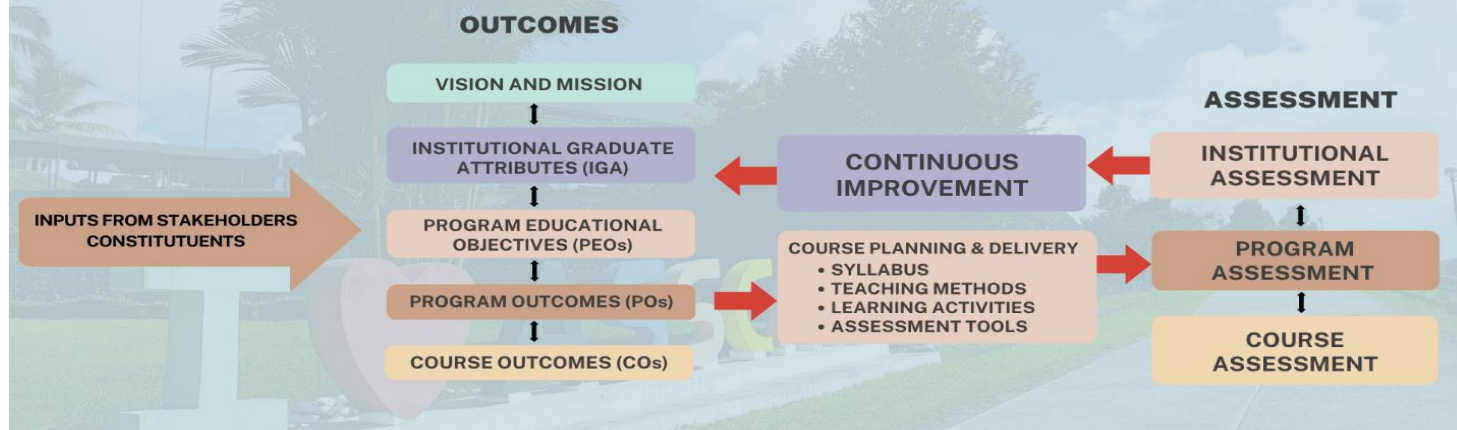




## OBE FRAMEWORK



**Outcome-based education (OBE)** is an educational theory that bases each part of an educational system around what is essential for all students to be able to do successfully at the end of their learning experiences. The OBE approach is a continuous process of education wherein the curriculum, teaching and learning strategies, and assessment tools are improved continuously. The OBE learning process can be stated through the ADDIE model:

1. **Analyze**- The curriculum is presented to the internal and external stakeholders who play a significant role in shaping and influencing education to improve student outcomes and sustain increased achievement.
2. **Design** – The Outcome signifies the purpose of the designed curriculum. The Course Learning Outcomes are aligned with the Program Outcomes (POs), Program Educational Objectives (PEOs), Institutional Graduate Attributes (IGA), and Vision- Mission statement of the institution.
3. **Develop**- The development of the curriculum includes course planning and delivery as indicated in the syllabi reflecting teaching strategies and methods, learning activities for achieving the outcomes, and assessment tools for measuring the outcomes.
4. **Implement** – This phase carries out the learning plan and strategies for producing the outcomes. The implementation of outcomes-based education promotes the practice of constructive alignment between outcomes, learning activities, and assessment tools.
5. **Evaluate** – This carries out the strategies planned for measuring the learning outcomes through institutional, program, and course assessments. This phase collects the data and analyzes it to determine the results. This phase is where feedback is obtained and determine what needs to be changed to make Continuous Quality Improvement. More so, building a learning community that enhances the ownership of curriculum planning and reflective practice among its faculty will establish new opportunities for meaningful dialogue among peers and stakeholders, and facilitate the collective efforts of the institution in responding to the demand for accountability from accreditation agencies as well as the public inquiry about the quality of teaching and learning in higher education.