

Assessment of OBE Implementation and the Level of Attainment of Students Outcomes of the Communication Programs: AY 2016 – 2017

Asia Pacific Journal of
Academic Research in
Social Sciences
Vol. 7 No. 2, pp. 49-58
May 2021
ISSN 2545-904X

Mrs. Mylen Mauleon-Palay, Dr. Arnie Christian D. Villena, Dr. Beverly T. Caiga
Department of Communication and Multimedia Arts
College of Education, Arts and Sciences
mmpalay@lpubatangas.edu.ph

Abstract – Student outcomes describe what students are expected to know and be able to do by the time of graduation. It is related to the knowledge skills behaviors of students acquired as they progress to the program. 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. counselling; and assess the level of attainment of student outcomes; finished the course for school year 2016-2017; and propose an action plan based on the result of study. This research endeavor utilized the quantitative design. The researchers used purposive sampling in selecting the participants of this study. There are 22 respondents who finished the course for school year 2016-2017. It was revealed that majority of the students have the highest assessment on Television Production and Direction course as revealed by the composite mean of 3.70; 2.The assessment of student outcomes showed that student outcome described as students being able to Communicate effectively through various media forms got 91.66%, for the student outcome (b) stating that students should design, produce and evaluate print, broadcast, audio-visual, electronic and multimedia outputs 92%, 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 94.33%, student outcome (d) manifest and preparedness and competence for local and global employment got 92% (e) adhere to ethical standards and practices got 91.66%; 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

Competencies that students acquired in tertiary education are crucial to their future success and satisfaction in life, to the country's productivity to compete in the global economic arena, and in sustaining healthy and civic-minded citizens who are actively engaged in their communities. It has now become, not only the individual responsibility if the teachers, but also the accountability of higher education institutions to ensure that college graduates are equipped with the relevant knowledge, skills and disposition needed to demonstrate self-efficacy and civic responsibility.

“First and foremost, OBE is an organizational structure. This is a way to structure content around activities that lead to demonstrable proficiency of a specific skill, knowledge, or behavior. As a learning model, OBE is non-prescriptive. Instead, it offers a handful of principles that are worth considering in more detail” [1].

Outcome Based Education (OBE) focuses and organizes everything for all students and will be successful at the end of their learning experience. Outcomes are the learning results that learners can demonstrate at the end of learning experience. It has been viewed as a significant paradigm shift in educational philosophy and practice which underscores a learning based model focusing on what students know and can do as a result of a learning experience or acquiring a degree as opposed to a teacher- centered model that emphasizes what is presented” [2].

A major advocate of this type of reform, three goals drive this new approach to creating school curricula. “First, all students can learn and succeed, but not on the same day or in the same way. Second, each success by a student breeds more success. Third, schools control the conditions of success. Thus, students are seen as totally malleable creatures” [3].

Outcome-based education is the main thrust of the Higher Education Institutions in the Philippines today. The OBE comes in the form of competency-based learning standards and outcomes-based quality assurance monitoring and evaluating spelled out under the Commission on Higher Education (CHED) Memorandum Order (CMO) No. 46, s. 2012 [4].

The program objectives of Mass Communication are to apply acquired knowledge and developed relevant skills expected of Liberal Arts professionals in the field where 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 2016-2017 through their final grades on all their major subjects that they have taken from 2013 to 2017. 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 2016-2017; and propose an action plan based on the result 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 titled "Assessment of OBE Implementation and the Level of Attainment of Students Outcomes of the Communication Programs: AY 2016 – 2017 used the descriptive design which is primarily focused on describing the characteristics of a certain population of phenomenon that is being studied without influencing it in any way [5].

Participants

The researchers used purposive sampling in selecting the participants of this study. There were 22 respondents who finished the course for school year 2016-2017. In the case of this study the researchers worked with all the respondents meeting the inclusion criteria: (1) enrolled in LPU-Batangas, during SY 2013-2017, (2) graduated in 2017 of Bachelor of Arts in Communication, and (3) willing to commit their time for the researchers and the conduct of the study.

Instruments

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.

In addition, to further assess the level of attainment of student outcomes, the researchers utilized the class record reported by the faculty for each communication professional subjects. 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 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. The researchers utilized the class record submitted by the faculty for each communication professional subjects and encoded for tabulation.

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 Outcome Based Education 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, and the dissemination of results.

