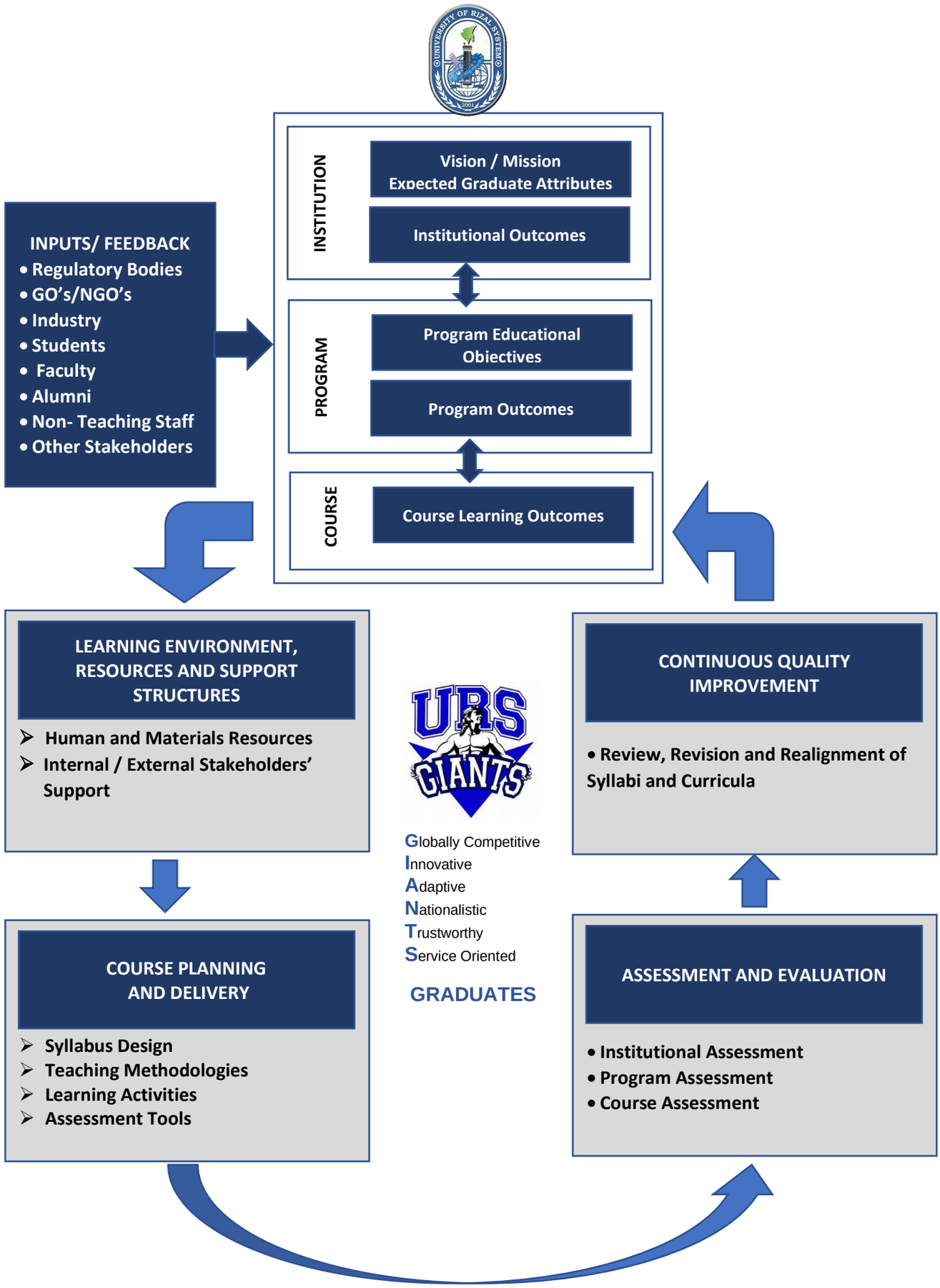

INPUTS/ FEEDBACK
• Regulatory Bodies
• GO's/NGO's
• Industry
• Students
• Faculty
• Alumni
• Non- Teaching Staff
• Other Stakeholders
INSTITUTION
Vision / Mission
Expected Graduate Attributes
Institutional Outcomes
PROGRAM
Program Educational Objectives
Program Outcomes
COURSE
Course Learning Outcomes
LEARNING ENVIRONMENT, RESOURCES AND SUPPORT STRUCTURES
➢ Human and Materials Resources
➢ Internal / External Stakeholders' Support
COURSE PLANNING AND DELIVERY
➢ Syllabus Design
➢ Teaching Methodologies
➢ Learning Activities
➢ Assessment Tools
URS GIANTS
Globally Competitive
Innovative
Adaptive
Nationalistic
Trustworthy
Service Oriented
GRADUATES
CONTINUOUS QUALITY IMPROVEMENT
• Review, Revision and Realignment of Syllabi and Curricula
ASSESSMENT AND EVALUATION
• Institutional Assessment
• Program Assessment
• Course Assessment

THE OBE FRAMEWORK

Outcome-Based Education (OBE) is a new paradigm in engineering education that is being pursued in the United States and other countries, including the Philippines. OBE is a student-centered learning philosophy that focuses on empirically measuring student performance called “outcomes” (Felder & Brent, 2003). Motivations for implementing OBE can be “to improve learning (Biggs,2003) or “to meet accreditation needs” (Felder & Brent, 2003).

The OBE Framework as shown in Figure 1 is not an end but a process of continuously improving the education process. The outcomes are first defined and then the design of the curriculum including the teaching and learning activities and assessment tasks follows. In defining the outcomes, a hierarchy was followed, with the university vision-mission at the top. The Expected Graduate Attributes (EGA) which are the characteristics or qualities of students of the university upon graduation were identified based on the university vision-mission statement.

To achieve students’ attributes, the Engineering programs in the University of Rizal System defined a set of program or Student Outcomes SOs) which address specific EGAs. Related to the SOs are the Program Educational Objectives (PEOs) which are broad statements that describe what graduates are expected to attain after graduation. Assessment of PEOs shall be done after a few years of graduation while the achievement of SOs shall be done immediately after graduation.

The Bachelor’s Degree in Engineering which specializes in the different programs follows a curriculum with a set of courses that a student must complete or pass in order to earn the degree. In the OBE, the course learning outcomes of each course is at the lower level in the hierarchy of outcomes. To assure the achievement of EGAs and SOs, the course learning outcomes must be aligned with specific EGAs and SOs. Since outcomes cascade from top to bottom, the curriculum design also follows the same direction from program to course level. Delivery of instruction and assessment to evaluation, on the other hand, is carried out from bottom to top. The course is the basic element that comprises a program. Thus, assessment of the achievement of outcomes in the course level must be carried out first to evaluate how effective are the teaching-learning activities and assessment tasks in achieving the learning outcomes. Program assessment will then follow to measure the achievement of EGAs and SOs.

To close the loop of the Continuous Quality Improvement (CQI) process of OBE, changes or adjustments in the curriculum at the program and/or course level shall be implemented.