Impact of Institutional Implementation of OBE Assessment: Process vs. Output

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ABSTRACT

The study explored and analyzed the institutional implementation of OBE under Basic Education (Elementary and High School) , Senior High School and Colegiate level in one private school in Manila, Philippines. It sought to identify the cognitive and behavioral view of teachers on OBE assessment, determine the assessment focus of OBE Institutional implementation in Letran and develop themes on how students and teachers view OBE assessment. The study used a case study method approach. In this approach, the OBE as assessment was studied and examined in the lens of students and teachers. The respondents are 68 faculty members and 268 students in Basic Education, Senior High School, College of Liberal Arts and Sciences (CLAS), College of Business Administration and Accountancy (CBAA), College of Education (CoE) and College of Engineering and Information Technology (CEIT). Outcomes based approach to assessment has distinct features. It focuses on the application of the knowledge acquired and demonstration of the acquired skills and values through outputs or end products. Students are assessed based on the judgment made about by the learners against set criteria. The criterion used is based on the outcomes set for a course, which is also aligned to the program and institutional outcomes. The result of the study can be used to establish the distinct features of OBE Assessment in Colegio De San Juan De Letran Manila, development of handbook covering the standards and guidelines in OBE implementation in the Colegio. It is recommended that there is upskilling and reskilling teachers and school heads' through transformative professional development program. Colleges and Universities should engage all stakeholders for support and collaboration to strengthen the program.

Keywords

teaching and learning; education; OBE

Introduction

The Philippines has a long history of focusing on the significance of improving Basic Education (Manzala, 2013; P.Joong, G. Mangali, A.Reganit, 2012). In accordance with its vision to the Philippines Education for All (EFA) 2015 Plan, the Philippines fundamentally widened admittance and advanced value in Basic Education (Republic of the Philippines, 1999). The focal objective of the Philippine EFA 2015 Plan is Basic capabilities for all that will achieve practical education for all. Preceding K-12 Education Reform, essential and auxiliary schools were utilizing the 2002 Basic Education Curriculum (BEC). At that point in 2010, the Secondary Education Curriculum (SEC) was presented in auxiliary schools. Both the BEC and SEC focus on utilitarian education. SEC 2010 follows an Understanding by Design (Wiggins and McTighe, 2006) structure that centers around setting of learning norms and educating for comprehension. In 2012, the public authority under President Aquino officially embraced the K-6-4-2 or K-12 Basic instruction framework. As

indicated by the Southeast Asian Ministers of Education Organization (SEAMCO, 2012), the K-12 Program covers Kindergarten and 12 years of Basic Education "so that graduates will be comprehensively evolved, outfitted with 21st century abilities and arranged for work, business, center level abilities or advanced education." (p.10) Management of the Philippines Basic Education framework is the duty of the Department of Education (DepED).

As instructive change is going on in the Basic Education, Higher Education Institutions (HEIs) are following this move from customary into an Outcomes - Based Education (OBE). OBE is depicted as a long lasting learning educational plan adjusted to the interest of the businesses who upheld worldwide and worldwide principles. It is normal that there is a transmission of master information in building student abilities. (CMO No. 46, arrangement 2012, Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education, Section 11, p.4).

The abilities are written in the educational program are adjusted to the capabilities required by the businesses. Along these lines, occupations can undoubtedly move starting with one country then onto the next, subsequently, worldwide businesses won't have delay in moving positions to amplify its bit of leeway (Primer on the Quality Assurance and Institutional Sustainability Assessment of HEIs, Annex 4 of Guidelines for the Implementation of CMO 46, arrangement 2012, p.14). In the event that the skills and worldwide principles are followed, Philippines and different nations can offer quality degree projects and top notch guidelines in each organization. Simultaneously, graduates can confront the worldwide field and contend into provincial and global alumni as well.

To help the usage of OBE in the Philippines, CHED began giving reminder to update the current educational program in advanced education. It began in CHED educational program amendment feature in 2008, changing substance based to competency educational program or results based educational plan. In 2012 CHED gave another update (reminder request no.37) on arrangements, norms and rules in the foundation of a results based schooling (OBE) framework in advanced education organizations offering designing projects. It was trailed by the CHED notice request no. 46 in the very year, giving norm to improve quality confirmation (QA) in Philippine advanced education through results based and typology-based QA.