RESULTS AND DISCUSSION

Course Feedback Assessment

Table 1 presents the feedback of the Mass Communication students in the different courses for the AY 2016-2017. As observed in the results, majority of the students have the highest assessment on Television Production and Direction course as revealed by the composite mean of 3.70. This only connotes that students appreciate the workshops given to them related to television production from scripts to screen, and production of television programs using various formats. It was followed by Desktop Publishing (3.68) and Advertising Principles and practices (3.67) which ranked second and third respectively.

Looking at the different dimensions of the course feedback, it shows that Television Production and Direction is well-received by the students in terms of relevance of the course, course organization and ILO's and assessment with a composite mean of 3.89, 3.75 and 3.89 respectively which makes it ranked first in those areas. This suggests that the course has reached the

satisfaction of the students as they find the subject to be useful in their future career. Further, students also agreed that it met the objectives of the course and the assessments given to the students were able to effectively determine their performance and provide interventions on the parts that call for improvements.

TV production is the process of developing a television show from its early writing stage through acquiring talent and a crew, securing a set or location, shooting, editing, and preparing it for broadcast. Different types of shows have different production methods, each geared toward efficiently creating the final product and delivering it to an audience [6]. TV director is the one who directs the entire show. He visualizes the script and guides the actors and the technical crews for a good screen projection. He also works with the department heads and the editors.

Mass communication students' requirements include thorough knowledge in different computer applications in order to produce quality outputs. Hence, knowledge in Desktop Publishing would be a great advantage. More so, students are also into creating advertising campaign plan that they value practical advertising principles and practices taught inside the classroom. In the case study of Carelse [7] the concept of desktop publishing integrates the ability of graphic design, book production and platemaking, effective software and hardware configuration. The computer user combined the text and messages to make a single file documents. Advertising is oldest form of promotion that rooted back even during ancient time. Nowadays, it uses the new technology and surpasses the traditional advertising venues. The objectives of advertising are to inform, to persuade and to remind. It can also create awareness of brands, products, services and ideas. The real purpose of advertising is to tell a story.

However, Principles of Public Relations and Writing for Print tied in the last rank with a weighted mean of 3.36. These two subjects involve critical thinking and volumes of writing tasks which somehow bombard the students and made them break deadlines. This affects their performance as time management and balancing production and written requirements became a burden for them. This is also evident in the third to the last course they assessed which is Development Communication. Public Relations are one of the most effective ways to build on marketing strategies and create a solid online reputation. Companies that have caught onto that are investing a tremendous amount of time and effort into staying on top of their PR strategies.

Table 1. Course Feedback Assessment for AY 20-16 – 2017

Courses	Dimensions of Course Feedback						Over-all Composite Mean	Rank
	Relevance of Course	Course Organization and LOs	Teachers and TLAs	Assessment	Learning Environment	Counseling		
Introduction to Communication Media	3.71	3.65	3.55	3.49	3.51	3.47	3.56	11
Introduction to Communication Theory	3.46	3.39	3.74	3.46	3.66	3.46	3.53	12
Journalism Principles and Practices	3.63	3.71	3.48	3.63	3.55	3.63	3.61	8
Desktop Publishing	3.7	3.7	3.89	3.49	3.58	3.71	3.68	2
Radio and Television Principles and Practices	3.55	3.66	3.52	3.55	3.49	3.62	3.57	9
Speech Communication	3.45	3.48	3.47	3.45	3.47	3.45	3.46	19
Basic and Digital Photography	3.6	3.39	3.51	3.6	3.55	3.48	3.52	14
Writing for Radio and Television	3.39	3.49	3.55	3.61	3.46	3.39	3.48	17
Media Law and Ethics	3.52	3.41	3.72	3.52	3.51	3.71	3.57	10
Advertising Principles and Practices	3.81	3.72	3.43	3.74	3.51	3.81	3.67	3
Broadcast Journalism	3.74	3.68	3.33	3.63	3.74	3.74	3.64	5
Development Communication	3.38	3.29	3.35	3.38	3.41	3.44	3.38	22
Radio Production and Direction	3.44	3.64	3.46	3.44	3.44	3.44	3.48	18
Television Production and Direction	3.89	3.75	3.48	3.89	3.69	3.52	3.70	1
Writing for Print	3.26	3.33	3.7	3.26	3.36	3.26	3.36	23
Advanced Advertising	3.53	3.46	3.52	3.53	3.69	3.29	3.50	15
Introduction to Theater Arts	3.62	3.7	3.67	3.57	3.62	3.62	3.63	6
Introduction to Film	3.74	3.66	3.66	3.74	3.71	3.48	3.67	4
Introduction to Communication Research	3.3	3.5	3.79	3.3	3.36	3.3	3.43	21
Media Management and Entrepreneurship	3.4	3.47	3.47	3.31	3.4	3.51	3.43	20
Principles of Public Relations	3.26	3.33	3.7	3.26	3.36	3.26	3.36	23
Introduction to Multimedia	3.53	3.46	3.52	3.53	3.69	3.29	3.50	15
Film Production	3.62	3.7	3.67	3.57	3.62	3.62	3.63	6
Thesis Writing/Special Project	3.44	3.53	3.65	3.48	3.38	3.67	3.53	13

