

Assessment of OBE Implementation and the Level of Attainment of Students Outcomes of the Communication Programs: AY 2017 – 2018

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Abstract – Learning outcomes are indeed key to a meaningful education, and focusing on learning outcomes is essential to inform diagnosis and improve teaching processes and student learning. These provide details against which the graduates practice such as program development and review, and curriculum mapping and renewal. The study aimed to assess and evaluate the OBE Implementation of Communication program 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; to assess the level of attainment of student outcomes; and to propose plan of action based on the results of the study. The researchers used purposive sampling in selecting the participants of this study. Respondents are those who finished the course for school year 2017-2018. In the case of this study the researchers worked with all the respondents who were enrolled in LPU-Batangas, during SY 2014-2018, who graduated on 2018 of Bachelor of Arts in Communication, and who are willing to commit their time for the researchers and the conduct of the study. It was found out that for AY 2017-2018 students positively assessed Television Production and Direction course in all the dimensions or criteria set in the students outcomes. Further, the assessment of student outcomes showed that students are being able to communicate effectively through various media forms; They could also design, produce and evaluate print, broadcast, audio-visual, electronic and multimedia outputs. Further, they are being able to engage in research and/or special projects and utilized results for professional and socio-economic development; manifest and preparedness and competence for local and global. It was then recommended that the CEAS Department may conduct activities that can cultivate the hidden talents and skills of the communication students. Moreover, 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.

Keywords – Outcomes Based Education, Student outcomes, Communication program

INTRODUCTION

The face of design and design education is changing in the 21st century as designers are embracing complexity by moving from 'makers of things' to that of 'strategic thinkers' with the aim of providing society with human centered design solutions within ever-increasing high-tech and competitive business environments. The advance of communication technology has broken down the physical barriers and has opened the design profession to the full effect of globalization" [1]. Hence, it is good to consider how design educators are adapting their teaching practice to prepare students for the new requirements of the marketplace.

Education aims to provide learning and knowledge, also to enhance the skills and abilities

of every student, to bring competence, and guide them with positive attitude and values. Quality education considered as an important factor to produce competent professionals to build a strong nation and to bring out the best way to get along with global competition. Education is facing challenges in terms of worldwide movement of international students mostly from the Asian and African continents to universities in the West to provide an important source of income to those receiving universities [2]. In trying to strengthen the quality assurance system in Philippine higher education, institutions of higher learning were mandated to upgrade higher education curricular offerings to international standards [3].

Hammond [4] stated that knowledge regarding as human development and learning has grown at a

rapid pace, the opportunity to shape more effective educational practices has also increased. Taking advantage of these advances, however, requires integrating insights across multiple fields—from the biological and neurosciences to psychology, sociology, developmental and learning sciences—and connecting them to knowledge of successful approaches that is emerging in education.

Developing, designing, and implementing an education curriculum is no easy task. With the rise of educational technology and the diverse types of students attending higher educational institutions these days, instructors have their work cut out for them. But by following the fundamental guidelines and framework of curriculum development, educators will be setting themselves — and their students — up for long-term success [5].

Curriculum, instruction, and assessment are the three fundamental components of education. They call these the “three legs of the classroom stool” and reminds us that each leg must be equally strong in order for the “stool” to function properly, balanced and supportive. Habitually, how and what to teach weighs heavier on an instructor’s mind than how he/she will assess it. As a result, the assessment ‘leg’ of the classroom stool is often the weakest of the three, the least understood and the least effectively implemented [6].

Jimaa [6] mentioned that methods used to assess students are some of the most critical of all influences on their learning, it is well known that assessment have a deep impact on what and how students study, how much they study and how effectively they study. Assessment is about several things at once. It is not about simple dualities such as grading versus diagnosis. It is about reporting on students’ achievements and about teaching them better through expressing to them more clearly the goals of our curricula. It is about measuring student learning and diagnosing specific misunderstandings in order to help students to learn more effectively. It concerns the quality of teaching as well as the quality of learning.

Assessment does not only measure learning, assessment also directs student learning [7], because the assessment system defines what is worth learning. Havnes’ study shows an impact of examinations on learning, but also a similar backwash effect on teaching, textbooks and other

learning material. Examinations play a major role in defining what is dominant.

