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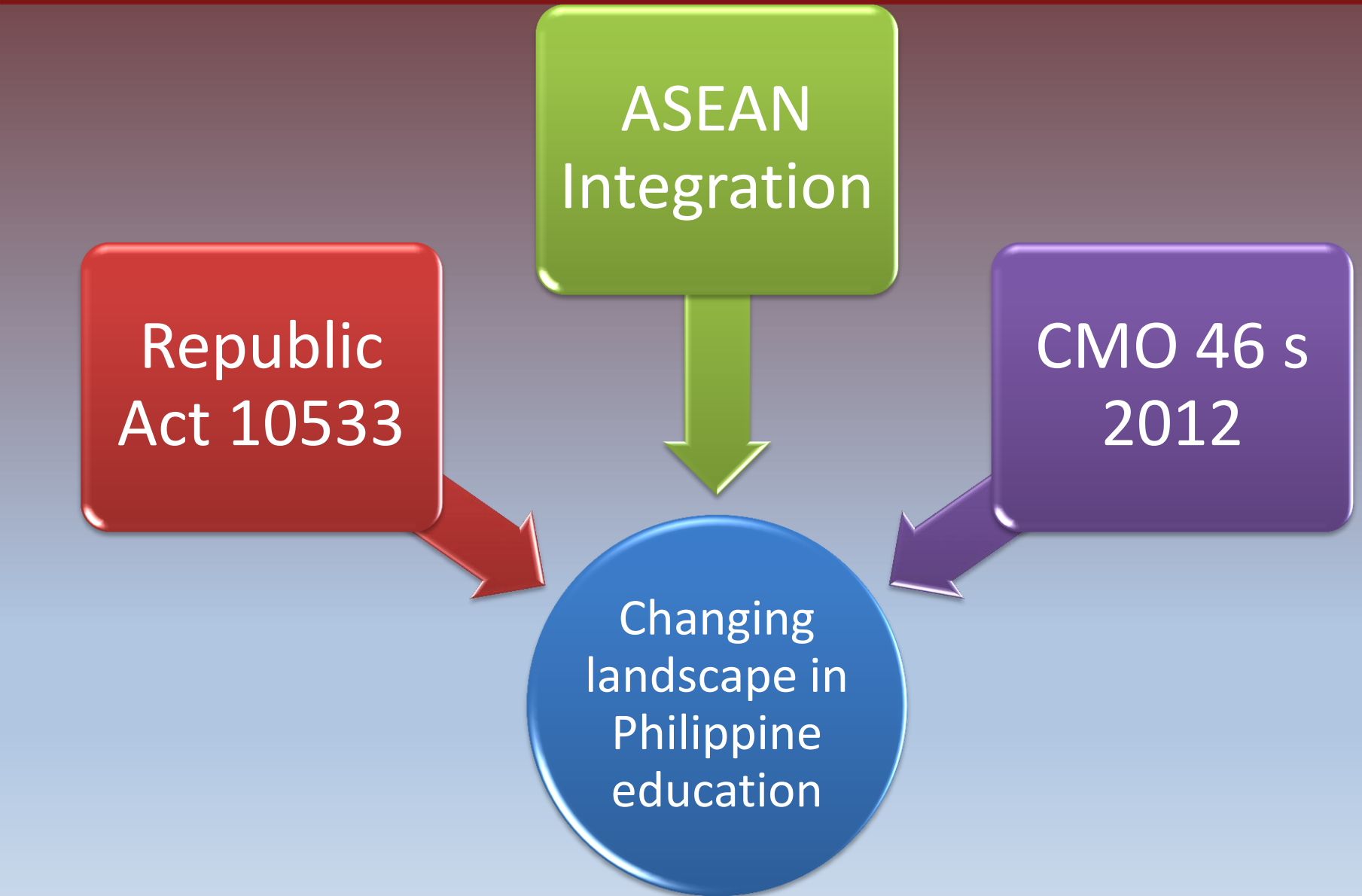
College of Education

THE IMPLEMENTATION OF OUTCOME-BASED EDUCATION AT A PHILIPPINE INSTITUION OF HIGHER LEARNING

Dr. Perlita C. Custodio, Dr. Loureli C. Siy and Ms. Gina N. Espita


ASEAN Integration
Republic Act 10533
CMO 46 s 2012
Changing landscape in Philippine education

Changing landscape in Philippine education

- Republic Act 10533 "K to 12 Enhanced Basic Education Program"
- ASEAN Integration
- CMO 46 s 2012 "Policy and Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through Outcome-Based and Typology-Based QA

OBE as an educational approach

"OBE provides a framework for focusing and organizing the curriculum around clearly defined student learning outcomes."

