A Glimpse of Professionalism at ZSCMST Graduate School: An Exit Assessment Needs Analysis

By

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Abstract

Using a qualitative-quantitative design, this study demonstrated the importance of exit assessment needs analysis and justified how significant ZSCMST's quality education is for a career path as a glimpse of professionalism. The adapted survey instrument is composed of: Part I focused on the graduate professionals' demographic profile, specifically their gender, program affiliation, and socio-economic status; Part II focused on the perceptions of graduate school professionals on ZSCMST's quality education in relation to accreditation as an exit needs analysis. The following queries were posted: 1. What is the demographic profile of the graduate professionals when categorized as gender, program affiliations, and socio-economic status? 2. What is the perceived ZSCMST quality of education attuned to its VGMO (Vision, Mission, Goals, Objectives) according to graduate professionals when their demographic profile is considered? 3. Is there a significant difference in the perceptions of the graduate professionals on ZSCMST quality education as exit assessment needs analysis for offering a new program? 4. What are the implications of this exit assessment needing analysis for the ZSCMST Graduate School? The following conclusions were reached: For problem 1, out of 110 graduate professionals and others from external clients, the data based on gender and program affiliation and socio-economic status, revealed that MPM (Master in Public Management) females dominated, who came from a typical family, However, 25 belonged to a wealthy family, and 13 came from low-income families, most men. For problem 2, based on the ten-item questions, the assessments were: 1. The graduate professionals were very satisfied and productive during their years of stay at ZSCMST; 2. The ZSCMST administration was very responsive to their personal feelings and experiences; 3. The ZSCMST Graduate School's customer service was very responsive to problems encountered by graduate professionals; 4. Most of the issues have been resolved by ZSCMST personnel or customer service representatives; 5.They believe that experiential learning in the graduate school improved and prepared them to be their best to an average extent as an ISO/CHED/Marina/AACCUP certified institution; 6. Their overall impressions of their graduate professors revealed that they were taught what is expected of them very well; 7. Most of them were very satisfied with the overall quality education provided by the ZSCMST graduate school; 8. They anonymously replied "yes" when asked if they are willing to pursue a doctoral program, if one becomes available in the future; 9. They fervently believed that getting a doctoral degree is very significant because it will enhance their professional career someday; and lastly, 10. The graduate professionals replied "yes" and promised to invite, encourage, and recommend the doctoral program to their families, relatives, and friends. For problem 3, there is no significant difference in the perceptions of the graduate professionals as regards the quality of ZSCMST education. For problem 4, the implications of this exit assessment needing analysis for the ZSCMST Graduate School were the following: a. Importance of Exit Assessment Needs Analysis; b. Accreditation Standards for ZSCMST Graduate Professionals; c. Continual Service Delivery Satisfaction; d. Enhanced Curricular

Offerings, specifically the desired doctoral programs will be developed. Recommendations were noted positively: 1. Conduct another study and increase the number of respondents regionwide using a modified survey questionnaire on the perceived quality of education at SUCs and PHEIs; 2. Conduct a similar study to determine whether or not there is really a significant relationship between course offerings and promotions in workplace of graduate professionals; 3. Include additional predicting variables influencing the process of launching new programs in selected SUCs and PHEIs across the region; 4. Hold a focus group discussion to determine the veracity of each perceived importance of offering new programs in the graduate school based on the respondents' professional careers.

Index Terms —Accreditation standards, curriculum, exit assessment needs analysis, quality education.

1. Introduction

As a personal contention, exit assessments necessitate analysis and have been used to evaluate academic programs such as graduate school It allows educational leaders to be positive in dealing with potential issues before they become problems. It is a systematic advancement for recognizing and prioritizing needs, or "gaps," between existing and anticipated consequences beyond control. The gap between current and desired conditions must be measured in order to properly identify the need.

Apparently, one of the most critical advantages of needs analysis appears to be the ability to identify breaches among and between employees' knowledge and skills before they cause real problems and place the academic institutions in danger. The researcher believes that creating and implementing an exit survey or interview plan will stimulate and improve ongoing feedback for departmental program assessment.

Relatively important is Banta's (2014) dispute that exit assessment occurs when graduate school delivers a in-depth consideration of the subject matter, permitting the graduate professionals to develop some level of expertise in their field of study and be competence. In addition to teaching advanced problem-solving techniques, a quality graduate program will also cover advanced writing, math, oral presentation, and technology skills as they relate to the chosen area of study.

Likewise, Hartnett (2014) emphasized, when students finally get to graduate school, they study the same courses and get degrees in MA/MS, as well as a doctorate programs such as major in Theology, Philosophy, Economics, Leadership, International Affairs, etc.). Other than a master's or master's degree, they may be required to complete extra coursework. Between these two degrees, the key distinction is the amount of unique thought required to earn them.

Moreover, Dashly (2016) disclosed that the difference between graduate education and collegiate is that, graduate education gives students more advanced knowledge in a specialized discipline or sub-discipline. On the other hand, the collegiate or undergraduate education provides students with a broad, all-encompassing education. Graduate school delivers in demand programs that advances professionals' competence. As students pursue a master's or doctoral degree, one method for assessing their input on their educational experiences is gaining popularity.

Graduate professionals are qualified to direct research and study groups as well, as to

develop and promote unique ideas, according to the National Science Foundation. Those pursuing a master's or doctoral degree are prepared to work on more complex projects.

Relative to pursuing quality education, Watty, K. (2006) also stressed, that accreditation agencies, local or international like ISO quality standard have answered to the rising connotation of learning outcomes differently..

In actuality, all now explicitly mention student learning in their accreditation standards.Most also require institutions or programs to examine student achievement or "institutional effectiveness" as part of their scrutiny and review processes during visit for those schools applying for accreditation.

