

Achieving Course Objectives and Student Learning Outcomes: Obtaining Stakeholders' Feedback on the Bachelor of Science in Entrepreneurship Program at Laguna State Polytechnic University's Santa Cruz Campus

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ABSTRACT:

The study assesses the Bachelor of Science in Entrepreneurship Program at Laguna State Polytechnic University's Santa Cruz Campus in difference between obtaining stakeholder feedback and meeting course objectives and student learning outcomes (SLOs). And if feedback affects student learning outcomes and the program's overall success by obtaining opinions from important stakeholders, such as faculty members, students, parents, industry partners, and alumni. The result shows that the students have a very high level of employability skills, course goals, and learning outcomes in terms of the Program's targeted learning outcomes. Additionally, there is no significant effect between the employability skills, course objectives of the BS Entrepreneurship and Student Learning Outcomes in terms of Program Intended Learning Outcomes and there is no significant difference between the respondents in achieving the students' learning outcomes by obtaining stakeholder's feedback. As a result, the opinions of stakeholders do not significantly influence how the students' results are differentiated. This research contributes to enhance education by strengthening curricular relevance, improving quality assurance, cultivating academia-industry collaborations, promoting evidence-based instruction, and encouraging entrepreneurship education.

Keywords: Course Objectives, Learning Outcomes, Stakeholders' Feedback, Bachelor of Science in Entrepreneurship.

1) Introduction:

The goal of the Bachelor of Science in Entrepreneurship program at Laguna State Polytechnic University's Santa Cruz Campus is to equip students with the knowledge and skills needed to succeed in the business sector. The BS Entrepreneurship curriculum was designed in accordance with the revised policies and

standards set by the Commission on Higher Education (2017) [6]. The program that aims to teach students how to start, run and meet the requirements of the discipline but more than just theory. The institution is entirely committed to developing graduates that are professional, competent, and self-motivated. Their graduates are expected to be responsible and upright citizens, caring leaders, professionally adept,

effective communicators, creative thinkers, and capable research-oriented individuals. Assessment, along with educational objectives, is a key component for learning achievement in any teaching-learning process. Outcome Based Education (OBE) is a modern paradigm that has gained widespread acceptance around the world regarding education. Through OBE, faculty members as well as the institution make sure that BS Entrepreneurship graduates equipped skills, attitudes and values to become a succeeded entrepreneurs and make different in the community. With the shift from a typical teacher-centered to a transformative teaching environment in different ways. As part of the university's commitment to academic quality and accreditation standards, it is crucial to make sure that the course goals and student learning outcomes are being reached. Getting feedback from stakeholders is a good method to find out how valuable a program is, how well it teaches, and how probable it is that graduates will get jobs. It also assists the Commission on Higher Education's (CHED) quality assurance framework and the university's own goal of attaining ISO 9001:2015 standards. Looking at the BS Entrepreneurship curriculum, teaching techniques, and outreach programs from the point of view of stakeholders will help you find strengths, weaknesses, and new ideas.

The other core subjects of the disciplines that aligns every aspect that would help students after their graduation must attended by the departments as well as the faculty members. The evaluation or feedbacks essentials from the different stakeholders who are directly or indirectly engaged in the program's execution and results. TEQSA has adopted a regulatory philosophy that embraces the roles of detective and coach. As detective, TEQSA ensures threshold standards are met by all providers. As coach, TEQSA inculcates a culture of continuous improvement and responsiveness that will protect student interests and the reputation of the higher education sector into the future. The consultations undertaken for this report provide a review of the regulator's performance over the past 12 months and offer a foundation for future