The idea OBE began in the 1980s which adhere closely to the behaviorists principles on competency movement particularly on attitudes, emotions and values (Spady ,1988; 1994). Although, these principles on competency are important, Spady (1994, pp.55-60) mentioned that these preconditions for outcomes rather than outcomes themselves. These preconditions are called "goals" which are not directly observable and could not be included as specification of an outcome.

In 1980's and 90's, William Spady conceptualize the possibility of OBE (Harden, 1999; Killen, 2000; Biggs and Tang, 2007). As indicated by Spady (1994), Outcome-Based Education implies unmistakably centering and putting together everything in an instructive framework around what is fundamental for all understudies to have the option to do effectively toward the finish of their learning encounters. This implies beginning with an away from of what is significant for understudies to have the option to do, at that point sorting out the educational program, guidance, and evaluation to ensure this adapting eventually occurs. (p. 12) Outcome-based schooling is planned so that "all understudies are furnished with the information, abilities and characteristics should have been effective after they leave the instructive framework" (Spady, 1994, p. 9). Spady (1994) portrays learning results as "...clear learning results that we need understudies to show toward the finish of huge learning encounters" (p. 2). While "leave results" address the climax of an understudies' profession, "empowering results" give the "key structure blocks" whereupon these are created (p. 8). When the leave results have been distinguished, educational program, instructional systems, evaluation and execution principles are coordinated to guarantee that understudies can accomplish them.

Spady's "OBE Paradigm" (1994) is based on three premises and four principles. The premises are: 1. all students can learn and succeed but not on the same day and not in the same way; 2. successful learning promotes even more successful learning; and 3. schools control the conditions that affect directly affect successful learning(O'Donoghue, 2018).

Simultaneously, it is moored by four "power standards" which are: 1. lucidity of spotlight on finishing results of importance; 2. extended freedom and backing for learning achievement; 3. exclusive standards for all to succeed; and 4. plan down from your definitive, finishing results ("Discip. Educ. Res.," 2012; Harden, 2002; Oliver, 2013; Rhaffor, Radzak, and Abdullah, 2017).

The clearness of center includes educators to construct insightful, proficient determinations in making guidance to encourage the accomplishment of understudies and their proposed learning results (Harden, Crosby, and Davis, 1999). Extended freedom implies that all students are presented to various and suitable instructional techniques and extra learning open

doors to get effective (Killen, 2000). An exclusive requirement fortifies the earlier learning of the understudies to increase their fearlessness and inspiration. In conclusion, in planning down, the educators start in recognizing exit results and are trailed by the required discovering that understudies need to accomplish.

Hodges (2010) distinguished pertinent uncertain issues in OBE, for example, absence of plainly characterized and assessable results which is difficult to achieve to singular student. It is additionally imperative to give brief learning results to normalization purposes. Another issue in OBE is that singular instructor and student are pretty much unrepresented, and a greater amount of an object of guideline. The reasoning of receiving OBE, is on the whole communicated as far as evaluation and responsibility, with minimal direct connect to instructing and learning (Cooke et.al, 2010). Hodges' investigation of the primary advantages of OBE is, in like manner, overwhelmed by the talks of evaluation and responsibility (Hodges, 2010). In any case, different scientists accept that OBE was a promotion that diminishes worth, knowledge and judgment on the grounds that the emotional, social, social, stylish and ethic learning measures are excluded at the center of training and the accentuation is just on the result of schooling.
Albeit different specialists investigate OBE, in the field of guidance, Jackson (2002) accepts that it is an understudy focused way to deal with schooling that centers around the planned taking in results coming about because of instructing. Three parts that involve a result based methodology into learning are: an unequivocal assertion of learning plan communicated as results which reflect instructive points, purposes and qualities; the cycle or system to empower the proposed figuring out how to be accomplished and illustrated (educational program, instructing, learning, appraisal and backing and direction strategies); and measures for evaluating realizing which are adjusted to the planned result.

Due to the nature of OBE, it is also essential that teachers are knowledgeable in various teaching strategies to be used in their discipline. The need to know their students in terms of IQ, learning styles and multiple intelligences can assist teachers in identifying appropriate teaching strategies to achieve the expected institutional, program and learning outcomes set by the institutions.