The researcher insists, however, that students, as direct beneficiaries of all these educational programs, are the true assessors and evaluators if quality education really exists. The researcher believe that this exit assessment needs analysis must be carried out. As a result, this analysis is the researcher's second investigation, which is part of the first phase of the research, titled: *Stakeholders' perceived understanding and acceptability of the ZSCMST VMGO: An Action Research for Area 1 AACCUP Compliance (e-published in National Library Board of Singapore,2017).*

2. Theoretical Framework

This study is based on two important theories and principles governing the attributes of quality education through assessment, curriculum and instruction, starting with:

A. Beyond Accreditation Philosophy

Ewell, Peter T. (2010) highlighted, that accreditation is best done by mutual association of academic institutions with accrediting agencies to certify their best efforts to improve academic excellence. This means that accreditation happens when a university is accredited to improve the standard of education. Accreditation of both the method and the product is founded on integrity, prudent and good judgment, a rigorous application of the requirements and a culture of confidence.

Similarly, Derick (2008) also believes, that accreditation, local, national and international, is the process that encourages evaluation and reform, based on sound decision-making, while at the same time providing members and the public with a course of continuous accountability. The public declaration of an institution's continued ability to provide effective programs and services on the basis of agreed requirements is the product of accreditation. -- school enhances the quality of its programs and services in terms of its resources and capacities and provides an environment in which teaching, public service, research and learning are carried out as required.

Apparently, Konting, M.(2008) disclosed that there existv two types of educational accreditation: (1) Institutional accreditation shows and validates that a college ensure accreditation standards for quality accreditation. It measures both efficacy and student learning outcomes positively.

B. Combining Theories to Researcher's claim

In addition to the institution's educational offerings, other attributes such as governance and management, recruitment strategies are often checked and evaluated.

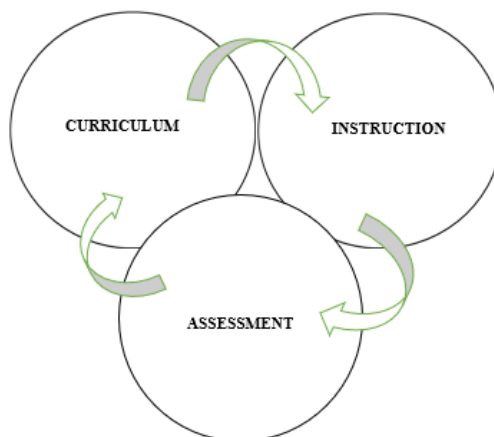Figure 1 presents triangulation of assessment, instruction and curriculum:

Fig.1 Triangulation of Curriculum, Instruction and Assessment
(source: Fraser K,& Thomas T.:2013)

Fig. 1 *demonstrated how competent teachers maximize*

Learning (*assessment:* appraisal proof that justifies stu-dents' performance, equipped with abilities and attitudes) to define what they teach (*curriculum:* what ought to be taught based on students' demands) and how they teach (*instruction:* an offshoot of mastery and competence) religiously.

Because of this, evaluations are used to gather learning data for a variety of stakeholders and clients, including students, teachers, parents, and schools. As a result, it is not propo-sed to provide an in-depth analysis of all assessment-related topics or the range of assessments available to teachers or the paper used in the whole exams, as they were examined, but rather to give a general overview of how assessments are connected to education and learning.

Precisely,Brown, D. F.(2006) & Silva, E.(2009) revealed and demonstrated that the *"curriculum"* itself places a strong emphasis on what pupils can achieve.It actually refers to the knowledge and skills that students need to learn, depending on how educators interpret or use information, rather than the knowledge units they currently possess in connection to their "would-be" 21st-century talents.

On the other hand, *instruction* is the actual lesson itself.

Applying a realistic assignment or discipline might help students improve their class management skills of the ideal methods and teaching techniques. There is already demand on teachers to shorten lectures, create an engaging learning atmosphere, integrate technology into the curriculum, and use collaborative learning methods whenever possible.

Furthermore, Petress (2008) describe active learning as an atmosphere of learning. Curriculum is important to students and teachers because it serves as a vehicle for them to acquire information, improve skills, and broadening their comprehension while producing measurable results. For sure, it is related to learners and teachers because it serves as a medium that aids learners acquire information, improve skills and expand comprehension, and has results that can be assessed.

Th idea of Yates (2000) is indeed important when he contends that teachers' training is as flexible as an impulsive learner who knows but never learns. Findings focused on what the teacher will use for instruction and how it will be used, as well as the planning, execution of the plan, per se, instruction, and evaluation of students' comprehension. The student-participants in the class relied on their beliefs and practices. As a result, learning objectives when planning of instruction and assessment occurs before the actual sharing in class discussions.

Meanwhile, another captivating insight that support the completion of this study. Fig. 3 demonstrates the comparison between need assessment and need analysis:
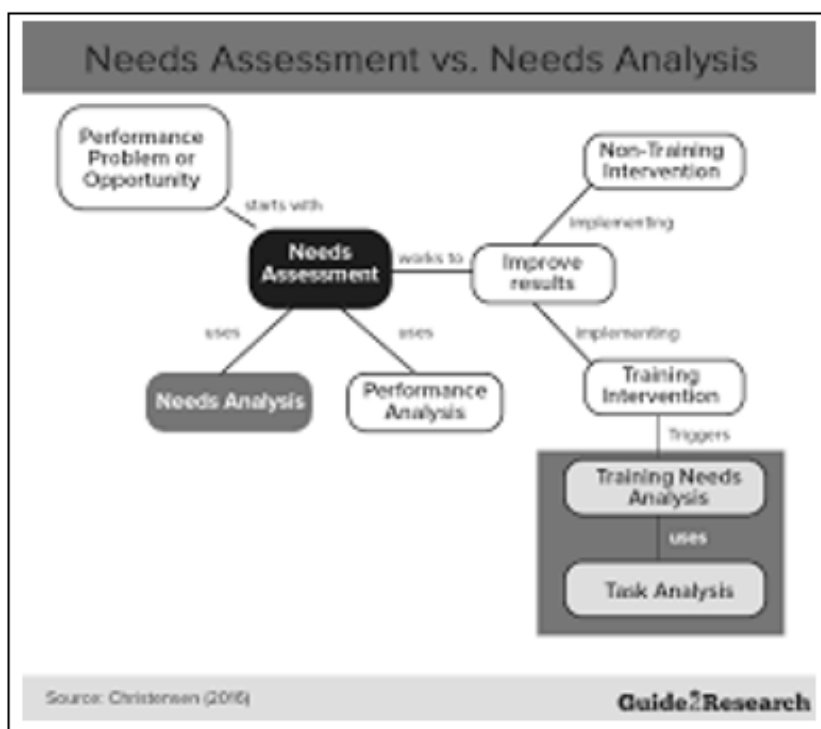