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

Sending messages to the right place and right person will create a stronger brand reputation through public relations. It helps transform the future and benefit the business. The proper use of PR can assist the company in overcoming almost all the problem they are facing. This is some of what makes PR so essential.

Print media has many forms. It is available anytime and it is long lasting, even if there is no power they can still access to it and it cannot be deleted. It is difficult for the digital media to be credible but for print media it is seen as being professional to achieve credibility. Print media can be informative and may help company build its image because lasting photographs of the product or service the business offers can enhance the consumer's impression of the product.

On the other hand, Introduction to Communication Research ranked first in Teachers and TLAs dimension with a weighted mean of 3.79. Research is a tedious and toxic task; hence, students value much the help and guidance given to them by their teacher. It is also a very critical part of the students' undertaking as they are going to come up and present their proposal before the end of the semester. This sense, students consider every meeting and every activity significant and worth doing.

Padmaja [8] the undergraduate research experience is one of several experiences that can impact the future career choices of the undergraduate students. In academia, both the faculty and the students are challenged to embrace engaged learning experiences and evidence-based education through undergraduate research. This has been the transition in higher education over the last 20 years: moving towards creating powerful educational environments that improve learning, rather than adding more courses that merely transfer knowledge. However, undergraduate research as a retention strategy does not go far enough. A report from the Council on Undergraduate Research succinctly summarizes that undergraduate research should be: faculty-driven, student-centered, and institutionally supported and provides the combination of factors necessary for.

According to Hine [9] action research plays an important role in the preparation and professional development of teachers and students. This also serves as training grounds for students to be innovative in doing researches and sociable in terms of community welfare.

As to learning environment and counselling, Broadcast Journalism dominated the list as it landed on the first rank in both dimensions with a weighted mean of 3.74. This only denotes that production and written works of the

students in Broadcast Journalism are executed in a setting that makes them effectively perform their works. Further, in this program, students experienced to be mentored appropriately by the teacher and their seniors which lead to better performance.

Broadcast Journalism is publishing the news electronically instead of being published in newspaper. It includes radio, television and internet. It is more accessible and quickly informs the public than the older forms of journalism. In the article titled “What Is Broadcasting Journalism?”, it stated that radio and television broadcasts are designed to get the news out to a wide variety of people in language that is much less formal than traditional print media. News that is broadcast over the Internet can update people on events as soon as they happen. This can occur through articles, social media, and more.

On the contrary, Writing for Print has shown to be the least favored course in all the dimensions given as it ranked last. This only indicates that students take the subject challenging and demanding at the same time. Challenging because the subject includes a number of feature articles to be produced and submitted on the stated deadline. Likewise, it is demanding because students spend most of their time completing their written requirements in the subject which somehow affects their performance in the other courses.

Articles written for print publications must present a concise but thorough account of events. Unlike radio or television reporting, which typically contains shorter and simpler sentences, print media can include a wider variety of sentence structure and word choices. However, the piece must still grab the reader’s attention and keep him hooked. In newswriting, the focus is on getting to the point quickly and conveying the most relevant facts, while feature writing can be longer and more creative in approach [10].

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. Richards [11] emphasized that the goal of teaching to help students understand discourse, that is, to understand samples of authentic spoken texts. To achieve this, a listening course must gradually move from sentence-based listening, to helping understand texts. This often involves taking learners beyond bottom-up processing to make use of top-down processing – listening that goes beyond the sentence level and that makes use of knowledge of the context, the topic, the setting, the participants and their purposes.