Mandate of the Philippine Commission on Higher Education (CHED) to adopt an outcome-based approach to teaching and learning

CMO 46 series of 2012

Policy and Standard to Enhance Quality Assuranc (QA) in Philippine Higher Education through Outcomes-Based and Typology-Based QA

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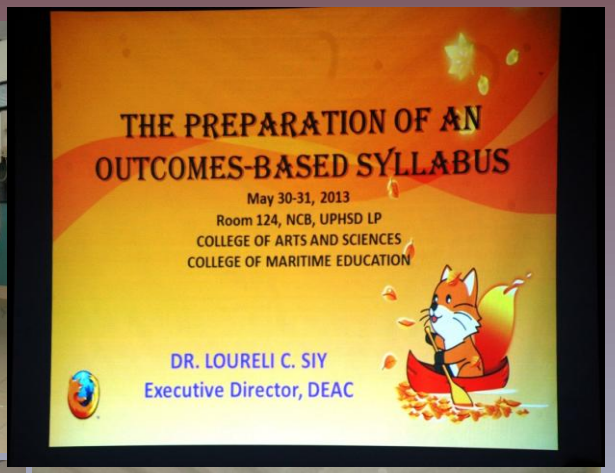
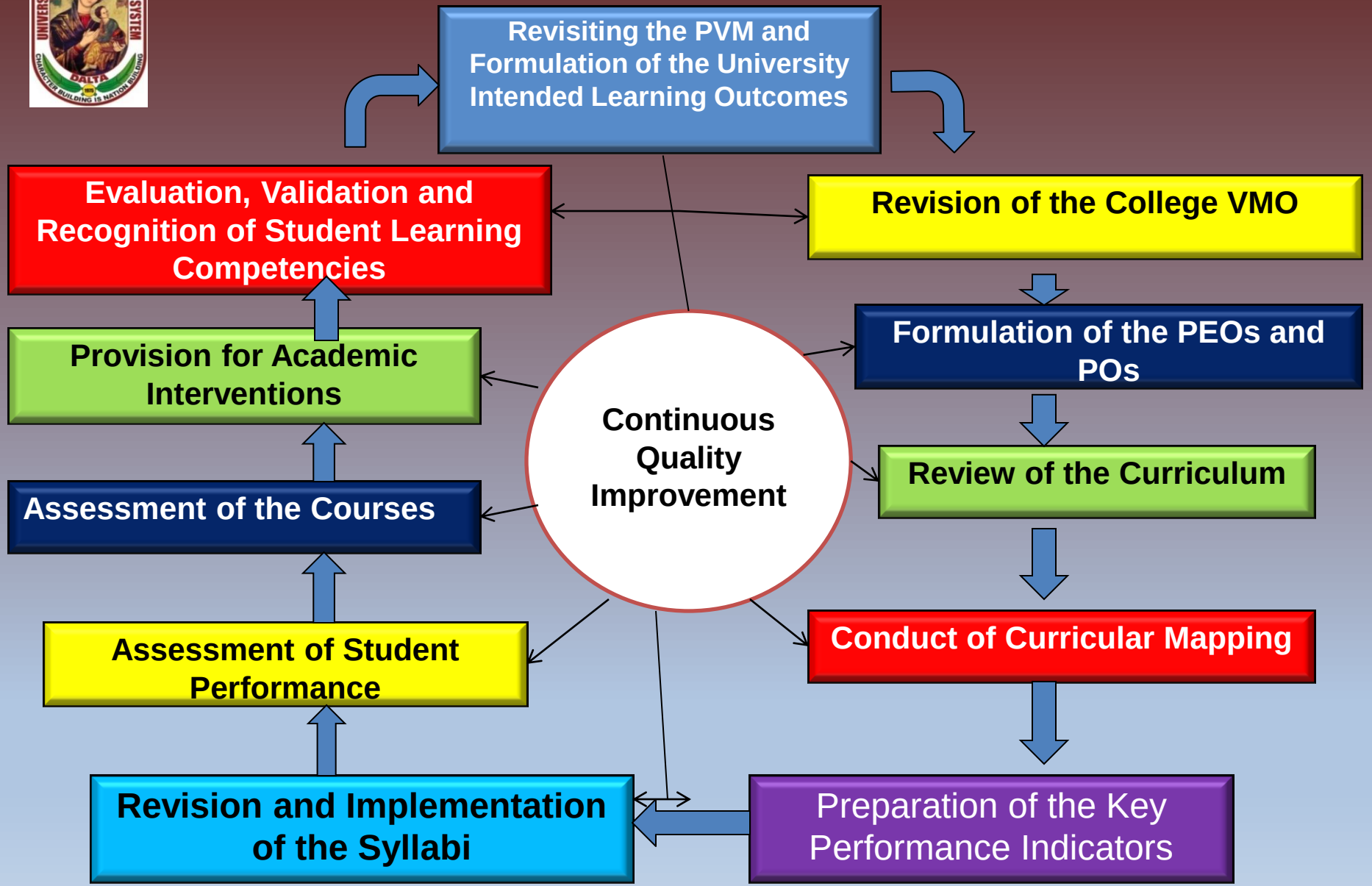
Roadmap to OBE