Fig. 3. Difference between Need Assessment and Need Analysis relative to Career Path

According to Bleich (2018), the process of categorizing and evaluating needs is typically necessary for conducting a needs analysis.It is essential to move forward with successful training for a newly introduced program.

Additionally, Christensen (2016) developed a concept map that illustrates the roles of needs analysis and assessment in the process of identifying some problems that may occasionally be seen as opportunities. As noticed, the method of classifying and prioritizing threats start with a needs assessment to recognize the gaps exiting between knowledge and skills application.

Furthermore, an educational institution or a business organization can then determine which act entails some training intervention and which does not by conducting a needs assessment. If in case it is recommended for any issues, the next step is to conduct the identified training needs analysis to determine what type of program intervention may be conducted.

Christensen (2018) also insinuated that needs analysis and needs assessment are often used interchangeably in educational institutions or business organizations, but they perform diverse but related roles in the process of categorizing performance issues and/or opportunities and defining whether or not drilling is essential to address them. This trilogy: needs assessment, needs analysis, and training needs analysis, like the trilogy mentioned earlier in Fig.1 on curriculum, instruction, and assessment, are all important steps in order to achieve the expected positive outcomes.

As a result, applying the principles and ideas shared by the experts in Figs. 1 and 2 to the current scenario and why exit is a systematic approach to assessing the knowledge, abilities, interests, or early behavior of learners or groups of learners before they are enrolled in a learning program. ..assessment is important in the future offering of a doctoral program is the researcher's way of saying that it's feasible.

3. Conceptual Framework

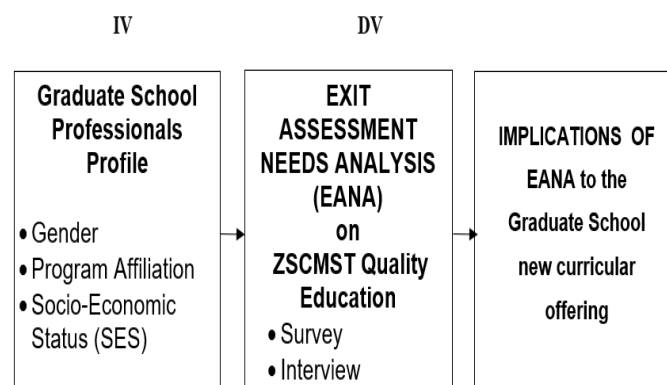The researcher has comprehended the schematic paradigm as shown in Fig. 2:

Fig.2. The Schematic Paradigm of the Study
and the Interplay of Variables

As demonstrated in Fig. 2, the study needed the profile and socio-economic status of the graduate professionals concentrating on gender, program affiliation and socio- economic status. The independent variables (IV) are all operationally defined as used in the study. An independent is an inconstant factor/element which is not associated to the other factors being investigated by the researcher. The exit assessment and the comprehensive justifications are actually the dependent variables. (DV).

Next box displayed the investigation of the exit assessment on the ZSCMST quality education which were completed in the survey questionnaire and the use of the interview. Exit assessment in this study suggests how the graduate professionals experiential learning has improved each individual skills and abilities as offshoot of the principles, theories and put them into practice.

Finally, as an output of this research, the implications of the exit assessment need analysis to the Graduate school education is interestingly convincing to pursue relative to accreditation standards, whether local, national or international (AACCUP, CHED and ISO).

4. Methodology

This research used a mixed (quantitative-qualitative) method to identify responses from graduating processionals as regards the perceived quality education of the Zamboanga State College of Marine Sciences and Technology (ZSCMST). As an exit assessment, a self-created tool was realized and is undergoing revisions for the final draft. It is composed of two parts: Part I determined the demographic profile of the graduate professionals, and Part II assessed the perceptions (10-item question form) of the graduating professionals relative to accreditation, which led to discussions of the significance and implications of EANA (Exit Assessment Needs Analysis) to the graduate school's new curricular offering (Ph.D.) as one of the requirements for university status. Validity and reliability testing, as well as ethical considerations, have been carried out (for the sample survey instrument, see Appendix A).

The recognized standard of quality assurance is voluntary accreditation in the Philippines and around the world. The principle of self-regulation focuses on self-study and assessment and on the continuous improvement of education quality- both a method, as well as a product.

Data Gathering Procedure

Prior to the mission, the survey was validated using the validation criterion as adapted and later subjected to cronbach's alpha which is regarded as a gauge of internal consistency, or how closely related a group of items are to one another in terms of scale reliability.

Even if alpha has a "high" value, the measure may not be one-dimensional.

The data in this research is an offshoot of qualitative descriptive analysis. An informal interview using the same survey form has also been conducted to solicit an honest response from the graduate professionals.

Furthermore, following the initial acts, the researcher has summarized all of the retrieved data, which were defined, coded, classified and analyzed using appropriate statistical method as an essential basis for the analysis.The researcher has summarized the obtained data with critical intuition and referred it to a ZSCMST friend statistician who employed, filtered and treated the statistical formulation:

Frequency count and Percentage was used to determine the profile of the graduate professionals.