Learning outcomes are indeed key to a meaningful education, and focusing on learning outcomes is essential to inform diagnosis and improve teaching processes and student learning. While there is a long tradition of learning outcomes’ assessment within institutions’ courses and programmes, emphasis on learning outcomes has become more important in recent years. Interest in developing comparative measures of learning outcomes has increased in response to a range of higher education trends, challenges and paradigm shifts [8].

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 [9]. The outcomes provide details against which the graduates going practices such as program development and review, and curriculum mapping and renewal.

All institutions are expected to have quality assurance mechanisms in place as a way of assuring stakeholders about the high standards of their programs and their achievement through outcomes [10].

Improving education quality and quality assurance (QA) have become the most distinctive themes of higher education (HE) reform in the 21st century. Although student learning outcomes (SLOs) are the most direct evidence to HE quality and should be an indispensable element and the starting point of education evaluation, in most countries evaluations have not regarded students as the most important target in their systems [11].

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 [12] stated that as an educational institution it has to deliver the products and services necessary to achieve the outcomes it intends to produce.

Knowing the usefulness and importance of OBE greatly affects the extent of its implementation in an institution. If students are to learn desired outcomes in a reasonably effective manner, then the teacher's fundamental task is to get students to engage in learning activities that are likely to result in their achieving those outcomes.

The program objectives of Mass Communication are to Applied 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 were 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 were 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 were graduates can conceptualize and implement media literacy programs for social development.

The Department of Mass Communication is already implementing OBE (Outcomes Based Education) 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.

The researchers conducted a study that assessed and evaluated the students outcome of Bachelor of Arts in Communication for SY 2017-2018. The results of the study intend to determine the enhancements that must be done to improve delivery of instruction for Communication students. Hence, this is undertaken for curriculum improvement.

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; to assess the level of attainment of student outcomes; and to propose plan of action based on the results of the study.

METHOD

Research Design

This research endeavor utilized the descriptive design using retrospective study which is primarily focused on describing the characteristics of a certain population of phenomenon that is being studies without actually influencing it in any way [13]. On the other hand, in a retrospective study, in contrast to a prospective study, the outcome of interest has already occurred at the time the study is initiated. In conducting a retrospective study, an investigator typically uses administrative databases, medical records, or interviews with patients who are already known to have a disease or condition (Salkind, 2010). In this study the researchers used the data from student periodical performance reported by the faculty for each professional subjects' in communication.

Respondents

The researchers used purposive sampling in selecting the participants of this study. Respondents are those who finished the course for school year 2017-2018. In the case of this study the researchers worked with all the respondents meeting the inclusion criteria: (1) enrolled in LPU-Batangas, during SY 2014-2018, (2) who graduated on 2018 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 assess and evaluate the student outcome, two (2) separate instruments were used. The questionnaire to determine the level of OBE implementation was based on the standardized questionnaire of LPU-Batangas, which is known as Course Feedback Survey. It is composed of six (6) major parts: relevance of course, course organization and intended learning outcomes, teachers and teaching learning activities, assessment, learning environment and counseling.

On the other hand, to assess the level of attainment of student outcomes, the researcher utilized the data from student periodical

performance reported by the faculty for each professional subjects' in communication.

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

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

The researchers gathered the necessary documents for the data gathering. Information was encoded for statistical analysis, and results were tabulated for interpretation.

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

This section contains the results of the analysis of the data that the researchers drawn together. The discussion and interpretations were also presented in this part to fully explain the results which were obtained through statistics and analysis of statement given by the participants.