In OBE, it is also important to consider the essential knowledge and skills that students are expected to have learned in order to ensure that learning ultimately happens. In the area of assessment, students and teachers are expected to picture out what is important for students to be able to do especially in organizing the curriculum, instruction and assessment to achieve learning (Spady, 1994).

Outcomes based approach to assessment has distinct features, namely: a. emphasis on output or end products; b. uses criterion reference; c. continuous; d. use formative and summative assessment; e. concern with reliability and fairness issues; f. valid; g. integrated assessment; and h. aligned to the intended student outcomes.
Opposite to lecture inputs, the focus of OBE is the application of the knowledge acquired and demonstration of the acquired skills and values through outputs or end products. It is equally important that students are aware on how they are clearly assessed and how to successful achieve in the class within specific context.

Instead of a norm reference, the use of OBE prevents the comparison of students with one another. Students are assessed based on the judgment made about by the learners against set criteria. Although grades vary, students are graded whether they have satisfied from the set criteria in class. The criterion used is based on the outcomes set for a course, which is also aligned to the program and institutional outcomes.
In assessing the learning of the students in OBE, both formative and summative are included. The formative assessment is used to chart the learning progress of the students towards achieving the specific outcomes and achieve competence. At the same time, formal assessment is also administered at the end of the program. The criteria for formal assessment is also set and given to the students for their judgment, reference and guide for the assessment tasks.

A set rubric is also given to the students in order to maintain the consistency of measuring the output submitted by the teacher. The rubrics are made by the teacher and agreed upon by the students. The planning, developing and administering the assessment tool is monitored by the teacher and made it available also to the students. The criterion in the rubrics is specified to maintain the consistency of assessing the outputs of the students. All criterions that are not included in the rubrics are not graded in order to maintain the validity of the assessment as well.

In OBE, the practical and reflective competences are also incorporated in assessment. In this way, teachers can scrutinize the overall purpose of the qualification in each program through portfolio or collection of his/her work in his/her subject. Lastly, the assessment is aligned to the intended graduate outcomes of the institution.

Among the institutions responding to the need in upgrading the bar in education is Colegio De San Juan De Letran (CSJL). In the institutional implementation of OBE, all teachers and professors handling the subjects are required to implement OBE in paper, practice and pedagogy.

This study explored and analyzed the institutional implementation of OBE under Basic Education (Elementary and High School) , Senior High School, CLAS, CBAA, Education, and Engineering. Specifically, it sought to: 1. identify the cognitive and behavioral view of teachers on OBE assessment; 2. determine the assessment focus of OBE Institutional implementation in Letran; and 3. develop themes on how students and teachers view OBE assessment.
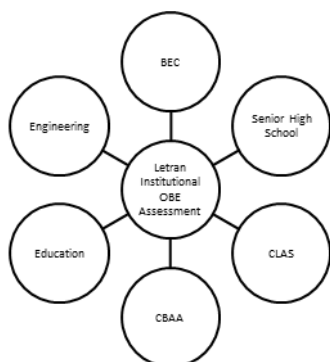

Fig. 1 Conceptual Diagram of the study

In this study, the researcher explored the institutional OBE implementation of Colegio De San Juan De Letran, Manila. In order to identify the focus of assessment in OBE environment, different students and teachers from different colleges and departments of the Colegio served as participants in this study. The framework above was used in determine the focus of OBE Assessment in Basic Education, Senior High School, and four colleges. The assessment method/strategies were used to explored using the syllabi. The methods/strategies were verified as process or product, which serves as the first phase of the study. The first phase of the study serve as the second phase of the study of designing a process of assisting the teachers/professors in developing an OBE assessment. The third phase of the study is to suggest methods of assessments suited for basic and tertiary education departments.

Methods

This section presents the design, respondents, instrument and procedures employed in this study.

2.1. Research Design

The investigation utilized a case study method approach. In this approach, the OBE as assessment was studied and examined in the lens of students and teachers. In this plan, both the subjective and quantitative information were gathered simultaneously. The information was dissected independently and analyzed or potentially consolidated in this investigation (Creswel, 2003). The quantitative data includes closed-end information and perceptions of the respondents and are numerically represented. The qualitative data was collected in a more subjective and open-ended method that is either in written and oral form. In the qualitative data, the "voice" of the participants were heard. Interpretation of observations were included to further validate the quantitative data. The participants were interviewed individually or by group (focus group discussion) by the researcher to learn more the detailed information about their responses which may provide a thorough understanding of the results.