Weighted mean was employed to gather the perceptions of the respondents regarding the quality education of ZSCMST.

t-test/ANOVA was employed to measure id there is any, significant difference in the respondents' perceptions.

5. Results and Discussions

The researcher presents the findings as discussed, along with supporting studies, analyses, and interpretations as offshoots of statistical measurements, as regards the perceived exit assessment of the Graduate School's professionals (mostly actual students of the researcher as respondents) on the ZSCMST quality education (Exit Assessment Needs Analysis), and elaborates on its significance and implications for the graduate school's new

curricular offering.

In answer to the first problem: *What is the demographic profile of the graduating professionals when grouped according to gender, program affiliation and socio-economic status?* Table 1 presents the demographic profile of the graduate professionals :

Table 1. **Demographic Profile of the GS-Respondents**
N=110

Profile		F	%	f	%	total	
Gender		*male*		*female*			
Program Affiliation	MPM	19	44	28	43	47	
	MAHE	13	29	20	30	33	
	MMM	2	5	1	1,5	3	
	MAED-ALS	1	2	1	1.5	2	
	MATESP	0	---	2	3	2	
	others	9	20	14	21	23	*44(40%)+*
	Total	*44*	*100%*	*66*	*100%*	*110*	*66 (60%)=*
							110=100%
Socio-economic status	wealthy	7	16	18	27	25	
	typical	30	68	42	64	72	
	low-income	7	16	6	9	13	
	Total	*44*	*100%*	*66*	*100%*	*110*	

Legend :
MPM   ---   Master in Public Management
MAHE   ---   Master of Arts in Home Economics
MMM   ---   Master of Maritime Management
MATESP ---   Master of Arts in Teaching English for Specific Purposes
others   ---   external clients

Evidently, based on gender and program affiliation, Table I demonstrates, that out of 110 graduating professionals, 47 came from the MPM (Master in Public Management) with 28(43%) females dominating the group while 19(44%) males were recorded.

MPM accounted for 47 (43 percent) of total respondents, with 19 (44 percent) males and 28 (43 percent) females. There were 13(30%) males and 20 (30%) females 13(30%) who belonged to MAHE (Master of Arts in Home Economics), The same table revealed that there were only 3 (1.5%) graduate professionals from the MMM program, with 2 (5%) males and 1 (.5%) females. MAED ALS (Master of Arts in Education: Alternative Learning System) was also made up of one (12%) male and one (1.5%) female. Hence, it should be noted that there were only 2 (3%) females in the MATESP(Master of Arts in Teaching English for Spefici Purpose) program overall.

In relation to this study, Brese and Mirazchiyski (2013) divulged that the issue of SES (Socio-Economic Status) should consist of a composite variable that usually measures education, income, and employment since these three variables represent various aspects of family history. This is a common aim for most educational systems: to reduce their achievement gap. This literature review focuses on socioeconomic status and its related

structures, the relation between SES (Socio-Economic Status) and educational achievements, and disparities between education systems, as well as changes over time. While literature often shows a positive correlation between SES families and student success, the extent of the relationship depends on various social contexts and systems of education.

In answer to the second problem: *What is the perceived ZSCMST quality education attuned to its VGMO (Vission, Mission, Goals and Objectives) according to the graduating students when their demographic profile is considered?* The data on Tables II to XI (due to limited pages, only two-three sample tables is shown) proved their perceptions as recorded:

Table II. Perceptions of graduate professionals on ZSCMST's quality education as exit assessment need analysis

1. How's your stay with ZSCMST ?

Program Affiliation	Mean Response	Remarks
MPM --- Master in Public Management	4.13	Very satisfied and productive
MAHE --- Master of Arts in Home Economics	4.00	Very satisfied and productive
MMM --- Master of Maritime Management	3.46	Moderately satisfied and productive
MATESP --- Master of Arts in Teaching English for Specific Purposes	4.45	Very satisfied and productive
others --- external clients	4.21	Very satisfied and productive
Grand mean	**4.05**	**Very satisfied and productive**

Legend :

Numerical	Description	Acronym
(4.51– 5.00)	Extremely satisfied and productive	ESAP
(3.51 - 4.50)	Very satisfied and productive	VSAP
(2.51- 3.50)	Moderately satisfied and productive	MSAP
(1.51 - 2.50)	Quite satisfied and productive	QSAP
(1.00 -1.50)	Not satisfied and productive at all	NSAP

The data in Table II revealed that the perceived quality of education by ZSCMST as assessed by the graduate professionals is "very satisfied and productive," as justified by the overall mean of 4.05 with the same descriptive expression. This implies, therefore, that their stay in graduate school developed a meaningful life in their respective personal and professional lives, making them very productive.

Next, Table III demonstrates the perceptions of graduate professionals data in answer to question no.2:

Table III. Perceptions of graduate professionals on ZSCMST's quality education as exit assessment need analysis

. 2. How well did you feel that ZSCMST administration understood what you were aiming for as based on your personal experience?

	Mean Response	Remarks
MPM --- Master in Public Management	4.67	Very responsive
MAHE --- Master of Arts in Home Economics	4.09	Very responsive
MMM --- Master of Maritime Management	4.00	Very responsive
MATESP --- Master of Arts in Teaching English for Specific Purposes	4.47	Very responsive
others --- external clients	4.44	Very responsive
Grand mean	**4.33**	**Very responsive**

Legend :

Numerical	Description	Acronym
(4.51– 5.00)	Extremely responsive	EXRE
(3.51 - 4.50)	Very responsive	VRES
(2.51- 3.50)	Moderately responsive	MORE
(1.51 - 2.50)	Quite irresponsive	QUIR
(1.00 -1.50)	Not responsive at all	NRAL

As seen in Table III, the graduate professionals across programs perceived ZSCMST's quality education as very responsive in this study as revealed in their computed means. Therefore, this disclosure is justified by the overall mean of 4.33 with the same descriptive expression, very responsive.

