



Evaluation of the Course Syllabus vis-à-vis Outcomes-based Education Operating Principles

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ABSTRACT

Outcomes-based Education (OBE) is an approach that is focused in organizing an educational system of what is essential for the students' successful learning in the end of their learning experience. The approach specifies markers, which should serve as bases for actions and procedures that schools should undertake to ensure proper institution-wide implementation of OBE (Spady, 1994). The study used a document analysis design as a form of qualitative research. A purposive sampling method is used. The participants were two (2) faculty members who taught main subjects in the BSNEd Program throughout the first and second semesters of the 2019-2020 school year. Based on the results of the study, the faculty did not fully accommodate the OBE principles in their instructional and assessment practices. Both of the faculty who are interviewed did not apply the clarity of focus and design down. The faculty do not have enough training, seminars, and writeshop on how to fully implement OBE in the classroom. Some of them applied the high expectations and expanded opportunity principles of OBE in their classroom practices. The researcher recommends that experts from many sectors of SUCs be invited to provide training, seminars, or workshops in building Outcomes-based Education Syllabus for the BSNEd program in an OBE, emphasizing its four operating principles.

Keywords: *Outcomes-based Education, course syllabus, clarity of focus, design down, high expectations, expanded opportunities*

1. Introduction

Outcomes-based Education (OBE) is an approach that is focused in organizing an educational system of what is essential for the students' successful learning in the end of their learning experience. The approach specifies markers, which should serve as bases for actions and procedures that schools should undertake to ensure proper institution-wide implementation of OBE (Spady, 1994).

As stipulated by Tucker (2004), OBE is a process that should involve the restructuring of curriculum, assessment, and reporting practices in education. The changes that OBE entails emphasized students' demonstration of learning outcomes rather than the accumulation of course' credits to ensure that all programs are well designed and delivered appropriate outcomes. Moreover, Spady (1994) called on higher education institutions to apply the four principles of OBE, namely: clarity of focus of significance, expanded opportunity for students to succeed, high expectations for quality performance, and design down from where you want to end up. He further stated that quality results that are produced by the universities are going to depend on how well they implement those principles that make OBE powerful and effective.

In addition, Spady (1994) identifies four fundamental operational principles of OBE, namely: clarity of focus, design down, high expectations, and expanded opportunity. These principles serve as the heart of OBE. OBE operating principles are interrelated like a chain. The outcomes are first chosen (design down); the chosen course outcomes should be made clear to students before they engage in learning activities (clarity of focus); standards should be set for the students to achieve the desired course outcomes (high expectations); and if students do not reach the set standards to achieve the course outcomes, they are given more chance until they reach the standards (expanded opportunities). If educators do not accommodate these four operating principles of OBE in their course syllabus or instructional practices, it is doubtful whether they implement the OBE effectively.

As also stated by Spady (1996), educators must apply these principles if they are to implement OBE effectively. He further stressed that OBE practitioners can apply these principles in their teaching in four ways: consistently, systematically, creatively, and simultaneously.

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Recently, the implementation of OBE in the Philippines is the main thrust of the Higher Education Institutions (Davis, 2003). The OBE comes through the competency-based learning standards and outcomes-based quality assurance monitoring and evaluating are spelled out under the Commission on Higher Education (CHED) Memorandum Order (CMO) No. 46, s. 2012.

The outcomes provide details against which the curriculum graduates can be measured to facilitate the quality-assurance process. This fact emphasizes the need to accordingly align all aspects of educational processes and systems to the expected outcomes that all students shall proficiently exhibit at the end of the curriculum, and that outcomes should not be viewed synonymously with grades or only curricular completion, but rather authentic demonstrations of expected competencies as a result of significant learning experiences. Thus, in the crafting of the OBE course syllabus, it can be surmised that the implementation of OBE requires consistency across desired outcomes of education, teaching and learning activities, and assessment methods and practices (Macayan, 2017).

Nevertheless, Mercado (2018) revealed in her study that selected higher education institutions in the Philippines are moderately familiar with the concepts, processes, and standards of OBE implementation.

The study was further supported by Pepito (2019), who revealed that most faculty members satisfactorily defined what is OBE and claimed that they were ready to embrace it. However, when asked what is their role in an OBE learning environment, participants were not able to provide conclusive answers, and only few gave their insights about it.

The aforementioned scenario is also true in Biliran Province State University, who has also encountered the same dilemma in the implementation of the outcomes-based Education. As instructor in BSNEd Program for almost two and half years, the researcher has observed that there was a problem with the implementation of OBE, particularly in designing the course syllabus. Though the faculty adopted the OBE, they are still practicing the traditional method of teaching.

It is along in this context that the researcher was prompted to conduct this study to fill-in the existing gap of knowledge, where only few, or no study conducted at all in this university, specifically the Evaluation of Course Syllabus in Bachelor of Special Needs Education Program. Hence, the researcher firmly believed that the findings of this study would ensure optimal implementation of the Outcomes-based Education in the said program.

1.1 Statement of the Problem

The study aimed to evaluate the course syllabus of the faculty whether they accommodate the Operating Principles of OBE in terms of: 1) clarity of focus; 2) designing down; 3) high expectations; and 4) expanded opportunities.

1.2 Methodology

The study used a document analysis design as a form of qualitative research. In principle, 'qualitative document analysis,' or studying the content of documents, is the same as analyzing any qualitative data, such as in-depth interview transcripts, participant observation notes, or non-participant observation recordings. It entails going over the observations and creating themes and coding the information. The method aims to examine the document in order to produce an interpretation of the actions, motivations, and intentions of the actors identified in it. This research strategy was chosen because it is the most relevant and best suited to the current investigation. For the School Year 2019-2020 First Semester, the study is being performed at Biliran Province State University Main Campus, namely in the School of Teacher Education - Bachelor of Special Needs Education Program.