Part I. Course Feedback Assessment

Table 1
Course Feedback Assessment for AY 2017 – 2018

Courses	Dimensions of Course Feedback						Over-all Composite Mean	Rank
	Relevance of Course	Course Organization and ILOs	Teachers and TLAs	Assessment	Learning Environment	Counseling		
Writing for Radio and Television	3.39	3.55	3.55	3.63	3.54	3.48	3.52	8
Media Law and Ethics	3.61	3.49	3.44	3.6	3.59	3.49	3.54	6
Advertising Principles and Practices	3.81	3.72	3.43	3.74	3.51	3.57	3.63	4
Broadcast Journalism	3.66	3.68	3.33	3.63	3.74	3.74	3.63	4
Development Communication	3.38	3.29	3.35	3.38	3.41	3.44	3.38	15
Radio Production and Direction	3.44	3.64	3.32	3.44	3.44	3.44	3.45	12
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	16
Advanced Advertising	3.53	3.46	3.52	3.53	3.54	3.29	3.48	11
Introduction to Theater Arts	3.62	3.7	3.67	3.57	3.62	3.62	3.63	2
Introduction to Film	3.29	3.66	3.66	3.39	3.71	3.48	3.53	7
Introduction to Communication Research	3.3	3.5	3.68	3.3	3.36	3.3	3.41	14
Media Management and Entrepreneurship	3.4	3.47	3.47	3.31	3.4	3.51	3.43	13
Principles of Public Relations	3.26	3.33	3.7	3.26	3.36	3.26	3.36	16
Introduction to Multimedia	3.53	3.46	3.52	3.53	3.69	3.29	3.50	9
Film Production	3.62	3.7	3.67	3.57	3.62	3.62	3.63	2
Thesis Writing/Special Project	3.51	3.49	3.43	3.61	3.42	3.53	3.50	10

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

Table 1 provides the over-all assessment of Mass communication students in the courses they have taken for the AY 2017-2018. As shown in the table, students positively assessed Television Production and Direction

course in all the dimensions as it ranked first with a composite mean of 3.70. This only exhibits that students still look forward into involving themselves in television activities and be well versed with TV production works. Also, students envisions to seeing themselves be part of a TV production team in their future career. Hence, they uphold everything being fed to them by their teacher and mentors in the program. It was followed by Introduction to Theater Arts and Film Production which tied on the first rank with a composite mean of 3.63. Given the activities or tasks involved in both courses, it only implies that Communication students always aim to participate in activities that will display their skills and talents. These two courses cover one's exhibition of commitment in learning the critical aspects of each element in order to come up with quality products or output worthy to be exhibited and viewed by the public.

Nevertheless, Writing for Print and Principles of Public Relations has yet to be realized as important and relevant in the field of Mass Communication because students ranked them last and tied in the sixteenth rank with a composite mean of 3.36. As the top three courses focus more on production, these two bottom courses including the third to the last which is Development communication, are more on written jobs. This only illustrates that the interest of Mass Communication students is still overruled by their wanting to be part of the entertainment industry and less consider the print industry.

Television Production and Direction has also found to be pertinent to the Mass Communication field as students rated them first in the relevance of the course dimension as well as in Course organization and ILOs and Assessment. This only affirms the perception of some that students of Mass Communication enter the field because a career in TV, whether it is in front or behind the camera, is waiting for them. Evidently, the assessment they give to the course only shows that LPU supports their goals by providing them the quality instruction that they are aiming for.

Contrarily two writing courses led in the Teachers and TLAs dimension having Writing for Print and Principles of Public Relations both ranked first with a composite mean of 3.7. Though the courses are considered thought-provoking and time consuming, still the students appreciate the assistance provided to them by their teachers. Moreover, they find all the requirements and activities given to be relevant and significant for them to well-understood every detail of the subject.

Additionally, Broadcast Journalism shows to provide an environment favorable for Mass communication learners as it tops the Learning environment dimension with a weighted mean of 3.74. It is also the same composite mean achieved by the subject in the counselling dimension and also ranked first. LPU always aspires to make its students globally competitive. Hence, it keeps on upgrading its equipment and facilities to be utilized by the students. Further, the department also addresses the concerns of the students who encounter problems related to the course. In this way, the students feel guided and protected which inspire and encourage them more to pursue the field.

Notwithstanding, Principles of Public Relations course has to focus more in improving all its elements to be appreciated and valued by the students. This view is affirmed by the results which show that this course ranked last in almost all dimensions cited.

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

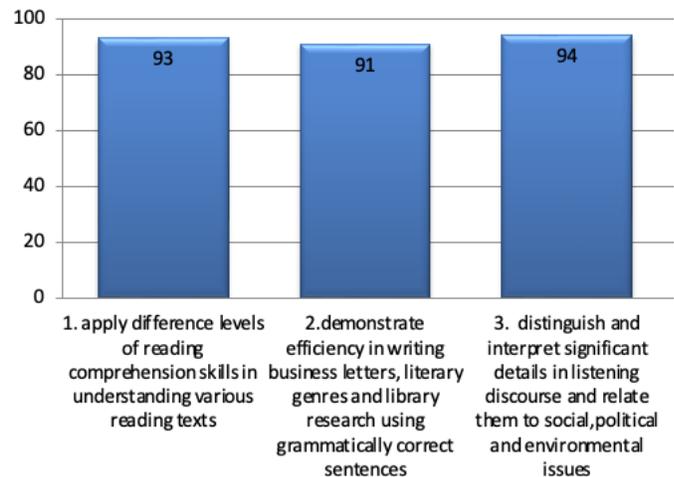


Figure 1 displays SO (a) communicate effectively through various media forms and situations batch 2018.