Research Respondent

The respondents are 68 faculty members and 268 students in BED, SHS, CLAS, CBAA, CoE and CEIT,.

Instrument and Procedure

In order to assess the "assessment method" used in an OBE environment, teachers were given an expert validated questionnaire. The questionnaire consists of demographic profile and list of assessment methods. Syllabi were collected to describe the process on how teachers/professors assess the teaching and learning environment in OBE. Interview and focus group discussion to teachers and students were conducted to supplement the observations of classes, classroom walkthrough and syllabi analysis.

Monitoring of assessment were observed on how teachers develop the tools towards their students and their output. Rubrics used in class was collected to ensure and verify the development of assessment tools for the students. In order to confirm the developing process in assessing students, interview to the students and teachers were employed.

Direct evaluation and observation in the development of the tools were followed to document how the teacher develop the tool and if the assessment tool is aligned to the intended program and graduate outcomes. The last phase of the study is to develop a framework that show the struggles of teachers in creating OBE assessment. Lastly, in identifying and describing the challenges and success of the institutional implementation of OBE, one-on-one interview and focus group discussion were employed. Interview was conducted in varied approaches (informal interview to semi-structured to structured interviews). Artifacts and text including written protocols, charts, flow sheets, educational handouts, syllabi and rubrics were collected for analysis.

Researcher analyzed that data collected through multiple iterations. The process of iteration involved sets and series of questions that is designed to generate a model regarding the Institutional OBE implementation. The generative questions may lead to the first iteration of theoretical sampling. The comparative process was continued until the researchers reach saturation. Saturation is the point at which there are no new ideas and insights emerging from the data. In this stage, the researcher sees strong repetition in the themes observed and articulated. The analysis of the data involves three levels namely a. open coding; b. axial coding; and c. selective coding.

Results

The utilization of rubrics is fundamental in the usage of OBE. Rubrics fill in as the way to adjustments or answer key to accurately play out the normal yields and furthermore, to additionally approve if the results are met (Denecke, Kent, and McCarthy, 2017; Mangali, Biscocho, Salagubang, Patricia, and Castillo, 2019; Mangali, Tongco, Aguinaldo, and Calvadores, 2019). Rubrics as an appraisal is intelligible to a bunch of rules for understudies' work that remembers portrayals of levels of execution quality for the rules (Razali, n.d.; Rhaffor et al., 2017). One of the upside of the utilization of rubrics is that they are enlightening and as opposed to evaluative (Rhaffor et al., 2017).

One of the working standards of rubrics is to coordinate the exhibition to the depiction as opposed to "judge" it. The primary motivation behind rubrics is to survey exhibitions. Exhibitions in instructive setting alludes to the perception of understudies during the time spent doing an assignment like utilizing an electric drill or examining an issue. Execution can be depicted as broad or assignment explicit.

An overall presentation alludes to the use of an entire errands (e.g., composing, critical thinking). It tends to be imparted to understudies, expressly connecting appraisal and guidance. All in all exhibition, it might reuse similar rubrics with a few undertakings or tasks. It likewise underpins learning by assisting understudies with seeing "great work" as greater than one assignment. It upholds understudy self-assessment and guide understudies to build the rubrics. Nonetheless, it has a lower dependability from the outset than with task-explicit rubrics.

An undertaking explicit execution alludes to the particular substance of a specific errand (e.g., offers a response, determines an end). In this kind of execution, scoring makes simpler. It requires less an ideal opportunity to accomplish a between rater unwavering quality. Contrast with general execution, it can't be imparted to understudies. Likewise, it is trying to compose new rubrics for each undertaking. For an open-finished assignment, clever responses not recorded in rubrics might be assessed ineffectively.