regulatory directions, consultation with the sector, and continuous improvement in the coming year [21]. Moreover, it has been discovered that entrepreneurial self-efficacy plays a complete mediating role between entrepreneurial education and entrepreneurial intention that commonly building students confidence in their ability [25], meanwhile improvement of college students' entrepreneurial intentions in the post-pandemic environment has been essential [26]. According to [20], in future studies could be considered the gender and education aspect as control variable it makes it more applicable and remarkable. Integrating entrepreneurial coaching into the curriculum might improve students' action orientation and close the knowledge-doing gap and identifying critical areas for future research to establish its theoretical and practical contributions [14]. The concerned nowadays regarding ethical aspects by changing demands of the business ecosystem and stakeholders' expectations, including AI usage and data privacy needs for the institution to develop a guidelines and policies for educational track [16]. According to [2], in highlighting the greater involvement of the faculty and students in achieving the college goals and programs outcomes essential in strategic planning, increased community engagement. The issue is that, as mentioned by [8], aiming to equip students of mindset a skill required to make an innovative product that this will be a solution that address the reality of the business world challenges and hindrances. [3] as discussed "sustainability tracks," classified into "weak" or "strong" sustainability, were identified, quantitative and qualitative studies identified and connected processes and practices that support sustainable development in education and understanding education for sustainable development in higher education, etc. In stakeholder notes that emphasize the curriculum's efficacy in amalgamating technology, sustainability and experiential learning through validating curriculum to developmental framework [18][17]. [5], the outcomes indicate that programs need to be constantly improved so that graduates have the skills they need for long-term careers, which will

help the economy and the workforce thrive in the region. Moreover, from student self-reflection questionnaires concerning the entrepreneurial mindset learning outcomes will be given to demonstrate the curriculum's influence linked with entrepreneurial mindset and evidence-based solutions focused also in technical writing and communication within their courses [9]. Imperatively, after the program started, student evaluations showed that it was successful in serving the needs of students in the area and beyond. Students stressed how important it is to be flexible, learn by doing, and mix subjects from different fields. These preferences also show how hard it will be to put such a program into action, and how important it is to coordinate well [22].

Additionally, [24] work-integrated learning (WIL) as practice-based education but lacks research on its link to diversity, equity, and inclusion (DEI) in International Baccalaureate (IB) programs. This study proposes strategies and a framework to integrate DEI into WIL, enhancing IB students' global competence and employability. A groundbreaking initiative in the incorporation of human social responsibility (HSR) into the curriculum, presenting validated constructs that assist educators and researchers in integrating social sustainability principles into academic programs and establishing a framework for future curriculum development [1] and encouraging social responsibility and business integrity has been proved to boost productivity and make sure that a company stays successful over the long term [15]. In OBE structured approach the educational performance equips learners [23]. As stated by [11], that insights in designing educational programs students better to prepare in entrepreneurial ability by addressing their proactive attitude.

Therefore, this study aims to assess the achievement of course objectives and student learning outcomes of the BS Entrepreneurship

program at LSPU-SCC through stakeholder input. The results will help the program improve and graduates more productive, assurance that lessons well align with what the entrepreneurial needs, and make them ready to make a real difference in the economy and the community.

2) Methods and Methodology:

This study adopted the descriptive type of research. The purpose of descriptive research is to characterize outcome distribution individuals, events, or phenomena by observing them with respect to an additional standardize for which the sample differs from the target populations [4]. The target population of this research was respondents at the time of the study, who represented totaled of 182 with 26 alumni, 10 faculty members, 14 industry/cooperation agencies (industry partners), 8 parents, and 150 students respectively. Both paper and pencil survey and a Google Form were used to distribute them online via networking sites. To achieved the study objective, the data was examined and assembled into a number of figures and tables.

To achieve the study's objective, the data was examined and assembled into a number of figures and tables. The course goals and student learning outcomes in connection to the program-intended learning outcomes, descriptive statistics were developed using the data that was taken out of Microsoft Excel to show the employability abilities of the respondents. Descriptive statistics, such as mean and standard deviation, were employed to summarize the data, while inferential tests, including the t-test and F-test, were utilized to determine significant differences and relationships among stakeholder responses. And T-test, F-test, and others, using regression analysis and real statistics data analysis tools. using a Likert-type checklist with the following legend to gauge the degree of replies;

Scale	Range	Remarks	Verbal Interpretation
5	4.20–5.00	Strongly Agree (SA)	Very High
4	3.40–4.19	Agree (A)	High
3	2.60–3.39	Moderately Agree (MA)	Moderately High
2	1.80–2.59	Disagree (D)	Low
1	1.00–1.79	Strongly Disagree (SD)	Very Low