Performance indicator 3, distinguish and interpret significant details in listening discourse and relate them to social, political and environmental issues got the highest percentage of 94.

It was followed by performance indicator 1, apply different levels of reading comprehension skills in understanding various reading texts with 93 percent.

Demonstrate efficiency in writing business letters, literary genres and library research using grammatically correct sentences got 91 percent.

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 they are not focusing on your 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 [13].

According to an article titled “Self-Esteem and Effective Communication Skills” suggest that people who are good communicators also tend to be mainly extroverted. The article says a 2001 study published in the “Journal of Research in Personality says,” extroverted people tend to have higher self-esteem. Extraversion can make it easier for people to approach strangers, talk in large groups and appear friendly. This can cause others to perceive extroverts more positively, potentially further boosting their self-esteem. People with low self-esteem may be anxious about talking to unfamiliar people and more uncomfortable in group settings [15].

A study conducted by Pearson and Sessler [16], in May of 1991 titled “Family communication and health: Maintaining marital satisfaction and quality of life” which was presented at the Annual Meeting of the International Communication Association in Chicago says communicating role expectations is related to family satisfaction. Supporting, disclosing, negotiating, positively distorting, communicating needs, and demonstrating the understanding of other family members are just a few of the communicative behaviors crucial in creating a family which is healthy and happy.

According to a paper presented at the Annual International Conference of the National Community College Chair Academy, Phoenix, AZ, The ability to communicate and accomplish goals, or the “voice” element, is taught through exercises developing both interpersonal and intergroup communication skills and utilizes mentoring and role models to help student development [17].

This study suggests that education of communication in the media can help people to stop and

consider the sources, and evaluate the visual artistic messages being portrayed by the media source. According to the study findings, the second section [of this paper] explains how understanding society and institutions will help the individual viewer to create the necessary standards for the recognition and evaluation of moving images, particularly television images. The final section stresses the importance of the viewers’ knowledge of the technical and artistic aspects of any given visual communication medium in the creation of the criteria for evaluating its messages.

Students should learn to see reading and writing as vital support for the most direct way that citizens can express themselves and participate in public life—as public speakers. Public speaking was the primary medium for participation in public affairs at the birth of democracy in ancient Athens, and even today public dialogue or argument is, for most citizens, the chief means of participating in public life, according to a study, published by ERIC Digests titled “The Connections between Language Education and Civic Education” .

An article titled “Parent-Child Communication Programs” published by Advocates for Youth says studies show that young people who feel a lack of parental warmth, love or care were more likely to report emotional distress, school problems, drug use and sexual risk behaviors. Young people also report less depression and anxiety when using CBD and more self-reliance and self-esteem than other peers who discuss sex with their parents.

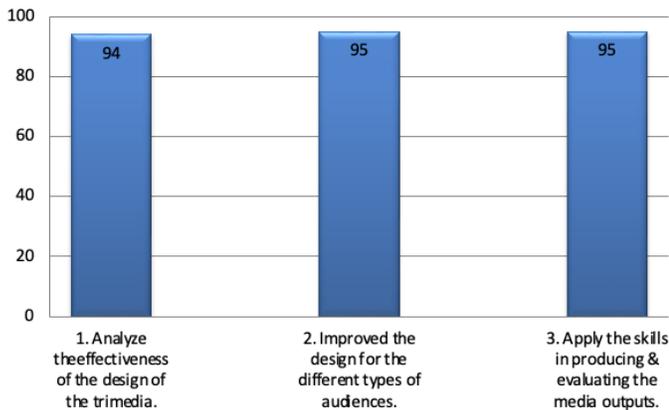
As seen from the Figure 2, the SO (b) design, produce and evaluate print, broadcast, audio-visual, electronic and multimedia outputs in the graduate of 2018.

Performance indicators 2 & 3, improved the design for the different types of audiences and apply the skills in producing & evaluating the media outputs got 95 percent while performance indicator 1, analyze the effectiveness of the design of the tri-media got 94.