Rubrics that have emphasis on assessment can be viewed in either cognitive or behavioral (Gurin, Dey, Hurtado, & Gurin, 2002; Loe & Feldman, 2007). Cognitive views include active, constructing knowledge- doing things and thinking, integrated and cross disciplinary, constituting discipline, use of skilled knowledge, procedural knowledge, attention to metacognition, understanding and analysis, assessments on multiple choice, multiple-choice test, high-tech applications, scientific application, multidimensional assessment and several angles or viewpoints. Professors from each college were ask to identify trend stemming assessment under cognitive views. Figures below showed the summary of assessment on cognitive and behavioral views as perceived by teachers in OBE environment.
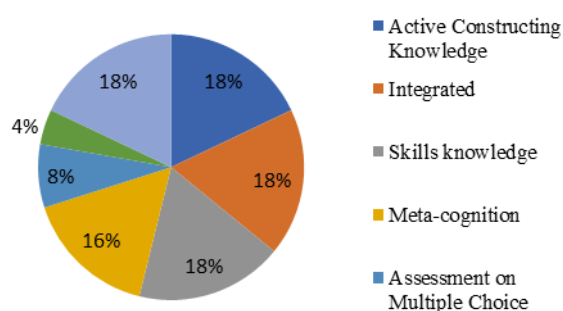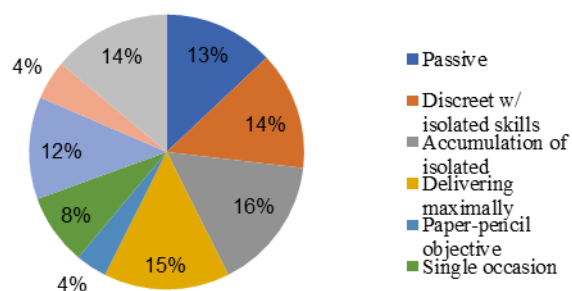
Fig. 3 Behavioral views of teachers on assessment

The themes were developed from the interview and focus group discussion. The OBE Bipod Assessment Framework showed that process and output are foundational foot in the implementation of OBE. In each foundational foot, the category serves as swivel bold. The OBE Curriculum reflected on syllabi serves as trunnion standard where the foot (process and output) are held. The framework shows that the view on tecahers and students vary on how OBE is implemented in the school, which serves as the elvevating gears. The different descriptions of the theme and categories are presented below.

Theme 1: Obe As Process

Category 1: Learner-Centered – Obe is centered on learners. As students described their OBE experience, students integrate their learning and motivation on their outcomes. In OBE environment, assessment is planned in order to target the intended outcomes of students in every course. In a leaner-centered category, assessment methods are elicited from the kinds of students and the kind of learning. Category 1 has three sub-categories particularly, Competency and Skill-Based Approach, Discovery Approach, and Personalized.

Fig. 2 Cognitive views of teachers on assessment as perceived by professors

Sub-category 1: Competency and Skill-Based Approach – Students and professors have the same understanding of verbs used in every learning outcomes. The verbs are concrete to help students and professors define, argue, solve and create meaningful and desirable competencies and skills. In a competency and skill-based approach, students may choose interesting and challenging methods that can be used for the students.

Student 2 mentions that in OBE "it is a learning approach where students expose their competency and the focus is on learning". It is supported by Professor 16, she added that "OBE is centered on students. The focus of our teaching is to develop oral communication and allow students to develop more skills in through activities and outputs". Students 17, 19 and 20 added that in OBE " student understand specific lessons though outputs, reporting and presentation".

Sub-category 2: Discovery Approach- Students in OBE environment used discovery approach in their learning. Aside from challenging them to choose methods of assessment in evaluating their outcomes, students are encouraged to focus on key content in evaluating their work. Students learned concepts as they evaluate their works and identify their mistakes. In this sub-category of learner-centered, students allow them to discover new concepts and learn from their mistakes as they identify their mistakes and misconception one problem at a time.
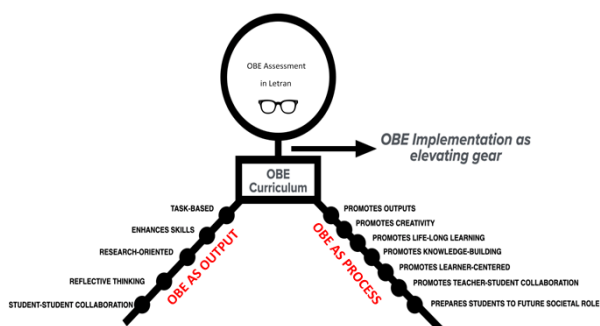

Fig. 4 OBE Bipod Assessment Framework

Students 6 and 14 say that they "learn the topic as they use and apply lesson in the tasks given to them. It promotes their creativity, critical thinking and understanding."
Professors 4, 8, 29 mention that "in order for them to help their students to discover the significance of the lesson and its impact in their respective lesson, they allow the their students to perform activities and tasks."

