives. It can also enhance their knowledge about the new discoveries.

Azim [20] mentioned in his research some reasons behind the importance of research in education. First, A Knowledge Building Tool is the most prominent reason to engage in research is to enhance the knowledge. Even if they are an expert of their field, there is always more to uncover. If researching about a topic entirely new, it will help build their unique perspective about it. The whole process of research opens new doors of learning and literary growth. The second reason, Enables Efficient Learning were studies reveal that research helps restore and protect memory and enhances mathematic and problem-solving skills. Therefore, it prepares the mind for a better understanding of concepts and theories. A person's learning capacity is improved, and they can perform better in comparison who is reluctant to research. Third, Helps in Understanding Issues as it sheds light on problems that have not yet come out in the open. It gives people the opportunity to address issues and answer questions that the society doesn't respond to. Fourth, Provides Truthful Evidence in the process of research can prove to dispel various myths that have been built up in our minds. They can either develop because of common belief or a wrong resource. Logical and fact-based knowledge is easily accessible if you only reach out to find the truth. Fifth, Keeps You Updated on Recent Information in various fields, especially ones that are related to science, there are always new discoveries to explore. Research prevents them from remaining behind or has inaccurate information about a topic. They can use the latest knowledge to build upon ideas or talk confidently about a subject if required. This takes them to the next factor about building credibility.
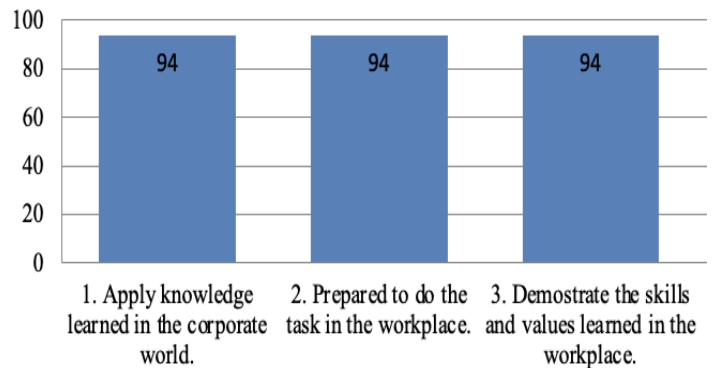

Figure 4. *Manifest preparedness and competence for local and global employment*

Figure 4 depicts SO (d) manifest preparedness and competence for local and global employment. All indicators got 94 %. Landing on the first job is a milestone to the graduates. Graduates are ready to face the new challenges in the workplace, local and global, and with the skills and knowledge that they have learned in the institution they are prepared with the new environment where they can apply and share their learning.

Richards [21] cited by Phon and Heng, [22], considering the unpredictable changes in the world today, called for a redefinition of SLTE (Second Language Teacher Education) to respond to the impact of globalization and the growing need for effective approaches to teacher preparation and professional development programs. Globalization has been transforming the world to be more interconnected and interdependent, shaping the landscape of education that requires teacher training programs to provide prospective student teachers with sound pedagogical knowledge and skills to educate their students for the global citizenry.

Global education and global citizenship education play crucial roles in preparing students to live and work in the interdependent ever-changing world. The Global Educational Network (GLEN) defines global education as an active learning process grounded in the universal values of inclusion, solidarity, co-operation, justice, equality tolerance, and non-violence. Its main purposes are to promote positive values and assist students to take responsibility for their actions and to see themselves as global citizens who can contribute to a more peaceful, just, and sustainable world [23].

Ramos [24] mentioned that reinforcing global competence is vital for individuals to thrive in a rapidly changing world and for societies to progress without leaving anyone behind. Against a context in which we all have much to gain from growing openness and connectivity, and much to lose from rising inequalities and radicalism, citizens need not only the skills to be competitive and ready for a new world of work, but more importantly they also need to develop the capacity to analyze and understand global and intercultural issues. The development of social and emotional skills, as well as values like respect, self-confidence, and a sense of belonging, are of the utmost importance to create opportunities for all and advance a shared respect for human dignity.

Schools play a crucial role in helping young people to develop global competence. They can provide opportunities for young people to critically examine global developments that are with respect for their rights and dignity and act towards building sustainable and thriving communities. A fundamental goal of this work is to support evidence-based decisions on how to improve curricula, teaching, assessments, and schools' responses to cultural diversity to prepare young people to become global citizens [25].

The goal must always be for students themselves to learn to judge what constitutes good work and to be given opportunities to practice this. It is fundamental that students understand the importance of their meta-cognitive skills to be successful at university. When meta-cognitive skills are integrated into the learning of a discipline, it is essential that students receive appropriate feedback to obtain a clear understanding of higher education requirements. It also argued that students need to be given more direct guidance on what they need to do to improve their skills [26].

In the research article of Trinidad et.al [27] titled "More than professional skills:" student perspectives on higher education's purpose" stated that universities have multiple functions of teaching, research, community development, and social impact, with the teaching function often thought of as just equipping students with professional knowledge and skills. However, the purpose of students' higher education may span more than just career preparation, and this knowledge of other purposes could influence how universities can provide opportunities for attaining these goals.
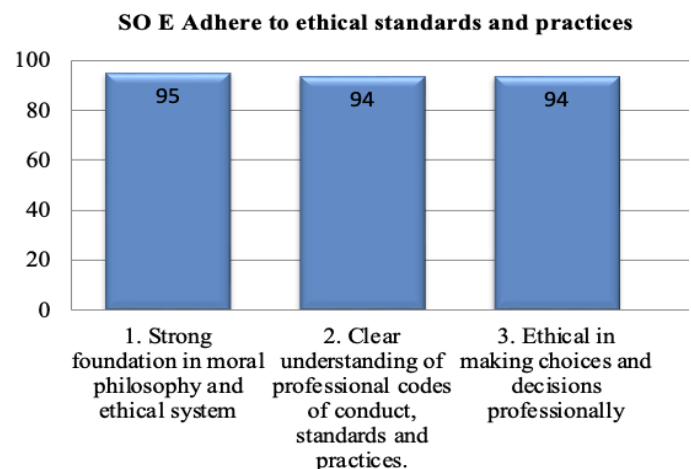

