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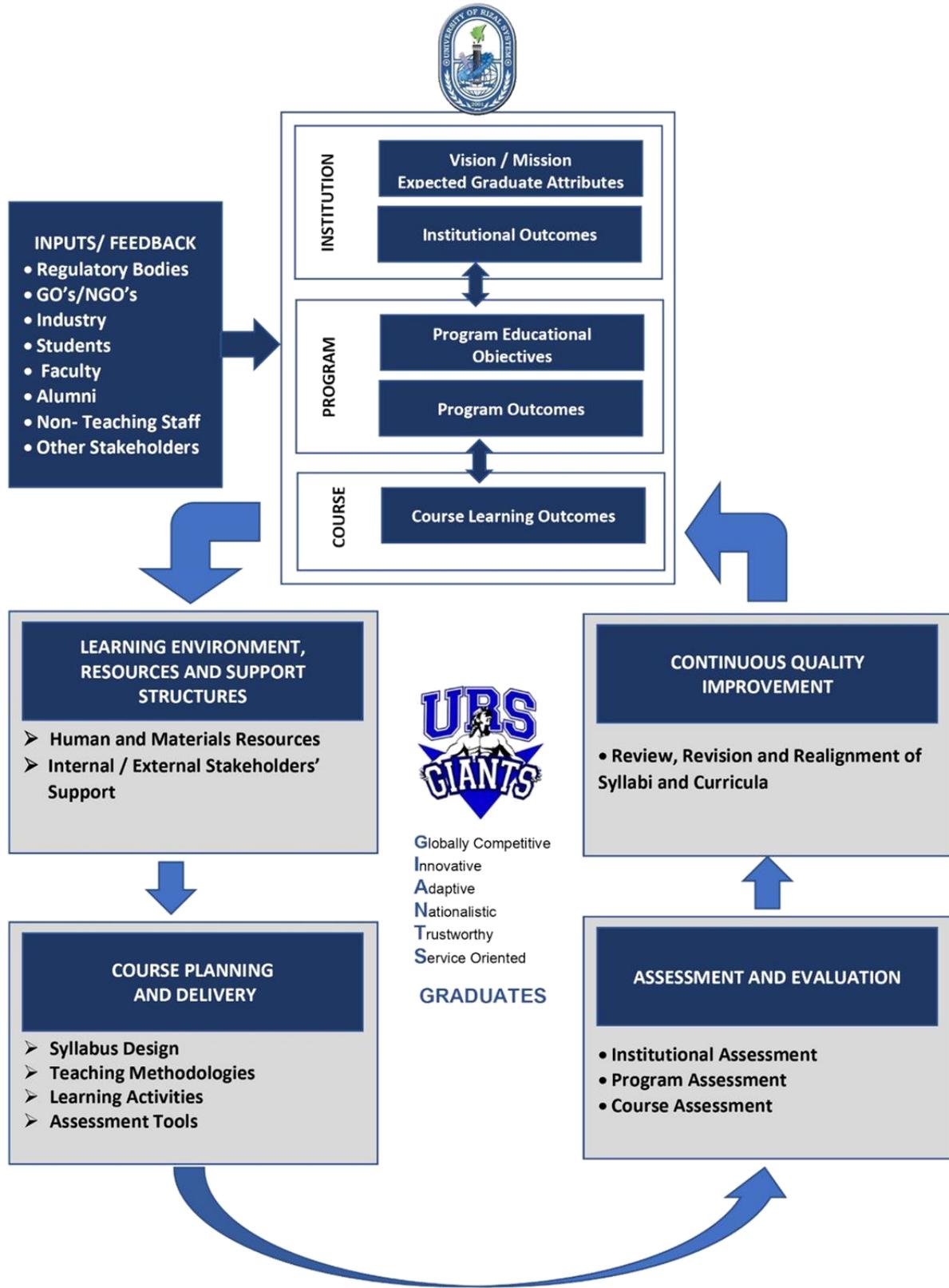Main Campus: URS Tanay Tel.: (02)8539-9957 to 59

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INPUTS/ FEEDBACK
- Regulatory Bodies
- GO's/NGO's
- Industry
- Students
- Faculty
- Alumni
- Non- Teaching Staff
- Other Stakeholders

INSTITUTION

Vision / Mission
Expected Graduate Attributes

Institutional Outcomes

PROGRAM

Program Educational Objectives

Program Outcomes

COURSE

Course Learning Outcomes

LEARNING ENVIRONMENT, RESOURCES AND SUPPORT STRUCTURES
- Human and Materials Resources
- Internal / External Stakeholders' Support

CONTINUOUS QUALITY IMPROVEMENT
- Review, Revision and Realignment of Syllabi and Curricula

URS GIANTS

Globally Competitive
Innovative
Adaptive
Nationalistic
Trustworthy
Service Oriented

GRADUATES

COURSE PLANNING AND DELIVERY
- Syllabus Design
- Teaching Methodologies
- Learning Activities
- Assessment Tools

ASSESSMENT AND EVALUATION
- Institutional Assessment
- Program Assessment
- Course Assessment

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BAGONG PILIPINAS

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The OBE Framework in the College of Education

Outcome-Based Education (OBE) serves as the guiding educational paradigm of the College of Education, anchoring all academic processes on clearly defined, measurable, and learner-centered outcomes. In teacher education, OBE ensures that graduates demonstrate the professional competencies, values, and ethical standards expected of future educators and education leaders.

The OBE framework operates as a continuous and cyclical process that begins with the Institutional Vision and Mission, Expected Graduate Attributes (EGA), and Institutional Outcomes. These are translated into Program Educational Objectives (PEOs) and Program Outcomes (POs), which articulate the competencies graduates are expected to demonstrate upon completion of the program and a few years after graduation, in alignment with CHED policies, PRC requirements, and the Philippine Professional Standards for Teachers (PPST).