To justify this claim, Gregory, K.(2009) revealed that to examine student behavior and in order to investigate their experience, both quantitative and qualitative data, derived from submission records and the outcomes of interviews and an email survey, were employed. The data disclosed that even though many students find coincident deadlines, which are common in university courses, to be extremely stressful, they believe that their ability to manage these deadlines gets better over time. Given the expectation that they will be working, students are given a lot of freedom to manage their own workload.

Consequently, Table IV presents the perceptions of graduate professionals data in answer to question no.question no.3 below :

Table IV. Perceptions of graduate professionals on ZSCMST's quality education as exit assessment need analysis

3. *How would you rate the Graduate School's customer service in relation to your problems?*

Program Affiliation	Mean Response	Remarks
MPM --- Master in Public Management	4.55	Very quick
MAHE --- Master of Arts in Home Economics	4.70	Very quick
MMM --- Master of Maritime Management	4.33	Very quick
MATESP --- Master of Arts in Teaching English for Specific Purposes	3.28	Quite quick
others --- external clients	3.47	Quite quick
Grand mean	**4.07**	**Somewhat quick**

Legend :

Numerical	Description	Acronym
(4.51– 5.00)	Very quick	VEQ
(3.51 - 4.50)	Somewhat quick	SQU
(2.51- 3.50)	Quite quick	QUQ
(1.51 - 2.50)	Quite slow	QSW
(1.00 - 1.50)	Very slow	VSW

Moreover, as evidently shown in Table IV, the data clearly manifests the perceived quality education by ZSCMST as assessed by the graduate processionals who believed that customer service rendered by the Graduate School in relation to your problems some of them encountered is somewhat quick. This is well confirmed as carried out in their respective customer satisfaction evaluation conducted by the Guidance Office of Zamboanga State College of Marine Sciences and Technology which is regularly done by semesters.. This contention is justified by the overall mean of 4.07 with the same descriptive expression.

According to Hosseini, M.H; Ahmadi Nejad; M;Ghaderi, S.(2010), the distinction between customer service and customer loyalty is that one cause and the other cause. Excellent customer support is a cause for happiness of consumers. Another difference between the two concepts lies on loyalty which means that loyalty is that one cause and the other cause. Excellent customer support is a cause for happiness of consumers.

Many factors shape a successful customer service which in turn contribute to customer satisfaction. The most important are customer understanding, trust and relationship creation, needs detection and problem-solving solution that is acceptable and the ability to represent the customer demonstrates appreciation. Foundation for carrying out all phases of operation in organization is the data obtained from the customer. Putting the customer as first priority in all activities and programs, as well as effective respond to their needs and demands, is beginning of new approach to marketing. In this regard, improving customer satisfaction and exceeding their expectations is a major driver of growth (Pirayesh Neghab & Daneshvar, 2011).

Consequently, Table V presents the perceived assessment of the graduate professionals on the manner by which the GS customer representative have answered the issues raised :

Table V. Perceptions of graduate professionals on ZSCMST's quality education as exit assessment need analysis

4. *How many of your questions about issues raised were answered by ZSCMST GS personnel or customer service representatives?*

Program Affiliation		Mean Response	Remarks
MPM	--- Master in Public Management	4.04	Most of them
MAHE	--- Master of Arts in Home Economics	4.08	Most of them
MMM	--- Master of Maritime Management	4.47	Most of them
MATESP	--- Master of Arts in Teaching English for Specific Purposes	4.39	Most of them
others	--- external clients	3.49	About half of them
	Grand mean	4.09	Most of them

Legend :

Numerical	Description	Acronym
(4.51– 5.00)	All of them	AOT
(3.51 - 4.50)	Most of them	MOT
(2.51- 3.50)	About half of them	AHT
(1.51 - 2.50)	Some of them	SOT
(1.00 - 1.50)	None of them	NOT

Furthermore, Table V shows that the data revealed, that most of the questions on issues raised by ZSCMST personnel or customer service representative were mostly resolved. The graduate professionals have the same assessment as seen in the various means of 4.04, 4.08, 4.47, 4.39 across programs except the responses in the others category, having a mean of 3.49 (almost half of them) This revelation is justified by the overall mean of 4.09 with the same descriptive expression.

This findings is supported by Bahadoran (2008) who revealed that there are additional factors that affect how customers perceive services. Since services are invisible, customers look for signs of service in every interaction they have with an organization. Individuals (employees who interact with customers, customers), physical evidence (regular communication, technology, warranty and service space), and process (the operational process of activities, process steps, flexibility in standards, and technology versus human) all work together to offer services and provide tangible evidence for clienteles.

In support to this contention, the works of Pirayesh Neghab, Daneshvar (2011), maintain that organizations or instituions' focus on customer needs and strategies for survival, growth, and continuity will become even more important as environmental unpredictability and instability increase.

In fact, the authors emphasized how important it is for modern educational institutions and organizations to cater to customer demands.However, businesses that are able to identify customer needs and wants quicker than rivals, as well as produce and deliver goods that meet or exceed customer expectations, will be successful.

Furthermore, Table VI provides perceptions of graduate professionals on ZSCMST'S quality education as exit assessment need analysis in answer to question no. 65 below :

Table VI. Perceptions of graduate professionals on ZSCMST'S quality education as exit assessment need analysis

5. Was your experiential learning in the Graduate School improved you prepared you to be your best?

Program Affiliation	Mean Response	Remarks
MPM --- Master in Public Management	4.66	To a Great Extent
MAHE --- Master of Arts in Home Economics	4.45	To an Average Extent
MMM --- Master of Maritime Management	3.47	To a Moderate Extent
MATESP --- Master of Arts in Teaching English for Specific Purposes	4.40	To an Average Extent
others --- external clients	4.02	To an Average Extent
Grand mean	**4.08**	**To an Average Extent**

Legend :

Numerical	Description	Acronym
(4.51– 5.00)	To a Great Extent	TAGE
(3.51 - 4.50)	To an Average Extent	TAVE
(2.51- 3.50)	To a Moderate Extent	TAME
(1.51 - 2.50)	To a Minimal Extent	TMIE
(1.00 - 1.50)	To No Extent at All	TNEA

Evidently, Table VI shows, except for MMM which disclosed that their experiential learning in the Graduate School improved them and prepared each of them to be each best as shown in the computed mean of 3.47, the perceived quality education by ZSCMST stating the extent by which the graduate professionals across other programs believed that ZSCMST gave them quality service as an CHED/AACCUP and ISO certified and revealed to an average extent as then manifested.