Figure 5. *Adhere to ethical standards and practices*

Figure 5 presents SO (e) adhere to ethical standards and practices. The Performance indicator 1: strong foundation in moral philosophy and ethical system got 95 percent while performance indicators 2 and 3, clear understanding of professional codes of conduct, standards, and practices and ethical in making choices and decisions professionally got 94 percent. It only means that the graduates are concerned with the principles of right and wrong behavior as well as the

goodness and badness of human character. Also, they are ready to commit with the standards and practices in the workplace. Ethics refers to society's sense of the right way of living our daily lives. It does this by establishing rules, principles, and values on which we can base our conduct. The concepts most directly associated with ethics are honesty, fairness, and equity.

As purported by Leonard [28] creating ethical standards in the workplace is the foundation for happy employees and satisfied customers. When ethical standards are set forth clearly and without ambiguity, fewer human resources issue arises, morale picks up and productivity increases. The ethical standards in the workplace are partially set by laws and regulations and partially by the moral standards the company seeks to live by. In addition, Heyler et al [29] ethical decision making is the process in which aimed to make decisions in line with a code of ethics. To do so, seek out resources such as professional guidelines and policies, and rule out any unethical solutions to your problems.

Table 2.
Summary of SO Assessment

Students Outcome	Average	RANK
a. Communicate effectively through various media forms and situations	92.67	5
b. Design, produce and evaluate broadcast, audio-visual, electronic and multimedia outputs.	94.67	2
c. Engage in research and/or special projects and utilized results for professional and socio-economic development.	98.00	1
d. Manifest preparedness and competence for local and global employment.	94.00	4
e. Adhere to ethical standards and practices.	94.33	3

As shown in table 2, the student outcomes, engaging into research and special project got the highest rank with the 98 average percentage. Research makes a

great impact on the students' life. It helps students' analyze things as they discover new learning were they can apply in their daily lives. It can also enhance their knowledge about the new discoveries.

Easley [19] posted the five reasons why undergraduates should do research such as Exploring career directions, Building transferable skills and enhancing resumes, Learning to publicly advocate for and defend work, Getting a leg up on graduate or professional school, and Contributing knowledge and impacting the world.

On the other hand, student outcomes that refer to communicating effectively using various forms and situation got the lowest rank with the average percentage of 92.67. No matter what language they use to speak or write, using correct grammar not only helps them communicate more effectively and precisely, but also helps them avoid embarrassment. Correct grammar is an indication that the speaker or writer is an educated person who understands the nuances of the language, while grammar errors can indicate that they are not focusing on their words or, worse, that they do not understand the mechanics of their own language.

The nature of the Communication Skills course appears quite unique from other subjects. Communication Skills is the foundation of language learning from which effective speaking, writing, and reading emerge and it is the bedrock of human language learning. One distinctive aspect of communication skills is that, it is integrated in nature. This is so because Communication Skills as a course is one of the prime factors of human expression. It is a practical course and students are expected to practice the skills of communication.

The concept of Communication Skills is technical and students need certain attitudes to grasp these concepts. Communication Skills as a course exposes students to conceptual skills like sentence pattern, concord, ambiguity and many others. These skills demand more than just attending lectures and being a passive member of the class. The culture of reading which students need so much for the communication skills course has totally waned and the situation is so alarming. Ninety percent (90%) of students would rather choose to watch movies rather than read the books related to their respective courses [14].

Table 3.

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Proposed Plan of Action for Improvement

Key Results Area	Strategies	Success Indicator	Persons Involved
A. Course Feedback Objective: To improve the skills in Principles of Public Relations	• Continuously provide activities to enhance their skills in writing • Provide/ conduct seminar about writing • Give activities that may practice their writing skills	• Skills in Writing for Print & Principles of Public Relations improved	Professors Students
B. Student Outcomes A. Communicating effectively through various media forms and situations Objective: To give advice on how students Communicate and apply Ethical	• Perform activities on how to communicate effectively • Produce project that practice their communication skills • Conduct situations that they may apply the ethical standards	• Students communicate and apply ethical standards improved	Professors Students

CONCLUSION AND RECOMMENDATION

The overall ranking of the professional subjects during the AY 2018-2019, as observed in the results, majority of the students strongly agree that Desktop Publishing rank 1st in the course feedback assessment. The communication students batch 2018-2019 achieved the assessment of student outcomes described as student being able to communicate effectively through various situations; stating that students should design, produce and evaluate print, broadcast, audio-visual, electronic and multimedia outputs; students being able to engaged in research and/or special projects and utilized results for professional and socio-economic development; manifest and preparedness and competence for local and global employment; and adhere to ethical standards and practices. An action plan was proposed for curriculum enhance of the Communication Program.

The researchers have come up with the following recommendations based on the conclusions given: The CEAS Department may continuously provide activities that can cultivate the hidden talents and skills of the communication students. The teachers/instructors of the professional subjects such as Principles of Public Relations, Development Communication and Writing for Print may consider the students' performance in the subject for improvement of the needed approach in their class using the propose plan of action. For the future researchers, this study is limited only for communication program for academic year 2015-2019, future researches may be conducted into other programs applying to different academic years.

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