OUTCOME-BASED EDUCATION (OBE) PROCESS



OUTCOME-BASED EDUCATION (OBE) FRAMEWORK

University Mission

University Intended Learning Outcomes (ILOs)

Program Educational Objectives (PEOs)

Program Outcomes (POs)

Course Intended Learning Outcomes (CILOs)

Performance Indicators

Methods

Research Design

- descriptive
- exploratory

Respondents of the Study

- Faculty
- Students

Data Gathering

- Questionnaire
- Interview

Data Analysis

- Frequencies
- Percentages
- Rank
- t-test

Respondents of the Study

	Faculty N (%)	Students N (%)
Gender		
Male	18(31.6)	154(29.8)
Female	39(68.4)	363(70.2)
Year Level		
Undergraduate		
3rd		301(58.2)
4th		192(37.1)
5th		5(0.96)
Graduate		19(3.7)
Highest educational attainment		
Doctorate	5(8.8)	
Master's	33((57.9)	
Bachelor's	19(33.3)	
Teaching Experience		
0-5 years	8(14.0)	
6-10 years	7(12.3)	
11-15 years	10(17.5)	
16-20 years	6(10.5)	
over 20 years	26(45.6)	

Research Instrument

Results

Attainment of Student Outcomes

Both groups of respondents consider the use of an outcomes-based approach to teaching and learning to be instrumental in the acquisition of relevant subject knowledge, technical skills and critical thinking skills

Results

Attainment of Student Outcomes

However, the development of students' information management and entrepreneurial skills need to be addressed.

Results

Relevance of Student Outcomes

Student outcomes were drawn and developed from the expectancies stipulated in the CMOs –a document reflecting the policies and standards governing the delivery of the academic programs.

Results

Relevance of Student Outcomes

However, students claimed that these outcomes were neither clear nor explicit and were not communicated to them when they enrolled in the program.

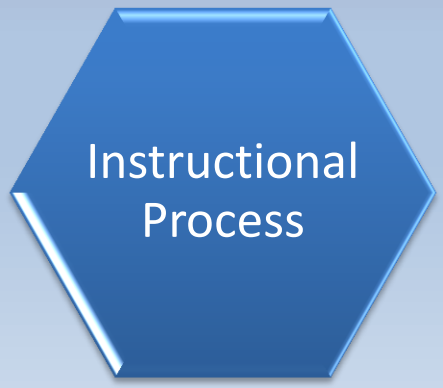
Results

Courses in the curriculum are logically arranged and prerequisites are clearly identified.

Organization of the Courses

Results

Teaching and learning activities (TLAs) were appropriate. However, students were critical of the inadequacy of opportunities for the application of work skills.