This revelation is justified by the overall mean of 4.08 with the same descriptive expression. For sure, as an analysis, during an informal take with some of them, most of them may pursue another doctoral program if in case there's the possibility of offering it in the next three to four years. Thus, enhanced learning habits is an offshoot of emotional essence of experience requires the feelings and abilities of the students. When students see the tangible fruits of their study, they are more fulfilled and prideful, thus growing their desire for more learning.

Additionally, Jamali (2007) claimed that the notion of customer satisfaction is becoming the foundation of any positive business by which the purchase rate goes up and the for change decreases when an organization has more satisfied customers.

Relatively, the findings and contentions is supported by the study of Ibrahim, H. (2014) titled: Quality Assurance and Accreditation in Education and disclosed, that accreditation, in education, is the mechanism by which an organization or entity reviews an educational institution or study program and officially recognizes it as having met or exceeded certain specified specifications and parameters or standards of quality in education.

Apparently, Table VII demonstrates the perceptions of graduate professionals on ZSCMST'S quality education as exit assessment need analysis:

Table VII. Perceptions of graduate professionals on ZSCMST'S quality education as exit assessment need analysis

6. What's your overall impressions of your Graduate professors?

Program Affiliation		Mean Response	Remarks
MPM	--- Master in Public Management	4.70	Taught excellently as I expected
MAHE	--- Master of Arts in Home Economics	4.55	Taught excellently as I expected
MMM	--- Master of Maritime Management	4.42	Taught what I expected very well
MATESP	--- Master of Arts in Teaching English for Specific Purposes	4.31	Taught what I expected very well
others	--- external clients	3.71	Taught what I expected very well
	Grand mean	4.34	Taught what I expected very well

Legend :

Numerical	Description	Acronym
(4.51– 5.00)	Taught excellently as I expected	TEAE
(3.51 - 4.50)	Taught what I expected very well	TWEV
(2.51- 3.50	Moderately knowledgeable and patience	MKAP
(1.51 - 2.50)	Quite good with instilled virtues	QGIV
(1.00 - 1.50)	Need improvement for some areas	NISA

Table VII only serve to support their claim that their perception of educational quality was notable. This claim is supported by the overall mean of 4.24, using same descriptive analysis. The graduate professionals revealed their experiences with their graduate professors during their studies. Their time at the Graduate School was extremely meaningful, and they did an excellent job of teaching what they expected. Because ZSCMST knew from the start that the faculty profile established qualified professors and imbued them with virtues as stipulated in ZSCMST's VMGO.

Another important concern is the graduate professionals' overall impressions about their teachers as shown in Table VIII:

Table VIII. Perceptions of graduate professionals on ZSCMST's quality education as exit assessment need analysis

5. What's your overall impressions of your Graduate professors?

Program Affiliation	Mean Response	Remarks
MPM --- Master in Public Management	4.70	Taught excellently as I expected
MAHE --- Master of Arts in Home Economics	4.55	Taught excellently as I expected
MMM --- Master of Maritime Management	4.42	Taught what I expected very well
MATESP --- Master of Arts in Teaching English for Specific Purposes	4.31	Taught what I expected very well
others --- external clients	3.71	Taught what I expected very well
Grand mean	**4.34**	**Taught what I expected very well**

Legend :

Numerical	Description	Acronym
(4.51– 5.00)	Taught excellently as I expected	TEAE
(3.51 - 4.50)	Taught what I expected very well	TWEV
(2.51- 3.50)	Moderately knowledgeable and patience	MKAP
(1.51 - 2.50)	Quite good with instilled virtues	QGIV
(1.00 - 1.50)	Need improvement for some areas	NISA

According to the graduate professionals, the their overall impressions of their graduate professors in their stay with the Graduate School was indeed very meaningful and they taught what they expected very well. Thus, the data in Table VII only proves that the perceived quality education by ZSCMST as expressed by them was noteworthy since they knew from the start that the faculty profile established competent professors and imbued with virtues as stipulated in the ZSCMST's VMGO. This contention has been reaffirmed by the overall mean of 4.24. with the same descriptive interpretation.

In addition, Table IX shows the perceptions of graduate professionals on ZSCMST'S quality education as an exit assessment need analysis in answer to question no. 8:

Table IX .Perceptions of graduate professionals on ZSCMST's quality education as exit assessment need analysis

8. Will you enroll in a doctoral program if one becomes available in the next one to two years?

Program Affiliation	Mean Response	Remarks
MPM --- Master in Public Management	4.77	Yes
MAHE --- Master of Arts in Home Economics	4.65	Yes
MMM --- Master of Maritime Management	4.50	Yes
MATESP --- Master of Arts in Teaching English for Specific Purposes	4.84	Yes
others --- external clients	4.87	Yes
Grand mean	**4.73**	Yes

Legend :

Numerical	Description	Acronym
(4.51– 5.00)	Yes	YES
(3.51 - 4.50)	No	NOP
(2.51- 3.50)	Perhaps	PHS
(1.51 - 2.50)	It depends	IDP
(1.00 - 1.50)	Undecided	UND

Table IX provides the data on the perceptions of the graduate professionals on ZSCMST quality education as need analysis taking their views on wishing to enroll in a doctoral program if one becomes available in the next one to two years. As informally interviewed, if given the chance they will pursue their doctoral degree and are just waiting for

ZSCMST Graduate School to offer the doctoral program. They expressed a very much satisfied remarks when it comes to the institution's service education, overall. This revelation has been reaffirmed by the overall mean of 4.73 with the same descriptive expression.