At the course level, Course Learning Outcomes (CLOs) are aligned with the program outcomes and serve as the basis for syllabus design, teaching strategies, learning activities, and assessment methods. Supported by appropriate learning environments, faculty competence, instructional resources, partner schools, and stakeholders, instruction is delivered to ensure the achievement of intended outcomes.

Assessment results at the institutional, program, and course levels feed into the Continuous Quality Improvement (CQI) process. Through systematic review and enhancement of curricula and instructional practices, the College of Education sustains quality, relevance, and excellence in teacher education, producing competent, reflective, and socially responsive graduates.

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NEEDS ANALYSIS MATRIX
OBE Framework and Curriculum

The needs analysis reveals that while the College of Education has a clearly defined and well-articulated OBE framework, there is a continuing need to strengthen consistency in implementation, faculty capacity in OBE-based instruction and assessment, and the systematic use of data for continuous quality improvement. The curriculum likewise requires ongoing enhancement to ensure alignment with national standards, licensure examination demands, and emerging educational trends. Addressing these needs through targeted interventions and evidence-based actions will further improve graduate competence, curriculum relevance, and institutional excellence.

Area	Identified Need	Evidence / Basis	Proposed Action / Response	Accomplishments
OBE Framework Alignment	Strengthen consistency and traceability of alignment among Institutional Outcomes, PEOs, POs, and CLOs	The OBE framework defines alignment, but implementation varies across programs and courses	Conduct a college-wide review and standardization of outcomes mapping; update curriculum maps and syllabi to ensure clear vertical and horizontal alignment	College-wide outcomes mapping workshop conducted; 100% of programs have updated curriculum maps and revised syllabi reflecting aligned outcomes
Course Learning Outcomes (CLOs)	Improve clarity, measurability, and level-appropriateness of CLOs	Variations observed in CLO construction and alignment with assessment tasks	Organize faculty workshops on writing measurable CLOs using Bloom's Taxonomy and OBE descriptors; implement a syllabus validation and peer-review process	Faculty training on CLO writing completed; syllabus validation committee established; majority of submitted syllabi revised with measurable CLOs
OBE-Based Teaching Strategies	Enhance faculty competence in learner-centered and outcomes-based instruction	Differences noted in instructional delivery and depth of outcome-focused strategies	Implement continuous professional development on OBE pedagogy, active learning methods, and authentic instructional practices	Series of faculty development seminars conducted; increased use of project-based learning, collaborative tasks, and reflective activities documented in course portfolios
Assessment and Rubrics	Strengthen alignment of assessment tools with CLOs and POs	Use of rubrics and performance-based assessment	Develop standardized rubric templates aligned with CLOs; require rubric-based	Standard rubric templates developed and distributed; rubric use required in major

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		tools	assessment for major outputs, demonstrations, and performance tasks	performance tasks and teaching demonstrations
Continuous Quality Improvement (CQI)	Institutionalize a data-driven CQI process	Assessment data exist but are not consistently analyzed or documented for improvement	Establish a formal CQI cycle per semester/program; require submission of CQI reports based on assessment results, LET performance, and stakeholder feedback	CQI template adopted at the college level; programs submitted initial CQI reports highlighting action plans based on assessment
Curriculum Relevance	Ensure curriculum responsiveness to CHED, PPST, and PRC standards	Ongoing need to align courses with licensure competencies and national professional standards	Conduct periodic curriculum reviews using LET item analysis, CHED CMOs, and PPST indicators as reference points	Curriculum review workshops conducted; selected courses revised to reflect PPST strands and LET competency areas
Competency-Building Courses, Preboard, and Qualifying Examinations	Strengthen students' mastery of foundational and professional competencies at key transition points in the program	Diagnostic results and student performance trends show varying levels of readiness in core content and professional education areas	Institutionalize competency-building courses for upper-year students; administer a Qualifying Examination for incoming 2nd year students to assess foundational knowledge; conduct structured Preboard Examinations for graduating students to evaluate licensure readiness and guide interventions	Qualifying Examination implemented for incoming 2nd year students as a basis for early intervention; competency-building review courses offered to upper-year students; preboard examinations conducted for graduating students with results used for targeted remediation
Theory–Practice Integration	Strengthen experiential and field-based learning	Uneven depth of practice-based learning experiences across courses	Enhance microteaching, laboratory teaching, internship programs, and partnerships with laboratory and cooperating schools	Expanded microteaching requirements implemented; additional partner schools engaged for field study and practice teaching
Technology Integration	Expand integration of educational	Increasing demand for flexible,	Embed ICT competencies, digital assessment	Faculty trained on LMS and digital tools; more courses

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	technology and digital pedagogy	technology-enabled, and blended learning environments	tools, and educational technologies across professional and specialization courses	now integrate online assessments, simulations, and multimedia-based instruction
Inclusive and Contextualized Education	Strengthen curriculum responsiveness to diverse learners and contexts	Growing need for inclusive, contextualized, and culturally responsive teaching practices	Integrate inclusive education, Indigenous Peoples (IP) education, and contextualization strategies into course content, learning activities, and assessments	Inclusive education concepts integrated into professional education courses; contextualized learning activities developed in selected major subjects
Stakeholder Feedback	Systematize stakeholder input in curriculum improvement	Feedback from alumni, employers, and partner schools is not always systematically documented	Institutionalize tracer studies, employer satisfaction surveys, and partner-school feedback mechanisms as formal inputs to curriculum review and CQI	Initial tracer study conducted; employer and partner-school feedback gathered and presented during curriculum review meetings

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