Demonstrating efficiency in writing business letters, literary genres and library research using grammatically correct sentences got 90 percent and Applying different levels of reading comprehension skills in understanding various reading texts, PI 3 got 86 percent. A communication skill is one of the elements of generic skills that are essential among university students. The students would have been exposed to different situations, in and outside of the lecture halls, where they must use their communication skills through their stays in the university, for example group assignments and class presentations.

Most of the times, when the word communication comes to the mind of the people, they think about exchanging ideas and information by means of words, but such type of verbal communication is just a small component of communication. In the 21st century, businesses have access to a number of methods of communication which can be used with internal and also with external audiences. The main methods of communication which the businesses can use include the traditional business meetings as well as print to the videoconferencing and social media of the new age. Several tools can be utilized by the businesses for addressing audiences who are in locations which are both near and far. While a lot of attention is received by the methods of effective communication that is new, the value along with the relevance of the traditional methods of communication still exists. Thus, several different methods of communication exist and the determination of the method that is right for the organization is a vital decision that needs to be taken.

To ensure an effective written communication form, it must follow completeness, clarity and correctness in your writing. As there is no immediate feedback that can be received, it is important that written communication is detailed and accurate to ensure that the write message is communicated [12]. In the study conducted by Komba [13], to minimize communication problems related to English language in academic settings, all Tanzanian universities offer communication skills courses to all undergraduate students. This information suggests that the best skill we can invest in within ourselves is strong communication. If they can effectively communicate, it is

Attainment of Student Outcomes

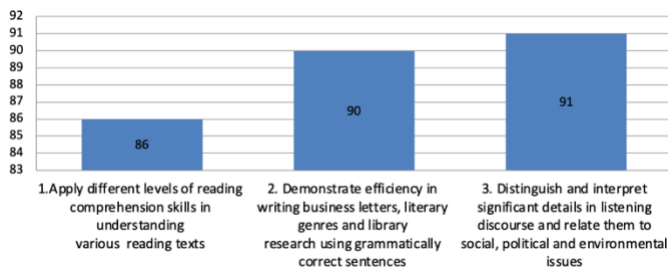


Figure 1. *Communicating effectively through various media forms and situations*

Figure 1 presents the student outcome on Communicating effectively through various media forms and situations. Performance indicator 3, Distinguishing significant details in listening discourse and relating them to social, political and environmental issues, got the highest percentage of 91. This means that the students must know how to comprehend on the issues that they heard so that

undoubtedly to have a job that will earn the greatest amount of money.

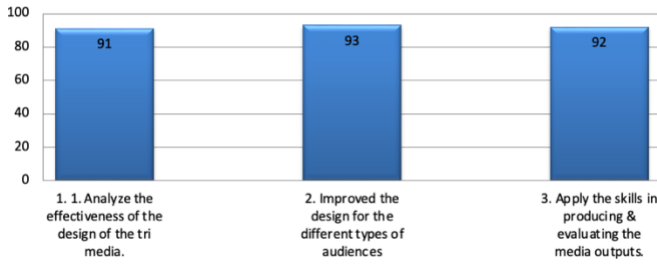


Figure 2. *Design, produce & evaluate print, broadcast, audio visual, Electronic, and multimedia outputs*

Figure 2 shows the SO, Design, produce & evaluate print, broadcast, audio visual, electronic and multimedia outputs of SY 2016-2017. Performance indicator 2 got the highest percentage of 93 means that they know how to identify their audience. It only means that they know how important the audience is. It may vary the audience on what language they are going to use, tone and even the content.

As Grossman [14] posted in his articles, all effective communication begins with knowing their audience and speaking their language – both literally and figuratively. The way the speaker presented the messages/speech that suited to the audience, it does not mean that the speaker changes the content of his message but it is the proper way so that the audience can understand the content. Sometimes that is much harder than it sounds because audiences can vary greatly, whether across a team or an entire organization.

Relatively, applying the skills in producing and evaluating media outputs, while performance indicator 3 with 92 percent and the students know how to analyze, improved the design and apply the skills in producing media outputs with 91 percent. 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.

