1.0 OBE institutional framework

The DLSU-D OBE framework adapts the PLAN-DO-CHECK-ACT (PDCA) cycle to ascertain continual improvement of the learner. The figure below captures this PDCA cycle into four quadrants. Please see figure below.

The **PLAN quadrant** shows how inputs from various stakeholders are integrated in the review and development of the learning process map of the students. Based on the inputs, OBE syllabi are designed through a series of workshops. The Institutional Objectives, Program Educational Objectives (Program Intended Outcomes), Program Student Learning Outcomes, Course Student Learning Outcomes, and Topic Student Learning Outcomes are highlighted.

The **DO quadrant** highlights implementation of the Outcomes-Based Teaching and Learning Approach. This covers teaching and learning, content and methodology, and assessment.

The **CHECK quadrant** describes how evaluation and monitoring are regularly undertaken, through summative and formative evaluation. The conduct of tracer study is also included.

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1 The framework was approved in the Academic Council on June 24, 2015.
Lastly, the ACT quadrant indicates the undertaking of appropriate actions in order to have a well-grounded revision and realignment of syllabuses and curricula, in reference to the term “Continuous Quality Improvement,” found in CMO 37 s. 2012

Continuous Quality Improvement (cf. CMO 37 s. 2012)—periodic feedback process for changing any aspect of a program whereby formal results from assessment and evaluation and other informal observations are utilized in the formulation of the changes with expected higher degrees of attainment of student outcomes.