Table X shows the answer to item no.9 of the first research problem on the perceptions of graduate professionals on ZSCMST'S quality education relative to accreditation as need analysis:

Table X. Perceptions of graduate professionals on ZSCMST's quality education as exit assessment need analysis

9. How significantly do you think getting a doctorate will enhance your professional l career someday?

Program Affiliation	Mean Response	Remarks
MPM --- Master in Public Management	4.02	Very Significant
MAHE --- Master of Arts in Home Economics	4.00	Very Significant
MMM --- Master of Maritime Management	4.25	Very Significant
MATESP --- Master of Arts in Teaching English for Specific Purposes	4.16	Very Significant
others --- external clients	4.46	Very Significant
Grand mean	**4.18**	**Very Significant**

Legend :

Numerical	Description	Acronym
(4.51– 5.00)	Excellently Significant	EXS
(3.51 - 4.50)	Very Significant	VST
(2.51- 3.50)	Moderately Significant	MOS
(1.51 - 2.50)	Somewhat Significant	SST
(1.00 - 1.50)	Not Significant at All	NSA

The data in Table X disclosed that the graduate professionals made the same assessment and believed that getting a doctorate degree is very significant and for sure will enhance their respective professional career someday in their respective fields. Their contentions were reaffirmed by the overall computed weighted means of 4.18, with the same descriptive interpretation.

In addition, Table XI shows the answer to item no.10 of the first research problem on the perceptions of graduate professionals on ZSCMST'S quality education relative to accreditation as need analysis:

Table XI. Perceptions of graduate professionals on ZSCMST's quality education as exit assessment need analysis

10. Will you, as expected, invite, encourage, and recommend the doctoral program to your family, relatives, and friends?

Program Affiliation		Mean Response	Remarks
MPM ---	Master in Public Management	4.28	Yes
MAHE ---	Master of Arts in Home Economics	4.10	Yes
MMM ---	Master of Maritime Management	4.12	Yes
MATESP ---	Master of Arts in Teaching English for Specific Purposes	4.56	Yes
others ---	external clients	3.40	Perhaps
	Grand mean	**4.11**	Yes

Legend :

Numerical	Description	Acronym
(4.51– 5.00)	Yes	YES
(3.51 - 4.50)	No	NOP
(2.51- 3.50)	Perhaps	PHS
(1.51 - 2.50)	It depends	IDP
(1.00 - 1.50)	Undecided	UND

The data in Table XI disclosed that all the computed weighted means above proved that graduate professional across programs would really invite, encourage, and recommend the doctoral program to their family, relatives, and friends, if in case, there's a possibility to offer it.

However, it is expected, that in the others category, the assessment of the graduate professionals were perhaps. This is because they have not experience having been enrolled, then. Hence, enrolling in doctoral programs has gradually increased as graduate professionals pursue deeper understanding, better job opportunities, and higher wages. For many students, a doctorate offers a path to life in academia. Forty-nine percent of people who complete doctorates work in higher education. Even if a life in higher education is not that good for all, still it broadens one's horizon., doctoral training can make you a more attractive job candidate in virtually any field.

Doctoral programs of high quality are extremely rigorous because the goal of this degree is to help you become an authority on the topic of your choice. Most programs follow a similar structure, which includes a combination of classwork and dissertation writing. The specific shape of the program is heavily influenced by the school you choose.

Finally, Table XII demonstrates the perceptions of graduate professionals on ZSCMST'S quality education relative to accreditation as need analysis the answer to item no.10 of the second research problem raised in this study:

TableXII . Summary Perceptions of Graduate Professionals on ZSCMST's Quality Education as Exit Assessment Need Analysis
(n=110)

STATEMENTS	Mean Response	Remarks
1. How's your stay with ZSCMST ?	4.05	Very satisfied and productive
2. How well did you feel that ZSCMST administration understood what you were aiming for as based on your personal experience?	4.33	Very responsive
3. How would you rate the Graduate School's customer service in relation to your problems?	4.33	Very responsive
4. How many of your questions about issues raised were answered by ZSCMST GS personnel or customer service representatives?	4.09	Most of them
5. Was your experiential learning in the Graduate School improved you and prepared you to be your best?	4.08	To an Average Extent
6. What's your overall impressions of your Graduate Professors?	4.34	Taught what I expected very well
7. How satisfied or dissatisfied are you with ZSCMST quality education?	4.10	Very much satisfied
8. Will you enroll in a doctoral program if one becomes available in the next one to two years?	4.73	Yes
9. How significantly do you think getting a doctorate will enhance your professional career someday?	4.18	Very Significant
10. Will you, as expected, invite, encourage, and recommend the doctoral program to your family, relatives, and friends?	4.11	Yes

Legend :

Numerical	Description	Acronym
(4.51– 5.00)	Excellently Significant	EXS
(3.51 - 4.50)	Very Significant	VST
(2.51- 3.50)	Moderately Significant	MOS
(1.51 - 2.50)	Somewhat Significant	SST
(1.00 - 1.50)	Not Significant at All	NSA

Consequently, the information in Table XII only demonstrates how happy and effective the graduate professionals were during their time at ZSCMST because the administration was so responsive. The majority of the questions and problems posed by the graduate respondents have been addressed by ZSCMST Graduate School staff or customer service representatives. The majority stated that, on average, their graduate school experiential learning had improved and prepared them to be their best. I'm disclosing this because their graduate professors have done a great job of teaching what I anticipated.

Additionally, they stated that they were extremely pleased with ZSCMST's overall quality of instruction offered by the Graduate School. Therefore, if a doctoral program opens up in the next one to two years, the graduate professionals will enroll in it without a doubt. In fact, they maintained in an informal interview conducted using the same survey questionnaire that earning a doctorate would improve their individual professional careers in the future. As a result, they felt that providing the doctoral program was crucial and hoped that it would be realized. As a last assessment, the majority of them affirm that if a doctoral program is offered in the near future, they will invite, encourage, and recommend it to their family, relatives, and friends.