 Sub-category 3: Personalized – Students in OBE created outputs that are personalized. Students give their own experience on how they understand concepts and how they carry out their deliverables. The outputs produced by students are adapted to their own needs that are significantly favorable to their personality, learning styles and intelligence.

Student 7 mentions that in OBE, "the outputs are personalized and promotes individual skill and application of the lessons".

Category 2: Teacher-Student Collaboration – OBE environment provides opportunity to teacher-student collaboration process. It provides opportunity for them to have communicative competence and close collaboration from each other. In this category, it allows them to have adjustment in the assessment process altering the needs and expectation of students and teachers. The teacher-student collaboration highlights the role of each other in order to build synergy in the classroom.

Students 11, 12 and 15 mention that in OBE " students and teachers collaborate by developing new knowledge and skills".

Category 3: Output-Oriented - Part of the process of OBE is the production of the outputs of the students. It
    allows students to submit outputs as evidence of success of the students.

Category 4: Knowledge-Building – In OBE environment, students create and develop new knowledge or identify new existing knowledge from class discussion or when students accomplish tasks. In this way, students create new culture of developing new knowledge as they work whether individually, pair, and team.

Category 5: Prepares Students To Future Societal Role – In OBE students open their eyes in their future societal role. The process of OBE prepare them to choose tasks connected to their future job in the society. As students choose tasks, they connect the demand of work both locally and internationally. In this way, students become globally ready in their future careers.

Category 6: Promotes Life-Long LEARNING – In OBE, students realized that they are learner not only inside the classroom but even after their classes. This is evident as they continuously seek

knowledge as they accomplish the tasks given to them. The tasks given to them provide opportunity to do researches which is common in their respective field.

Category 7: Promotes Creativity - Students develop creativity as they think of possible solutions to societal problems, create innovation to improve the current condition of the field where they are enrolled and measure success and feasibility of these solution as they dig information and perform experiment, conduct researches and provide critical analysis in journal, current issues and problem existing in the country or around the world.

Students can described OBE as assessment and as a process. However, it important if the assessment used by the professors are aligned to the outcomes of their graduates. Professors and administrators should look on various methods to investigate what indicators are evident when each theme and category occurred. Whether each category can be measured through formative or summative assessment. Schools should have a survey assessment to verify where and what areas of each category are present and needs further support.

It can be gleaned that OBE is not focused on traditional way of assessing the students. Instead, it focuses on the capability of the students and what they are capable of doing. Although, it measures the skills and competencies of the students, the focus is not on learning the concepts but on the application of the concepts learned. It promotes higher thinking skill as students become creative, critical thinkers and life-long learners.

On the contrary, students feels that they are learning. Students feel that they are developing their attitudes rather than being academically ready in their fields. Students feel tired of doing a lot of things. Although there is students-teacher collaboration, there is no accountability check whether they have achieved an outcome.

Theme 2: Obe As Output

Category 1: Task-Based – Students are exposed to various meaningful tasks in order to produce an output. Students are encourage to complete tasks that is align to their future societal role. Studies show that students are motivated when they are

given task to stimulate learnings(Ahmadian, 2016; Robinson, 2011).

Students 1 and 2 mentioned that in OBE, we complete tasks like reporting, portfolios and reflective journal in order to harnessed our skills as student. It allows us to own the process; to own our task. In addition, students 3 and 5 added that the tasks prepare us to new educational landscape in higher education, that is important and necessary for globalization with high expectation and quality. "

Category 2: Promotes Student-Student Collaboration – Due to various student-student collaboration inside the classroom, it builds new niche to students to grow and develop. Studies show that collaboration predicts student achievement regardless of different collaboration quality (Ronfeldt, Farmer, McQueen, & Grissom, 2015). Although it has a positive implication in learning, other studies show that student-student collaboration has limited relationships on building collaboration networks (Moolenaar, Sleegers, & Daly, 2012). In post-secondary courses where technology is used, student-student collaboration engagement is proven to intersect to the surrounding of students but in a theoretically driven pedagogical model essential in improving outcomes. (Junco, Elavsky, & Heiberger, 2013)

Category 3: Promotes Reflective Thinking – Aside from developing skills and achieving the outcomes, students became reflective future professionals. Reflective professionals are valuable outcomes in any institution. Reflective thinking is a skill that allows a person to value projects, leaning and developmental process (Seung, Bryan, & Haugan, 2012). As students are exposed to varied reflective activities, they become responsive to their society and environment. OBE prepares students to be engaged to varied individual and team level reflection in order to provide feedback and perspective in their future careers to elevate their thoughts on process and product in reflection and retrospective.