Through some of the work they produce for the purpose of being assessed, students can engage explicitly with external audiences. Some of their assessments can become, in effect, ‘outputs’ from their research and enquiry, which mirror those produced by researchers.

Output modes are selected to be appropriate to the audience (e.g. videos, group presentations, articles, blogs, posters or essays etc).

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



Educational benefits of multimedia tools; giving students an opportunity to produce documents of their own provides several educational advantages. Students that experience the technical steps needed to produce effective multimedia documents become better consumers of multimedia documents produced by others. Students indicate they learn the material included in their presentation at a much greater depth than in traditional writing projects. There is another aspect to developing multimedia documents that empowers students. Students quickly recognize that their electronic documents can be easily shared. Because of this, students place a greater value on producing a product that is of high standard [17].

Multimedia is called effective in education. Multimedia provides easiness and facilities in education. Thanks to multimedia practices, students can learn brand new information. Dwyer states that students can gain the knowledge and information that would be impossible to get in traditional ways; besides they could find the opportunity to prepare their own products with multimedia technique. As a result, it could be asserted that the use of multimedia possesses the aim of helping students with different skills and learning styles. Also, Dwyer points out that multimedia provide the opportunity for every student to work individually. In other words, a student can work on the subject(s) she/he believes she/he needs to in the way she/he desires [18].

Also, multimedia eases education in terms of data used, storage, share and transportation of the visual and nonvisual written material, graphs, audios and other materials. Moreover, multimedia creates a familiar, various, economic and practical environment in education. Another contribution multimedia makes into education is the increase in academic achievement of the

students. When compared to traditional instruction, multimedia use increases the academic achievement of the students. The use of multimedia affects education positively when designed properly compared to traditional instruction, in terms of academic achievement [18].

Bartlett and Strough [19] besides potential advantages to students, multimedia formats may offer benefits to instructors teaching multi-section courses because this type of format ensures uniformity in the lecture content across the sections.

According to Shah & Khan [20], The use of multimedia in education has proven its importance due to its positive impact on the teaching and learning process. The present study investigates comparative effectiveness of multimedia-aided teaching (MAT) on students' academic achievement and attitude at elementary level in teaching of science.

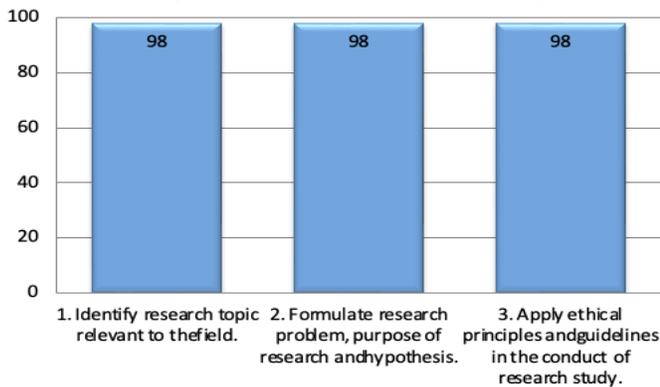
The dramatic growth of multimedia creates new opportunities for engaging college students. Multimedia techniques should be used judiciously in the learning process. Multimedia can be used to motivate discussions. The trends up updating and improving the teaching strategies subscribe to increasing the multimedia strategies of the teaching process, developing active-creative teaching, within the multitude of educational strategies, the issue that merges is of an efficient, contextual combination of formal and informal strategies, traditional and modern strategies, according to criteria of complementarity, compensation and mutual support. The use of multimedia by students needs to be supported by very skilled teachers. They must guide students through the learning process and provide them with appropriate and effective learning strategies. Like the use of textbooks, the use of educational multimedia fosters teaching strategies, where the teacher's role is not just that of information provider but the one of guide, supporter and facilitator.

As seen from figure 3, the graduates of 2018 are knowledgeable in doing researches and special projects

All indicators in SO (c) engage in research and/or special projects and utilize results for professional and socio economic development got 98 percent.

Educational research has all the attributes of conventional research with the only difference that its main field of study is education itself. Either education on a nation-wide scope or education of a single individual: both constitute a subject of educational research.

Figure 3. SO (c) Engage in research an/or special projects and utilize results for professional and socio-economic development.