Results

Support for Instruction

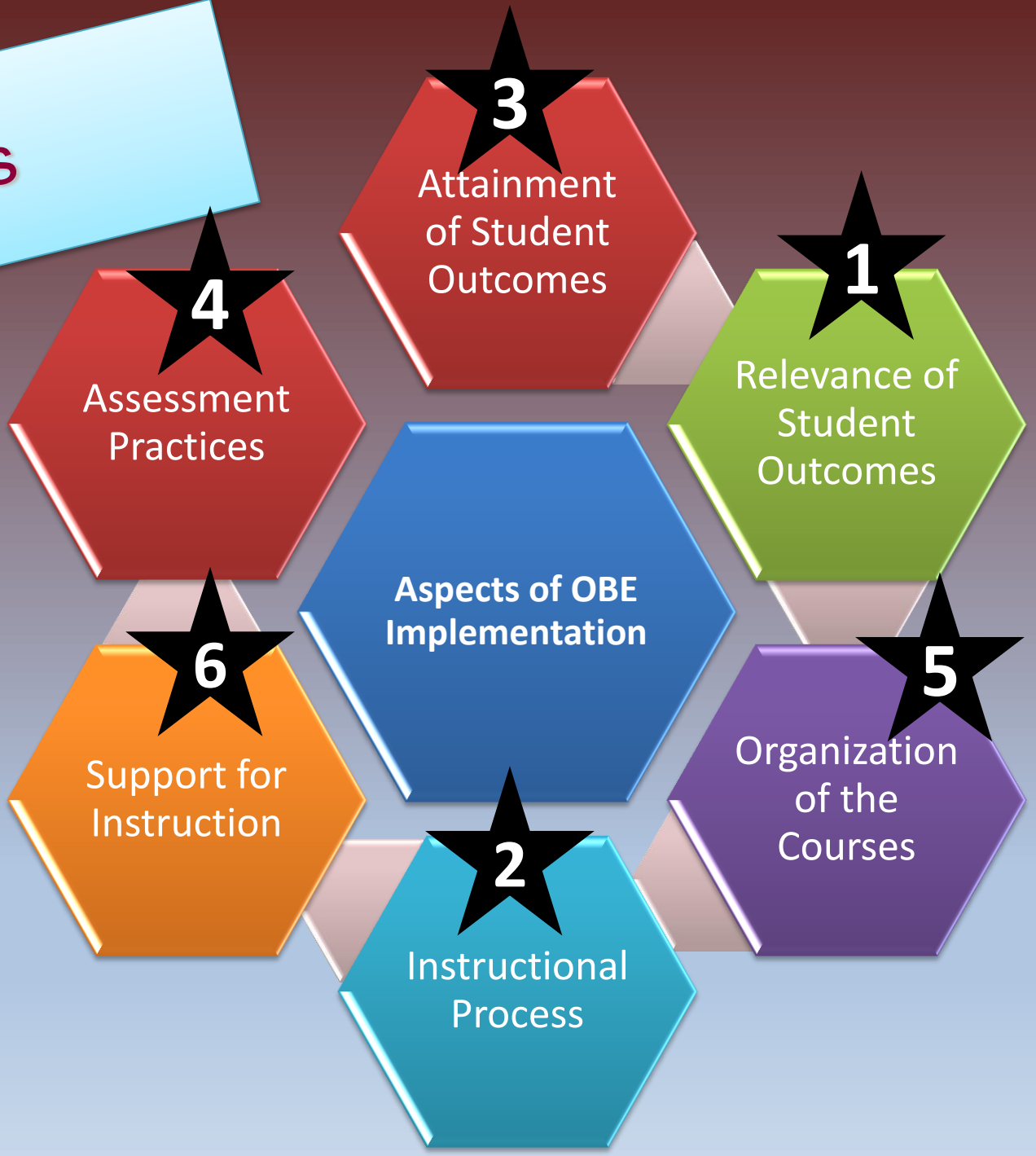
The availability of academic counselling is an enabling and supportive structure for helping students cope with the rigors of the academic program.

Results

Assessment Practices

A balanced scheme of assessment which includes both objective and performance-based types is utilized.

Results

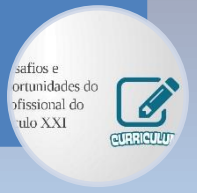

3
Attainment of Student Outcomes
1
Relevance of Student Outcomes
4
Assessment Practices
Aspects of OBE Implementation
6
Support for Instruction
5
Organization of the Courses
2
Instructional Process

Impacts of OBE

CONCLUSIONS

Curriculum

- Intended student outcomes are clearly aligned with CHED requirement and are relevant to students' development



Instruction

- Facilitated the acquisition of relevant subject knowledge, the enhancement of critical thinking and problem solving skills and the development of moral and professional ethics
- Teaching and learning activities are appropriate to the courses

Assessment

- Assessment practices include a balance of objective and performance-based types.

RECOMMENDATIONS

Clarify student outcomes to students upon entry into the program and the potential career paths that students may venture in after graduation

Review the curriculum and curriculum map to remove redundancies and ensure the progressive development of competencies

Integrate TLAs that enhance students' information management and entrepreneurial skills

Incorporate into the instructional process more opportunities for collaborative and independent learning as well as the practical application of competencies and work skills

CURRICULUM AND INSTRUCTION

RECOMMENDATIONS

Improve library and laboratory resources

Utilize portfolio assessment to keep track of student progress as they advance in the program

Ensure that the frequency and distribution of assessment are adequate with feedback consistently provided to all students

SUPPORT FOR INSTRUCTION and ASESSMENT

Research Recommendations

Replicate the study to include all academic programs to obtain a more comprehensive picture

Conduct follow up studies on the assessment of the impact of learning outcomes on instruction

Conduct follow up studies on multiple factors that influence the faculty members' use of learning outcomes in implementing the curriculum

Thanks
YOU