Category 4: Enhances Skills – Various performance-based tasks facilitate students to enhance their skills and to move from content to

outcomes based. Skills are significant to for the student to become employable in the future. In OBE, students enhance their skills such as self-discipline, team-work and self-motivation. It is important that students are ready to become ready for the welfare of mankind (Wadhwa, Barlow, & Jadeja, 2015).

Category 5: Research-Oriented- as students are exposed to various societal challenges, students are encourage to focus on developing new knowledge and continuing studies through research. OBE is student-centered, that is focuses on what students can do. Research is an avenue for students to pursue what they like and can do. Hence, heightening the sensitivity in OBE must be employed. (Mohamad, Tukiran, Hanifa, Ahmad, & Som, 2012; Tam, 2014).

Discussion, Conclusion and Recommendation

According to the data collected by the researchers, most of the rubrics dealt with accumulation of information. With sixteen rubric items falling under this category, it is highly evident that educators in the Colegio prefer their students to obtain knowledge through their guidance and to process it themselves. Surprisingly, this method of assessment is followed from the area of social sciences, humanities, and the languages. However, this does not mean negligence from the part of the educators—it means that they allow the students to experience learning with minimal supervision, as opposed to a more teacher-centric method of assessment, which received the lowest frequency in the collected data.

The paper and pencil assessment was met with little attraction from the educators because of its inherent traditionalism and rigidity. While it may work in the past, the future of curriculum development entails being more student-friendly and flexible for the challenges that they may meet after schooling. An objective kind of assessment may still be useful in some rubrics (i.e. Psychology subjects where theoretical mastery is imperative) but it is not the preferred method of the majority of the subjects where the rubrics came from. In the behavioral level, the data shows that all the rubrics fell into more than one criterion, namely active constructing knowledge,

integration and being cross-disciplinary, development of skills and knowledge, and multidimensional assessment. An overwhelming belief in these criteria exhibits parallelism of the educators in the Colegio in curriculum development fit for the 21st century. Aside from that, student to student and student to teacher collaboration are prioritized to suit the demands of integrative and multidimensional education. This focus on skills development and integration is what the Outcomes Based Education forwards, and it is what the educators in the Colegio practices, as evident in their rubrics.

What is interesting to note is that 21st century skills are one of the foundations of the OBE curriculum development and it entails the use of information and communication technology or ICT. The rubrics gathered by the researcher have very little correlation with the criteria of High-Tech Applications, perhaps because of the difficulty to exhaust materials and working knowledge to make use of it in education. While ICT and high-tech applications are useful in relaying information to students, the experiences of the educators, especially the more senior once, could be one of the challenges to be faced. So far, as the data portrays, the criteria of technology is not that practiced in the Colegio.

When it comes to the data about the syllabus, most, if not all, fell under the criterion of matching objectives to instructional program/curriculum. This means that the syllabi of the subjects in the Colegio follow suit to the guidelines set by the OBE curriculum development. In addition to that, majority of the subjects fell under that criteria because of the help of the institution to streamline OBE related methodologies in their faculty members. If majority of the syllabi follow the guidelines of the OBE, it means that the institution is doing a good job in joining the tides of the times when it comes to educational development.

On the flipside, the lowest in frequency is the criteria of understanding of world affairs. This is notable when it comes to the rigid sciences because it takes more effort to synthesize political world affairs in those subjects. Most of the syllabi that fell in this criteria belonged to the social and

political sciences, with a few belonging to the field of psychology. This is a challenge for all subjects in the Colegio because international solidarity is one of the targets of the OBE curriculum development. Collaborative learning not just from the students of the same nationality but also exchange students from other countries will cement the idea of a world where education is not hindered by geographic and political lines. Furthermore, an appreciation of world affairs from the perspective of the rigid sciences like biology, biochemistry, and mathematics may provide a new perspective in solving the world's problems (i.e. patents, development of drugs and medical sciences, architecture). This criteria should be given more focus in syllabi development, as well as in the development of the OBE curriculum and goals.