The third question addressed by this study is similarly stated as follows: *Is there a statistically significant difference in the opinions of the professionals who graduated from*

ZSCMST regarding the quality of their education based on their demographic profile? Table XIII provides the information as responses to in-depth discussions.

The third question addressed by this study is similarly stated as follows: *Is there a statistically significant difference in the opinions of the professionals who graduated from ZSMST regarding the quality of their education based on their demographic profile?*

Table XIII provides the significant difference in the perceived ZSCMST;s quality education as assessed by the graduate professionals:

Table XIII. Significant Difference on the Perceived ZSMST Quality Education of the Graduate Professionals by Demographic Profile

Statements	Gender	Mean Response	t-value	P-value	Remarks	Decision on Ho
1. How's your stay with ZSCMST ?	Male	4.87	0.63	0.528	Not significant	Accept Ho
	Female	4.76				
2. How well did you feel that ZSCMST administration understood what you were aiming for as based on your personal experience?	Male	4.55	-.047	0.963	Not significant	Accept Ho
	Female	4.49				
3. How would you rate the Graduate School's customer service in relation to your problems?	Male	4.18	-1.603	0.115	Not significant	Accept Ho
	Female	3.98				
4. How many of your questions about issues raised were answered by ZSCMST GS personnel or customer service representatives?	Male	4.04	-2.113	0.039	Significant	Reject Ho
	Female	3.67				
5. Was your experiential learning in the Graduate School improved you and prepared you to be your best?	Male	4.94	-0.193	0.848	Not significant	Accept
	Female	4.42				
6. What's your overall impressions of your Graduate Professors?	Male	4.81	0.63	0.528	Not significant	Accept Ho
	Female	4.70				
7. How satisfied or dissatisfied are you with ZSCMST quality education?	Male	4.08	-.047	0.963	Not significant	Accept Ho
	Female	4.03				
8. Will you enroll in a doctoral program if one becomes available in the next one to two years?	Male	4.30	-1.603	0.115	Not significant	Accept Ho
	Female	4.22				
9. How significantly do you think getting a doctorate will enhance your professional career someday?	Male	4.07	-2.113	0.039	Significant	Reject Ho
	Female	3.78				
10. Will you, as expected, invite, encourage, and recommend the doctoral program to your family, relatives, and friends?	Male	4.40	-0.193	0.848	Not significant	Accept Ho
	Female	4.35				
Overall	Male	4.43	-1.245	0.219	Not significant	Accept Ho
	Female	4.24				

Clearly, the items 8,9, and 10 in Table XIII show a significant difference in graduate professionals' perceptions of the ZSCMST's quality education as a need analysis in terms of demographic profile. The final three items support the ZSCMST request for Ph.D. curricular offerings to be CHED requirements for the COPC (Certificate of Program Compliance) in the next three years.

According to the table, when variables were compared, the resulting P-values in terms of ten items appeared to be greater than the 0.05 level of significance. Clearly, the null hypothesis is accepted in terms of their gender, program affiliations, and socio-economic status. This means that, in this study, there is no significant difference in perceived ZSMST

quality education based on the demographic profile of the graduate professionals.

As a result, accreditation from organizations like ISO, AACCUP, or CHED supports an assessment framework that takes into account all of the demands an academic institution like the Zamboanga State College of Marine Sciences and Technology has. Since its establishment in 1956, the college has flourished and made significant contributions to the "right" and "just" use of human capital for the benefit of all stakeholders and having a positive impact on communities as well. In its Vision, Mission, Goals, and Objectives, this is clearly emphasized as discussed earlier.

The fourth question posted in this research as : What are the implications of Exit Assessment Needs Analysis (EANA)to the Graduate School accreditation based on the findings? The answer has been justified by the comprehensive discussions set forth in the result findings :

Implications of Exit Assessment Needs Analysis (EANA)to the Graduate School
Consequently, the researcher's summary of some studies and literature reviews that were contextualized in the introduction is as follows:

- All societies, especially parents, must value accrediting bodies because they are crucial to students' educational success. An educational institution where their kids can succeed and have educational experiences of the highest competence. It could never be anything else.
- Exit assessment needs analysis is a technique whereby various stakeholders are involved and invited to help review, revise, and refocus the services of a school to make sure they adhere to the necessary standards of quality. employers without accreditation may find it difficult to tell whether a graduate's certificate comes from a reputable SUCs (Schools, Universities and Colleges) or from the so -called "diploma mill." Academia, as a business unit, offering degrees in exchange for money rather than an academic effort, destroys the essence of wisdom.
- ISO certification,, on the other hand, is the gold standard for the so called "global quality control." It is the primary tool for promoting the growth, sustainability, and market potential of SUCs and business firms. It ensures that an academic institution satisfies clients' needs and improves client focus in the sector, by providing several other benefits, such as: a) increased competitiveness; b) leads to higher profits; c) increased knowledge flow and consistency; improved clients' satisfaction; e) motivated employee morale, enhanced resiliency; f) upgraded financial and time management, efficiency, and output at the highest level.

The researcher pointed out, that ZSCMST is an ISO 2015 certified college despite being a college with many resources.

Consequently, accreditation, whether ISO, AACCUP or CHED promote an assessment framework that addresses the entire needs of the Zamboanga Sate College of Marine Sciences and Technology as an academic institution. The college is a booming institution since its foundation in 1956 and did lots of contributions to the "right" and "just" use of human capital for the common good of stakeholders and touching lives of the communities, as well. This is well emphasized in its Vision, Mission, Goals and Objectives (VMGO) and again an offshoot of the core values : *Zeal, Synergy, Commitment, Motivation, Self-Reliance and Trust.*

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