Gunawardhana [15] stated that regarding education, multimedia applications can be apply creatively and reflectively. Multimedia application suits several learning subjects such as cross-curricular subjects. The key objective for using multimedia applications for education is to teach something to students. Through the ‘learning to learn’ concept, students can be taught how to determine and apply specific strategies to achieve

success in every subject. The specific aim to achieve through this is approach is to increase students’ knowledge on particular subjects and give them a purpose for learning them. Learning theory in multimedia involves refining students’ skills and preparing students to identify certain challenges, build their personalities, and enhance their knowledge. The ‘learning to learn’ concept differs according to fundamental epistemological and ontological assumptions. Most researchers agree and confirm that multimedia applications can be used to support educational subjects. They can help students to obtain positive educational outcomes. Teachers, educators, and researchers believe that multimedia applications can produce passive educational methods to achieve more collaboration. Additionally, multimedia applications can increase the knowledge of users more striking and motivate them to practice more, even if the educational model they are operating under is passive [15].

Sloan and Gregor [16], stated that as educators’ awareness of their responsibilities towards ensuring the accessibility of the learning environment to disabled students increases, significant debate surrounds the implications of accessibility requirements on educational multimedia. There would appear to be widespread concern that the fundamental principles of creating accessible web-based materials seem at odds with the creative and innovative use of multimedia to support learning and teaching, as well as concerns over the time and cost of providing accessibility features that can hold back resource development and application. Yet, effective use of multimedia offers a way of enhancing the accessibility of the learning environment for many groups of disabled students. Using the development of ‘Skills for Access’, a web resource supporting the dual aims of creating optimally accessible multimedia for learning, as an example, the attitudinal, practical, and technical challenges facing the effective use of multimedia as an accessibility aid in a learning environment will be explored.

Ilhan and Oruç [17] stressed that rapidly changing technological developments have affected education as it does every other field of human endeavor. The number of technology applications used in education increases every day. One of these tools is multimedia. In the studies about the use of multimedia in education, it has been reached that multimedia increases students’ success, affects students’ attitudes in the positive way and makes lessons more enjoyable and understandable.

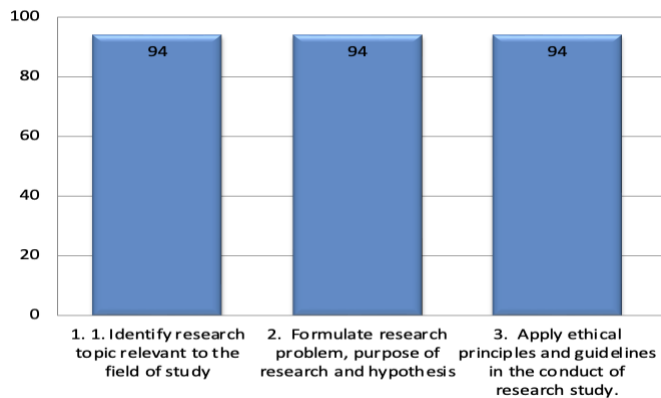


Figure 3. *Engage in research and/or special projects utilize results for professional and socio-economic development*

Figure 3 reveals engaging in research and/or special projects utilize results for professional and socio-economic development. Research makes an 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.

Academic research can be intense, stimulating, and rewarding. But it is important to know that a research career involves many activities besides research. Scientists spend their time writing applications for funding to do research, as well as writing scientific papers to report the findings of their research. In addition, they spend time presenting their research in oral or poster form to other scientists at group meetings, institutional meetings, and scientific conferences; they also spend time teaching students about their field of study. A scientist's life is often full of tasks that need to be done and most scientists work very hard, but they also love what they do.

In the study conducted by Sumbawati and Anistiyasari [18], undergraduate students often have difficulty in finding the updated research topic for their undergraduate thesis. This is due to students has less knowledge about research in a particular field because they are less familiar with scientific articles. This work, therefore, proposed an implementation of research-based learning and measured students' academic performance and motivation. Research-based learning is conducted based on its syntax. Paper and pencil test is then performed to measure students' academic achievement and a survey is devoted to determining students' academic motivation. The results show that most students obtain satisfied score, and they feel comfortable to join a class with research-based learning.

Educational research became very popular recently among students because it helps students connect their knowledge with practical situations. Many students don't know how to write a research paper and find it a very difficult. And which gives the ability to make real life decisions without inflicting the liability. Compared to other academic writings research writing is considered to be more

difficult. If you have doubt in your ability to produce a proper research, you must use research writing help [19].