3] Results and Discussion

This chapter discusses the results and discussion of data. The data gathered presents about the significant effect between employability skills,

course objectives of the BS Entrepreneurship and Student Learning Outcomes in terms of Program Intended Learning Outcomes. In particular, the study pursued to address the following:

Table 1. Status of the respondents with regards to employability skill

Indicator	M	SD	V.I.
Accurate knowledge, abilities, and values	4.32	0.79	VH
Competencies similar for the position	4.22	0.73	VH
Matching the skills required for the job	4.30	0.79	VH
Set up and manage their own business	4.25	0.87	VH
Work in any job position were having of entrepreneurial skills is necessary	4.29	0.78	VH
Fit for the position	4.26	0.81	VH
Weighted Mean	4.27		
SD	0.80		
Verbal Interpretation	Very High		

Table 1 shows the status in terms of employability of the respondents. The skills accurate knowledge, abilities, and values. The mean ($M = 4.32$) suggests a high status of the respondents with regards to employability skills supported with ($SD = 0.79$). Also, the skills, matching the skills required for the job. While slightly lower ($M = 4.22$) got as mean, it still shows the skills competencies similar for the position supported with ($SD = 0.73$). The status of the respondents with regards to employability skills reached a weighted mean score of 4.27 and a standard deviation of 0.80 and was verbally interpreted as very high among the respondents.

In summation, employability skills are the fundamental abilities that help people succeed in the workforce and help them land, keep, and advance in their careers. Employers look for a

combination of technical expertise, people skills, and character traits in these competencies. Education quality mediates how entrepreneurial education affects graduates' employability, showing that courses, contests, and policies boost it. While indirect, faculty effect improves education quality and provides insights for university entrepreneurship instruction [10]. With regards to entrepreneurship education and employability, substantially graduates outcomes must be enhanced definitely in providing excellent knowledge to university's stakeholders [7].

This study examines the level of attainment of the course objectives in the BS Entrepreneurship program.

Table 2. Level of Course Objectives of the BS Entrepreneurship

Indicator	M	SD	V.I.
Provide advanced entrepreneurial competencies.	4.36	0.75	VH
Analyze/scan the environment for business opportunities and develop profitability profiles from which entrepreneurial ventures can be selected from.	4.30	0.79	VH
Practice students on business plan preparation.	4.41	0.84	VH
Explain the requirements for business operation.	4.38	0.81	VH
Produce quality graduates to operate and manage the enterprise observing good governance and social responsibility.	4.30	0.85	VH
Exercise the skills on the entrepreneurial management in any organization other than own enterprises.	4.30	0.84	VH
Weighted Mean	4.34		
SD	0.81		
Verbal Interpretation	Very High		

Table 2 express the level of course objectives of the BS Entrepreneurship. The level of course objectives of the BS Entrepreneurship conquered a weighted mean score of 4.34 and a standard deviation of 0.81 and was verbally interpreted as very high among the respondents. In summary, Bachelor of Science (BS) in Entrepreneurship program's course objectives are usually organized at different levels with the goal of giving students

a thorough understanding of the academic and practical aspects of entrepreneurship. Entrepreneurial skills being more practical and inclusive than intents, mindsets, or start-up rates as learning objectives [19].

In this study, the level of Student Learning Outcomes in terms of Program Intended Learning Outcomes.

Table 3. Level of Student Learning Outcomes in terms of Program Intended Learning Outcomes

Indicator	M	SD	V.I.
Establish corporate citizenship and social responsibility that can work well with others and inculcate professional values, ethics and standards to become role models of the society.	4.33	0.79	VH
Demonstrate the basic concepts that underlie each of the functional areas of business and employ these concepts in business situations that use the proper decision-making tools to critically, analytically and creatively solve problems and drive results. Also, mobilize the necessary human, financial, logistical, and technical resources to implement business plan for global needs.	4.26	0.82	VH
Apply competency in entrepreneurial mindset through business plan that includes the basic functions of management such as planning, organizing, staffing, directing, leading and controlling applying information and communication technology effectively and efficiently.	4.32	0.83	VH
Establish corporate citizenship and social responsibility that can work well with others and inculcate professional values, ethics and standards to become role models of the society.	4.27	0.85	VH
Weighted Mean	4.30		
SD	0.82		
Verbal Interpretation	Very High		