Its importance is tremendous – all the discoveries and ultimately progress in our world is made by scientists and professionals who were once educated in their respective field of science. Hence, the quality of their education largely defined the outcomes of their work or the significance of their discoveries .

Educational research studies methods and concepts of education, evaluates the effectiveness of existing educational approaches, and helps develop new and better ones; it looks into the psychology of education and how to offer an engaging and competitive environment to each and every one seeking knowledge regardless of age and social status .

For universities, the research component allows for a broader educational experience whereby students are able to explore the effects of applying new thought processes through study and testing. Students are able to use that experience to see the practical application of their classroom experience represented in research projects. Cleveland University-Kansas City (CU-KC) for example, offers a challenging curriculum, but also the opportunity to participate in various research studies on campus .

The research is important for the students because it helps them to have a detailed analysis of everything. When you have a proper in-depth analysis of any topic, the result comes out to be fruitful and also the knowledge is enhanced .

In addition, they mentioned the benefits of students in conducting researches such as Enhances knowledge, Clarifies confusion, Proper understanding of the subject, Learn about the methods and issues, Understand the published work, Learn to create a balance between collaborative and individual work, know the interest, and know how the original study originated [21].

figure 4. SO d Manifest preparedness and competence for local and global employment.

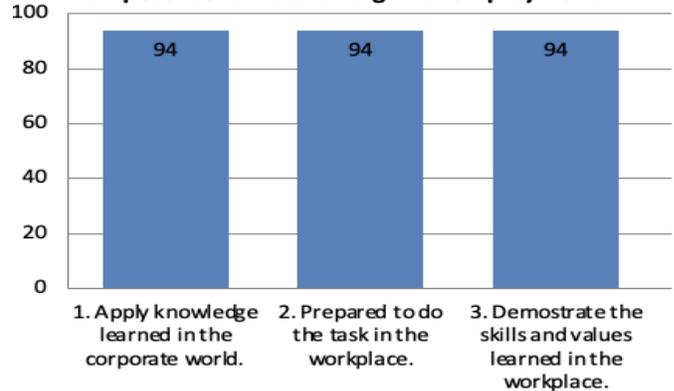


Figure 4 reveals that graduates of 2018 manifest preparedness and competence for local and global employment.

All performance indicators of SO (d) got 94 percent.

Caballero and Walker [21] argues that work readiness is an important selection criterion, and should be examined systematically in the graduate assessment process, as a construct in itself. The ineffectiveness of current assessment methods in being able to measure work readiness supports the need to develop a specific measure of work readiness that will allow more effective decision practices and potentially predict long term job capacity and performance.

The study of Bandanaraike and Wilison [22] concluded that whilst overall students had limited understanding of affective skills, employers emphasized the need for greater affective skills in the workplace. In order to unlock the potential of the cognitive skills and for a deeper understanding of affective skills, this research introduces the concept of emotional work-readiness as a pathway for building work-readiness capacity.

The findings of the study conducted by Buccat [23] show that companies expect that BA graduates must be very competent in terms of foundation skills and functional skills which mean that companies expect a very high level of work readiness among them. The type of company influenced the level of competency required of BA graduates in terms of functional skills but not foundation skills. The fourth year BA students believe that they are very competent in terms of foundation and functional skills, which means they have a very high level of work readiness. This matches the expected level of work readiness by the employers. The course major influenced the level of competency possessed by fourth year BA students in terms of foundation and functional

skills. In all of the foundation skill areas, companies require that BA graduates must be very competent. Although the fourth year BA students believe that they are very competent in most of the foundation and functional skill areas, they are however moderately competent in some of the skills areas, which include writing, decision making skills, visualization, and reasoning for foundation skills.

New graduates might have a diploma, but that doesn't necessarily mean organizations think they're "career ready." According to data from two National Association of Colleges and Employers (NACE) surveys, there are significant gaps between what competencies students considered themselves proficient in and how employers rated them. Soft skills made up a good portion of the list, but two in particular — work ethic and communication — showed the biggest disparities [24].