The study conducted by Groothuijsen, et. al [20], show that the teacher-researchers' quality concerns overlap with the quality concerns commonly held by researchers, but they broaden the meaning of some quality concerns, add new concerns and exclude others. Taking their common quality concerns as a starting point, close collaboration between researchers and teachers could decrease researchers' challenges concerning legitimacy and relevance of their work and increase teachers' use of research in educational practice. Evans [21] mentioned that research is the next fundamental step in a students' education. It is the point where the student stops being told what they need to know and move to the next level by seeking their own answer.

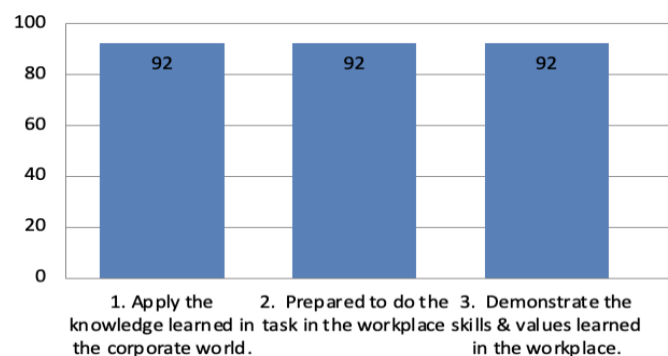


Figure 4. *Manifest preparedness and competence for local and global employment*

Figure 4 reflects the manifesting preparedness and competence for local and global employment of 2017 graduates. As seen from the table, the students are ready to face the workplace. All performance indicators got 92 percent. 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.

According to Borg et.al [22] student work readiness relates to the acquisition of relevant skills and knowledge which enable students to make meaningful contributions to industry and assist them in their transition from student to practitioner. An individual's smooth transition into the workforce translates into higher levels of interactions in their workplace, ensuing in benefits for both the employee and the employer. In the built environment, employees are known to experience high levels of work-related stress, exacerbating the need for built environment professionals to be well prepared for the workforce. While work readiness is typically reserved for graduates who have completed their program of study, there has been a notable increase in built environment undergraduates combining work and study prior to graduation. This trend challenges universities

to consider that these students need to be work ready prior to completion of their studies. Research notes that student work readiness can be attained through collaboration between universities, students and industry.

College students may believe they are ready for a job, but employers think otherwise. At least, that is according to data from the National Association of Colleges and Employers, which surveyed graduating college seniors and employers and found a significant difference in the groups' perceptions [23].

Jackson [24] found that student's perceived employability was positively influenced by their participation in WIL and varied with certain individual characteristics. Perceived employability is often higher among individuals who felt they were supported in competency development.

The summit participants of JA USA 2013 Summit on Work and Career Readiness concluded that it would be counter-productive to produce a new definition of work readiness because of the formidable uncertainty about what the workplace of the future will look like. They did reach consensus, however, that it was possible and, indeed, preferable to identify a broad spectrum of enduring knowledge, skills, and attitudes (KSA) that good workers have always possessed and will need in any workplace in the future. Examples of these skills include the ability to identify a problem; apply effective problem-solving and decision-making skills; and recognize and then seize opportunities when they arise.

They agreed that these types of foundational skills would better prepare students future than the job-specific skills often taught in narrowly focused work-preparedness programs. Possessing these broader, enduring skills would allow students to be work-, career-, and life-ready, prepared for the constantly changing circumstances they will surely encounter across all areas of their lives.

The summit participants also concluded that in the absence of our education system solving this issue through changes in school delivered curricula, it remains incumbent upon extracurricular organizations to provide students with such life-skills training.

Figure 5 presents the SO adhering to ethical standard and practices of batch 2017.

Respondents have strong foundation in moral philosophy and ethical system and clear understanding of professional codes of conduct, standards and practices got 92 percent in the performance indicator. 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.

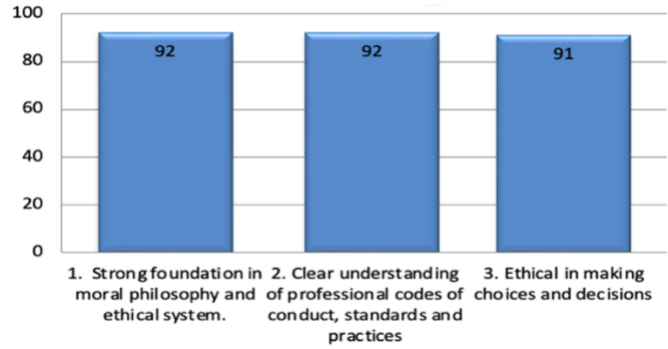


Figure 5. Adhere to ethical standard and practices

On the other hand, the performance indicator 3, ethical in making choices and decisions got 91 percent. Graduates are aware or conscious of the decisions that they are choosing in line with the company's code of ethics.