Tying these two together, we can deduce that the Colegio's educators are aware of the OBE curriculum development and that they had inculcated it in their rubrics and syllabi. As the data suggests, there may be several stumps that the faculty members experience in fulfilling the change brought about by the OBE but majority of the criteria were accomplished. Furthermore, these challenges in the OBE implementation only paves the way to the development of the OBE curriculum in itself. Dynamic reorientation between the administration and the faculty regarding OBE implementation must be reestablished.

The data collected by the researcher shows that the rubrics and the syllabi of the faculty members respond to the development of the curriculum and should be further improved to be more aligned to global demands. A globally competitive OBE syllabi and rubrics should be targeted to educate students in a global and holistic way, as what the OBE curriculum development is aiming. Constant monitoring of these outputs must be taken into consideration for better delivery of education to the learners.

Interviews and focus-group discussion (FDG) were employed to understand the different tensions and further views of teachers and students. Based on the FGD two themes were developed namely OBE as process and OBE as

output. Under theme 1 "OBE as Process" the researchers developed seven categories specifically Category 1: learner-centered with sub-categories namely : Competency and Skill-Based Approach; Discovery Approach; and Personalized; Category 2: Teacher-Student Collaboration; Category 3: Output-oriented; Category 4: Knowledge-Building; Category 5: Prepares Students to Future Societal Role; Category 6: Promotes Life-long Learning; and Category 7: Promotes Creativity.

Outcomes based approach to assessment has distinct features. It focuses on the application of the knowledge acquired and demonstration of the acquired skills and values through outputs or end products. Students are assessed based on the judgment made about by the learners against set criteria. The criterion used is based on the outcomes set for a course, which is also aligned to the program and institutional outcomes. According to the data collected by the researchers, most of the rubrics dealt with accumulation of information. With sixteen rubric items falling under this category, it is highly evident that educators in the Colegio prefer their students to obtain knowledge through their guidance and to process it themselves. Surprisingly, this method of assessment is followed from the area of social sciences, humanities, and the languages.

The educators in the Colegio are aware of the OBE curriculum development and that they had inculcated it in their rubrics and syllabi. Based on the FGD two themes were developed namely OBE as process and OBE as output. Under theme 1 "OBE as Process" the researchers developed seven categories specifically Category 1: learner-centered with sub-categories namely : Competency and Skill-Based Approach; Discovery Approach; and Personalized; Category 2: Teacher-Student Collaboration; Category 3: Output-oriented; Category 4: Knowledge-Building; Category 5: Prepares Students to Future Societal Role; Category 6: Promotes Life-long Learning; and Category 7: Promotes Creativity. As the data suggests, there may be several stumps that the faculty members experience in fulfilling the change brought about by the OBE but majority of the criteria were accomplished. Furthermore, these challenges in the OBE implementation only

paves the way to the development of the OBE curriculum in itself. Dynamic reorientation between the administration and the faculty regarding OBE implementation must be reestablished.

The result of the study can be used to establish the distinct features of OBE Assessment in Colegio De San Juan De Letran Manila. It may give rise to the development of new handbook covering the standards and guidelines in OBE implementation of the Colegio. The Colegio should align the cognitive and behavioral indicators anchored on Large Scale Assessment that the Philippines participated such as NAT (Grades 3,4,and 10), (PISA), (TIMSS), (PIRLS), and others, for use in the Philippines in basic education. In this way, the school can support the global demands and expectations to stundets. The Colegio should review and update the curriculum for BEC, SHS, and Tertiary Education anchored on agreed OBE Assessment. The K to 12 curriculum and Tertiary course syllabi should be reviewed for updating. Improvement of learning facilities of the Colegio aligned to OBE, current situations of the country (COVID crisis) and future directions of the Philippines Education. There should be upskilling and reskilling teachers and school heads' through transformative professional development program. Lastly, the Colegio should engage all stakeholders for support and collaboration to strengthen the programs implemented.

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