Table 3 illustrates the level of Student Learning Outcomes in terms of Program Intended Learning Outcomes. They establish corporate citizenship and social responsibility that can work well with others and inculcate professional values, ethics and standards to become role models of the society. The mean ($M = 4.33$) suggests a high level of Student Learning Outcomes in terms of Program Intended Learning Outcomes supported with ($SD = 0.79$). Followed by, apply competency in entrepreneurial mindset through business plan that includes the basic functions of management such as planning, organizing, staffing, directing, leading and controlling applying information and communication technology effectively and efficiently. While the mean is slightly lower ($M = 4.26$), it still indicates they demonstrate the basic concepts that underlie each of the functional areas of business and employ these concepts in business situations that use the proper decision-making tools to critically, analytically and creatively solve problems and drive results. Also, mobilize the necessary human, financial, logistical, and technical resources to implement business plan for global needs supported with ($SD = 0.82$).

The level of Student Learning Outcomes in terms of Program Intended Learning Outcomes got a

weighted mean score of 4.30 and a standard deviation of 0.82 and was verbally interpreted as very high among the respondents. In summary, the overall objectives to provide students the abilities, experience, and competences required to be successful in the entrepreneurial profession are usually in line with the Program Intended Learning Outcomes (PILOs) for a Bachelor of Science (BS) in Entrepreneurship. Likewise, investigated the substantial academic performance of first-time PBL participants. Students who excel academically and have good attendance are better at thinking critically and solving problems than students in regular classes. But PBL wasn't as helpful for students who didn't do well or show up, since it put more emphasis on the tutor's direction and the student's participation. The self-directed learning and interactions among students promote critical thinking and problem-solving skills [12].

Test of Difference between the respondents in achieving the students learning outcomes by obtaining stakeholder's feedback

To test the significant difference between the respondents in achieving the students' learning outcomes by obtaining stakeholders feedback they were treated statistically using Real Statistics Data Analysis Tools using the Test of difference.

Table 4. Test of Difference on the respondents in achieving the students learning outcomes by obtaining stakeholder's feedback

Stakeholders	Students learning outcomes		Mean Difference	95% Confidence Interval of Difference		t	df	Sig (2-tailed)	Analysis
	M	SD		L	U				
Alumni and Faculty	4.34 4.68	0.84 0.51	0.3380	0.2646	0.6997	1.465	27	0.1544	Not Significant
Alumni and Industry	4.34 4.45	0.84 0.44	0.1100	0.1940	0.6997	0.544	26	0.5895	Not Significant
Alumni and Parents	4.34 4.18	0.84 0.83	0.1567	0.6918	0.6997	0.833	42	0.4094	Not Significant
Alumni and Students	4.34 4.31	0.84 0.71	0.0232	0.5106	0.6997	0.133	32	0.8948	Not Significant
Faculty and Industry	4.68 4.45	0.51 0.44	0.2286	0.1940	0.2646	1.1384	18	0.2699	Not Significant

Faculty and Parents	4.68 4.18	0.51 0.83	0.4951	0.2646	0.6918	2.6505	15	0.0182	Significant
Faculty and Students	4.68 4.31	0.51 0.71	0.3617	0.2646	0.5106	2.0929	11	0.0603	Not Significant
Industry and Parents	4.45 4.18	0.44 0.83	0.2666	0.1940	0.6918	1.7851	32	0.0837	Not Significant
Industry and Students	4.45 4.31	0.44 0.71	0.1331	0.1940	0.5106	1.0130	20	0.3232	Not Significant
Parents and Students	4.18 4.31	0.83 0.71	0.1330	0.5106	0.6918	1.2260	147	0.2220	Not Significant