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 truth, honesty, fairness, and equity. In real-life situation 'ethics' is frequently used as a more consensual word than 'morals' which is less favored. Many students and professionals cannot find the sharp distinction between these two terms [25]. The key philosophical question for the study and promotion of moral education relies on the epistemic status of moral reflection or understanding and moral agency [26]. While Solzhenitsyn [27] found an overwhelming amount of information just to address the meaning or distinction between "morals" and "ethics." There are a large range of views that include the words being synonyms and the word ethics being "moral philosophy," or the study of moral principles. Both relate to determination of right conduct.

Table 2. Summary of SO Assessment

Students Outcome	Average	RANK
a. Communicate effectively through various media forms and situations	91.67	4.5
b. Design, produce and evaluate broadcast, audio-visual, electronic and multimedia outputs.	92.00	2.5
c. Engage in research and/or special projects and utilized results for professional and socio-economic development.	94.33	1
d. Manifest preparedness and competence for local and global employment.	92.00	2.5
e. Adhere to ethical standards and practices.	91.67	4.5

Table 2 presents the summary of the student outcome assessment, where in based on the student outcomes, engaging into research and special project got the highest rank with the average percentage of 94.33. 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.

According to Hine [9], action research plays an important role in the preparation and professional development of teachers and students. This also serves as training grounds for students to be innovative in doing researches and sociable in terms of community welfare. While Padmaja, et.al [8] mention that one of several experiences that can impact the future career choices of our undergraduate students. In academia, both the faculty and the students are challenged to embrace engaged learning experiences and evidence-based education through undergraduate research. This has been the transition in higher education over the last 20 years: moving towards creating powerful educational environments that improve learning, rather than adding more courses that merely transfer knowledge. However, undergraduate research as a retention strategy does not go far enough. A report from the Council on Undergraduate Research succinctly summarizes that undergraduate research should be faculty-driven, student-centered, and institutionally supported and provides the combination of factors necessary for.

On the other hand, student outcomes that refer to communicating effectively using various forms and situation as well as adhering to the ethical standards and practices got the lowest rank with the average percentage of 91.67. 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. 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.

In real-life situation 'ethics' is frequently used as a more consensual word than 'morals' which is less favored. Many students and professionals cannot find the sharp distinction between these two terms [25]. The key philosophical question for the study and promotion of moral education relies on the epistemic status of moral reflection or understanding and moral agency [26].

Solzhenitsyn [27] found an overwhelming amount of information just to address the meaning or distinction between "morals" and "ethics." There are a large range of views that include the words being synonyms and the word ethics being "moral philosophy," or the study of moral principles. Both relate to determination of right conduct to Adhere to Ethical Standards and Practices.

Table 5. Proposed Action Plan for Improvement

Key Results Area	Strategies	Success Indicator	Persons Involved
Improve the skills in Writing for Print & Principles of Public Relations	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Professors Students
Give advice on how students Communicate and apply Ethical Standards	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Professors Students

CONCLUSION AND RECOMMENDATION

The following conclusions are hereby drawn: The overall ranking of the professional subjects during the year 2016-2017, as observed in the results, majority of the students strongly agree that Television Production and Direction rank 1st in the course feedback assessment. The communication students batch 2016-2017 achieved the assessment of student outcomes described as students being able to communicate effectively through various; 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.

Based on the conclusions, the following recommendations are forwarded: 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 proposed plan of action. For the future researchers, this study is limited only for communication program for academic year 2013-2017, future researches may be conducted into other programs applying to different academic years.