Figure 5. SO (e) Adhere to ethical standards and practices

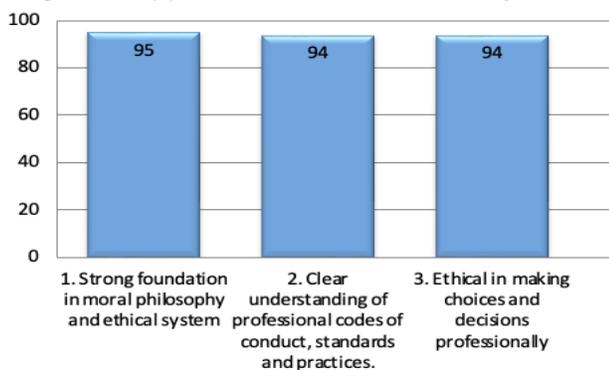


Figure 5 shows adhere to ethical standards and practices.

Performance indicator 1, strong foundation in moral philosophy and ethical system got 95 percent and performance indicator 1, clear understand of professional codes of conduct, standards and practices; and performance indicator 3, ethical in making choices and decisions professionally got 94 percent.

Leonard [25] 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 arise, 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, Forsey [28] 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 organizational policies, and rule out any unethical solutions to your problems.

Making ethical decisions is easier said than done. Maybe their coworker lied to a client about a deal, but they personally like this colleague and want to give them the benefit of the doubt. Or, perhaps tempted to lie to their boss to avoid admitting their team missed a deadline. Whatever the case, it's critical they have a tangible set of steps to follow the next time they need to apply their ethical decision making skills at work.

Ethical standards are a set of principles established by the founders of the organization to communicate its underlying moral values. This code provides a framework that can be used as a reference for decision making processes

It is of key importance that an assessment has high validity. Constructing an assessment that is valid across institutions, cultures and disciplines presents numerous scientific and practical challenges. Amongst these are how to take account of: the diversity of institutions; differences between national systems of higher education; variations in the duration and content of programmes; cultural and linguistic diversity; and accounting for the value added by institutions. The practical and operational challenges of how to motivate students and institutions to participate, and ensuring fair assessment of the results, also have to be addressed.

Assessment is about more than evaluations of learning at the end of teaching segments, such as traditional tests or papers. Research shows that assessment works best when it is ongoing in ways that help students and teachers gauge learning in progress. This ongoing, or formative, assessment provides feedback that allows students to address their shortcomings in a timely fashion. Best practice is that courses should include summative (at the ending of a learning segment) and formative (ongoing during a learning segment) assessments.

Effective assessment design enhances student learning, and engages students with different learning styles. Assessment influences what a student interprets to be the important learning goals for a course. The assignments the teachers design constitute the means by which they assess student learning. In the best case scenario, assessments should be aligned with course goals and objectives [27].

Table 2
Summary of SO Assessment

Students Outcome	Grade
a. Communicate effectively through various media forms and situations	
PI 1. apply difference levels of reading comprehension skills in understanding various reading texts	86
PI 2. demonstrate efficiency in writing business letters, literary genres and library research using grammatically correct sentences	90
PI 3. distinguish and interpret significant details in listening discourse and relate them to social, political and environmental issues	91
b. Design, produce and evaluate broadcast, audio-visual, electronic and multimedia outputs.	
PI 1. Analyze the effectiveness of the design of the trimedia.	91
PI 2. Improved the design for the different types of audiences.	93
PI 3. Apply the skills in producing & evaluating the media outputs.	92
c. Engage in research and/or special projects and utilized results for professional and socio-economic development.	
PI 1. Identify research topic relevant to the field.	94
PI 2. Formulate research problem, purpose of research and hypothesis.	94
PI 3. Apply ethical principles and guidelines in the conduct of research study.	94
d. Manifest preparedness and competence for local and global employment.	
PI 1. Apply knowledge learned in the corporate world.	92
PI 2. Prepared to do the task in the workplace.	92
PI 3. Demonstrate the skills and values learned in the workplace.	92
e. Adhere to ethical standards and practices.	
PI 1. Strong foundation in moral philosophy and ethical system	92
PI 2. Clear understanding of professional codes of conduct, standards and practices.	92
PI 3. Ethical in making choices and decisions professionally	91

CONCLUSIONS AND RECOMMENDATION

For the AY 2017-2018 students positively assessed Television Production and Direction course in all the dimensions or criteria set in the students outcomes The assessment of student outcomes showed that student outcome described as students being able to communicate effectively through various media forms; design, produce and evaluate print, broadcast, audio-visual, electronic and multimedia outputs 92%, attainment for student outcome; being able to engage 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.

The CEAS Department may conduct 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. Students may be given more activities in reading, writing and library works for them to develop their comprehension and reading skills.

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