Legend: *Significant at 0.05

Shown in Table 4 is the test of difference on the respondents in achieving the students' learning outcomes by obtaining stakeholders feedback and the mean scores of the two groups. Data obtained through a paired t-test indicated that the increase in the scores is significant ($p < 0.05$). This implies that the Alumni, Industry and Students have the same feedback regarding in achieving the students' learning outcomes, while the Faculty and Parents have different perception. From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "There is no significant difference between the respondents in achieving the students' learning outcomes by obtaining

stakeholders feedback" is accepted, which incites that there is no significant difference between them. This implies that feedback from stakeholders has little effect on students' attainment of learning objectives, i.e., responders' performance is unaffected by this input. As a result, the opinions of stakeholders do not significantly influence how the students' results are differentiated.

Test of Effect between the employability skills, course objectives of the BS Entrepreneurship and Student Learning Outcomes in terms of Program Intended Learning Outcomes

Table 5. Significant effect between the employability skills, course objectives of the BS Entrepreneurship and Student Learning Outcomes in terms of Program Intended Learning Outcomes

a. Dependent Variable: STUDENT LEARNING OUTCOMES_OVERALL
ANOVAa

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	124.81	2	62.403	533.25	0.0000
	Residual	32.65	279	0.117		
	Total	157.46	281			

a. Dependent Variable: STUDENT LEARNING OUTCOMES_OVERALL

b. Predictors: (Constant), EMPLOYABILITY SKILLS_OVERALL, COURSE

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.3494	0.1321	0.0894	0.6771	0.4989
	EMPLOYABILITY SKILLS_OVERALL	0.4886	0.0565	0.3773	6.6749	0.0000
	COURSE					
	OBJECTIVES_OVERALL	0.7019	0.0529	0.5976	11.287	0.0000

OBJECTIVES_OVERALL

The table presents the results of a multiple regression analysis examining the effect of employability skills, course objectives of the BS Entrepreneurship and Student Learning Outcomes in terms of Program Intended Learning Outcomes. The employability skills, course objectives of the BS Entrepreneurship have a significant effect to the Student Learning Outcomes in terms of Program Intended Learning Outcomes. The F-test of the overall model is significant (F (533.25) with, $p < 0.05$), indicating that the regression model is a good fit for the data. From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "There is no significant effect between the employability skills, course objectives of the BS Entrepreneurship and Student Learning Outcomes in terms of Program Intended Learning Outcomes" is rejected, which incites that there is a significant effect between them. Without mentoring, young educators who rely only on academic knowledge struggle with self-direction discussed by [13].

4] Conclusion and Recommendations:

The study's results led to the following conclusions, which show that the null hypothesis is accepted based on feedback from stakeholders. This means that there is no statistically significant difference in the students' learning outcomes. May affect the student's performance by the stakeholder's feedback. The lack of a meaningful difference suggests that other, more critical factors may be affecting students' learning outcomes. Some examples are how the

curriculum is set up, how involved the students are, how good the teaching is, and how each student is different. Because stakeholder feedback didn't seem to have a big effect on learning outcomes, additional research should look into other ways to get feedback or other ways to use stakeholder input in the classroom. It would be advantageous to determine if stakeholder feedback results in any indirect benefits, such as enhanced instructional tactics or curricular adjustments.

To tackle the problems that have been found and the gaps that have been seen, the following suggestions are made to help with the next steps in the following techniques. The study does not demonstrate a direct significant influence; however, stakeholder opinions should be consistently gathered and integrated into a continuous improvement process. Teachers and university institution can think of methods to make feedback more useful, like giving stakeholders clearer instructions or a better idea of how their comments are being used. It is important to think about other things that could affect how well students do, especially when feedback from stakeholders not enough. To get the best results for their students, institution might need to focus on improving their teaching methods, getting students more involved, and fine-tuning their curriculum design. Even if feedback from stakeholders didn't have a big impact in this study, it might still be a good idea to include them in other parts of the educational process. Encouraging proactive collaboration

with interested parties may foster creative teaching practices and improve the overall learning environment. Future research ought to examine diverse methodologies for collecting and utilizing stakeholder feedback, potentially concentrating on certain feedback categories such as employer or alumni perspectives, to ascertain their influence on student achievement.

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