REFERENCES

- [1] Sessums, C. D. (2016). What is OBE? | Unboxing Outcomes-based Education. <https://www.d2l.com/en-apac/blog/what-is-obe/>
- [2] Tam, M. (2014). Outcomes-based approach to quality assessment and curriculum improvement in higher education. *Quality assurance in education*, 22(2), 158-168.
- [3] Closson, D., (n.d.). Outcome Based Education. <http://www.leaderu.com/orgs/probe/docs/obe.html>
- [4] De Guzman, M. F. D., Edaño, D. C., & Umayan, Z. D. (2017). Understanding the Essence of the Outcomes-Based Education (OBE) and Knowledge of its Implementation in a Technological University in the Philippines. *Asia Pacific Journal of Multidisciplinary Research*, 5(4), 64-71.
- [5] Creswell, J. W. (2017). Research design: Qualitative, quantitative, and mixed methods approaches. Sage publications.
- [6] Meyer, D., (2017). What Is TV Production? <https://ourpastimes.com/what-is-tv-production->
- [7] Carelse , Xavier F. (n.d.) Case Studies on Desktop Publishing <https://www.nap.edu/>
- [8] Padmaja, A., Laxmi Ramana, V. S. V., & Reddy, P. R. (2015). Importance of research at undergraduate level. In *Proceedings of the International Conference on Transformations in Engineering Education* (pp. 631-632). Springer, New Delhi.
- [9] Hine, G. S. (2013). The importance of action research in teacher education programs. *Issues in Educational research*, 23(2), 151-163.
- [10] Williams, E. (November 21, 2016). What Are the Basics of Writing for the Print Media? <https://penandthepad.com/info-7971557-basics-writing-print-media.html>
- [11] Richards, J. (2021). Discourse in Listening Comprehension, www.professorjackrichards.com/discourse-in-listening-comprehension/
- [12] Prabavathi, R., & Nagasubramani, P. C. (2018). Effective oral and written communication. *Journal of Applied and Advanced Research*, 3(1), 29-32.
- [13] Komba, S. (2012). *The predictive validity of the communication skills examination on students' overall academic performance at the Sokoine University of Agriculture* (Doctoral dissertation, University of Dar es Salaam)
- [14] Grossman, D.. (2018). 6 Steps for Effectively Connecting with Your Audience(s) www.yourthoughtpartner.com/
- [15] Gunawardhana, L. K. P. D., & Palaniappan, S. (2016). Using multimedia as an education tool. In *9th Annual International Conference on Computer Games Multimedia & Allied Technologies (CGAT 2016)*.10, 1-4.
- [16] Sloan, D., Stratford, J., & Gregor, P. (2006). Using multimedia to enhance the accessibility of the learning environment for disabled students: reflections from the Skills for Access project. *ALT-J*, 14(1), 39-54.
- [17] Gen, O. I., & žahin, O. (2016). Effect of the use of multimedia on students'™ performance: A case study of social studies class. *Educational Research and Reviews*, 11(8), 877-882.
- [18] Sumbawati, M. S., & Anistiyasari, Y. (2018). *The impact of research-based learning on student's academic performance and motivation*. In IOP Conference Series: Materials Science and Engineering, 296(1), 12043. IOP Publishing.
- [19] Johnson, M.. (2018.) What is the importance of educational research? <https://www.quora.com/What-is-the-importance-of-educational-research>
- [20] Groothuisjen, S. E. A., Bronkhorst, L. H., Prins, G. T., & Kuiper, W. (2020). Teacher-researchers' quality concerns for practice-oriented educational research. *Research Papers in Education*, 35(6), 766-787.
- [21] Evans, Paul Hywel. (5 Mar, 2020). Why we need research as a students? <https://www.quora.com/Why-we-need-research-as-a-students>.
- [22] Borg, J., Turner, M., & Scott-Young, C. (2017, October). Fostering student work readiness: A university case study. In *Proceedings of the 41st Australasian Universities Building Education Association Conference*, 196-209.
- [23] Wolf, J. B. (23 February,2018). Overconfident Students, Dubious Employers. <https://www.insidehighered.com/>
- [24] Jackson, D. (2019). Student perceptions of the development of work readiness in Australian undergraduate programs. *Journal of College Student Development*, 60(2), 219-239.
- [25] McGavin, P. A. (2013). Conversing on ethics, morality and education. *Journal of Moral Education*, 42(4), 494-511.
- [26] Carr, D. (2014). Metaphysics and methods in moral enquiry and education: Some old philosophical wine for new theoretical bottles. *Journal of Moral Education*, 43(4), 500-515. doi:10.1080/03057240.2014.943167
- [27] Solzhenitsyn, A., (n.d). Addressing Ethics in Decision Making <https://www.decision-making-solutions.com/>