

OBE FRAMEWORK

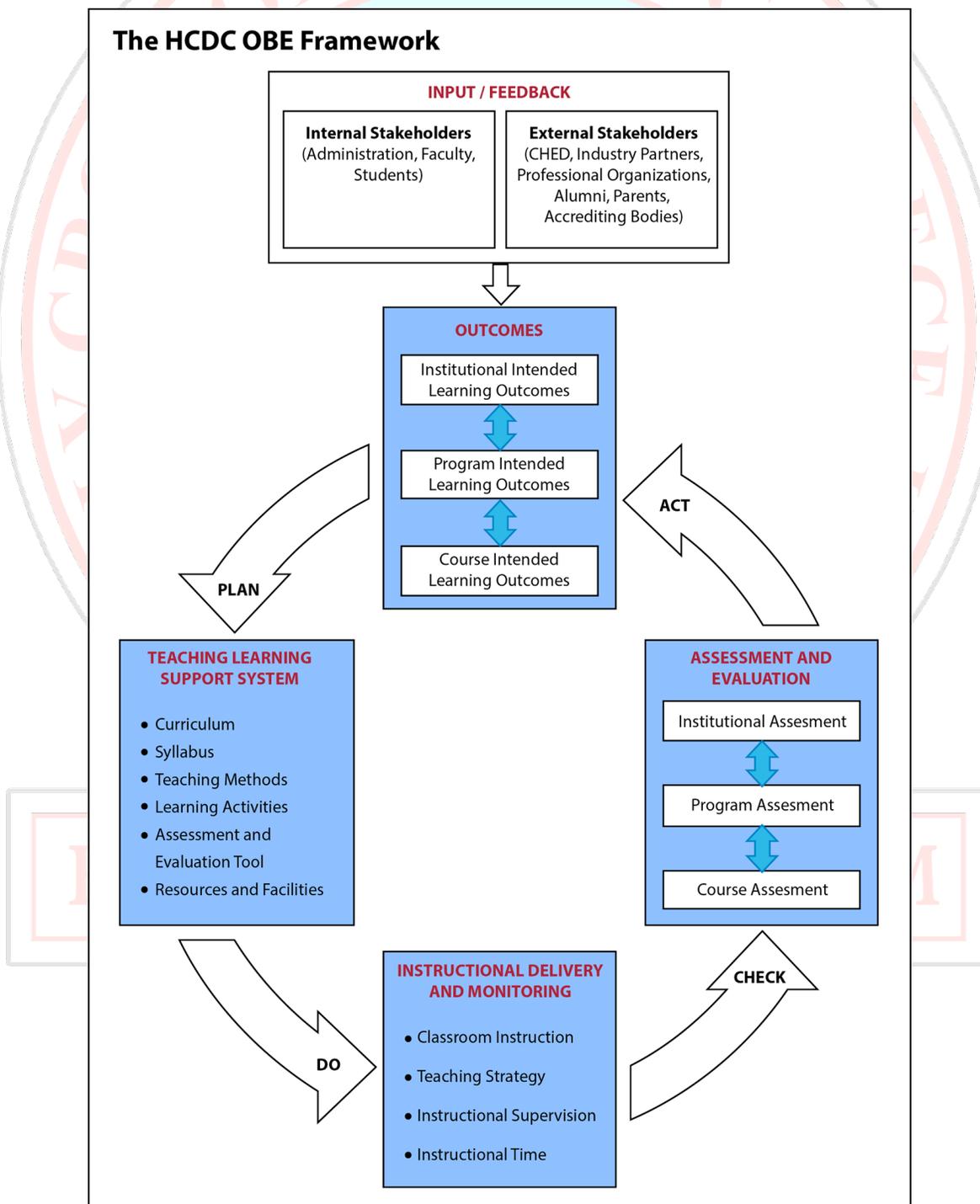
Holy Cross of Davao College

Background of the OBE Framework

The world has become an open market not only for products but for professional services as well. To this effect, countries like those that comprise the Association of Southeast Asian Nations (ASEAN) have developed educational qualifications framework to achieve a common standard among participating countries. This has given way to the implementation of an Outcomes-Based Education (OBE) Framework.

Among the precursors of OBE are Enhanced Basic Education Act of 2013, Philippine Qualifications Framework, CHED Memorandum Order No. 46 s. 2012 also known as the Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education Through an Outcomes-Based and Typology-Based QA, and the global call for transformative education.

The HCDC OBE Framework



Implementing the OBE Paradigm requires careful planning, delivery, assessment and evaluation. The **Holy Cross of Davao College (HCDC) Outcomes-Based Education (OBE) Framework** illustrates the flow of defined stages to develop and prepare students to be qualified in taking a professional career after the completion of the program. OBE is designed in order to match education with the actual needs of the community.

The implementation of HCDC outcomes-based education is driven by the input/feedback from external entities including the Commission on Higher Education, various Industry Partners of the colleges, professional organizations, parents, alumni and accrediting bodies; and from internal entities composed of the school administration, faculty and students.

The framework indicates the levels of **Intended Learning Outcomes (ILOs)** namely institutional, program, and course. ILO or simply called outcomes, refers to what the students should be able to do after they finish a course or a program. The **institutional intended learning outcomes** state what the graduates of the institution should be able to do which is embodied in the HCDC vision and mission statement. The **program intended learning outcomes** state what the students should be able to do after they graduate while the **course intended learning outcomes** state what the students should be able to do at the completion of a particular course or what is commonly referred to as subject. These levels of learning outcomes are inseparable. The program intended learning outcomes are designed to align with the institutional intended learning outcomes. The course intended learning outcomes are also designed to align with the program intended learning outcomes.

In implementing the Course Learning Outcomes, a proper planning and delivery of the courses should be considered particularly the curriculum, syllabus, teaching method, learning activities, assessment, resources and facilities.

Actions directed towards the achievement of the outcomes vary from each level. In the institutional level, Institutional Intended Learning Outcomes (IILO) are identified and the graduate attributes are defined. In the program level, Program Intended Learning Outcomes are developed. In the course level, Course Intended Learning Outcomes (CILO) need to be incorporated in the syllabi of each course or subject. There has to be an alignment among the CILO, the teaching and learning outcomes, and the assessment tasks.

Continuous Quality Improvement (CQI) is adopted from the principles of Total Quality Management (TQM) that will help HCDC enhance existing programs, improve the effectiveness in the teaching-learning process, foster a collaborative work environment, and tap the expertise of HCDC's faculty, staff, and students.

On the rightmost part of the framework is the Assessment/Evaluation. Assessment is the process of measuring the degree of attainment of an outcome in both the program and course levels. In the program level assessment of the PEO can be carried out by data gathering from alumni and employers through survey. On the other hand, rubrics are the fundamental tools to assess student outcome (SO).