In this investigation, the researchers adopted a purposive sampling method. Two (2) faculty members who taught the major subjects in the first and second years of the Bachelor of Special Needs Education Program participated in this study. The primary instrument used by the researcher was the course syllabus created by the faculty teaching in the first and second years of the BSNEd program in the first semester of the 2019-2020 academic year, specifically on the major subjects.

As part of the data collection process, this study used a semi-structured interview and document analysis. Before assembling the faculty's course syllabus, the Dean of the School of Graduate Studies and the University President of Biliran Province State University, as well as the Dean of the School of Teacher Education, must sign a letter requesting permission to conduct the study. Collection of course syllabus (hard and soft versions) of faculty handling subjects under the Bachelor of Special Needs Education Program that will be individually administered by the researcher in order for the researcher to perform the study. Following that, document analysis began right away.

2. Results and Discussion

Evaluating the course syllabus whether it accommodates the operating principles of OBE was determined in terms of clarity of focus, design down, high expectations, and expanded opportunities. Tables are presented in the form of themes.

To attain this objective, two faculty members were interviewed by the researcher to evaluate their syllabus based on the above intention.

Clarity of Focus. In response to the implementing "clarity of focus," principle subthemes are formed, namely: the essence of clarifying desired course outcomes to help students before activities, teaching strategies to help students achieve course outcomes, positive effect on students' importance of informing students of the assessment standards in course.

Essence of Clarifying Desired Course Outcomes to Students before Activities. As mentioned by F1, each task where time was provided are 2 to 3 weeks for them to achieve the course output. Clarity of focus is always there to guide the students their goal, and also it is the constant reminder to what teachers are trying to achieve, but with the design down, the same thing to the deductive method of teaching. High expectations, we always set high expectations or standards stipulated in the syllabus but considering the resources, time restraints, and other activities, the teachers tend not to achieve and the students as well. But F1 added as her significant statement that they do not have enough training on how to implement OBE fully in the classroom, since everything that they have were more theories about OBE.

With regards to F2's opinion, she was very honest to say, and I quote, "I have had a lot of struggles in incorporating OBE to my class. Why? Because students are used to the traditional way of teaching, like teachers come inside the classroom, teacher talks, teachers ask questions to the students. It is challenging on the teacher since students are not used to OBE. Moreover, the students are not used to that kind of teaching. It takes some time to become successful.

F2 also shared her point of view by bluntly saying, "First of all, I was not that much oriented of the whole scope of OBE. I was not able to fully grasp the meaning of OBE because there are discrepancies on what I learned during the seminar and to what she reads about OBE, and I was still confused, especially the practice that I had is not entirely OBE because some of the teachers' application were not right. For me, it is difficult, and honestly, I am having a hard time grasping the OBE idea.

From the above discussion, it converges to a result that based on the evaluation of the syllabus, it was not fully accommodated by the faculty teaching in BSNEd Program. Considering that they do not have enough training on how to fully implement OBE in the classroom and in the course syllabus itself since everything they have were more theories about OBE.

This finding implies that theory without practice is aimless and practice without theory is useless. Ramoroka (2007) found out that educators have a knowledge of the OBE theory, but they do not put that theory into practice. What most of them said is that they know about OBE but it does not concur with what they practice in the classroom.

Teaching Strategies to Help Student Achieve Course Outcomes. Another subtheme under the clarity of focus was the teaching strategies to help students achieve course outcomes. As F1 divulge her opinion by providing them a short lecture, resources like modeling, and demo teaching. There were instances wherein they have to conduct demonstration; but they want to impact to their students personally should be developed within. Also, having PowerPoint Presentation since we are into technology already.

This finding connotes that the application of appropriate teaching strategies necessitates the alignment of the course outcomes with the incorporation of the principle of clarity of focus. Because the success of teaching-learning is focus, and not hocus focus to help students achieve the course outcomes. As such, the points above tell us about the implication that was applying teaching strategies matters most for the alignment of course outcomes, teaching-learning activities, and assessment.

As Spady (1993) emphasized, in creating the teaching-learning activities and assessment tasks, the teacher should always look back on the ultimate end goal of the course. Clear outcomes shape the curriculum, assessment styles, and teaching strategies that enable learners to achieve the desired outcomes. If a teacher fails to have the clarity of focus, or if he/she has a different mindset, he/she may resort to different outcomes. In other words, the basic nature, therefore, is that clarity of focus is vital for constructive alignment.

Positive Effects on Students. With this subtheme on the positive effect on students, F1 commented that "students would be continuously guided on the end goal; also, there is a clarity of focus. They know their end goal, what is expected of them, and what would help or give them a hint to their future environment.

Additionally, F2 pointed out, "This is the purpose why we give a copy of our syllabus to our students, for them to know what is expected of them and what to do during the classes. It would be nice if only we are successful in presenting to them. It would be less burden in the classroom since they already know what to do since they ready already the syllabus, they know what to do and expected of them. As a teacher, it would be less effort to explain and, of course the time. It is also part of the students' responsibility.

Based on the aforementioned principle mentioned above, OBE was apparently established to address the clarity of focus, which gave an impact on the positive effect to the students. For this principle, Spady (1993) states that clarity of focus helps educators establish a clear picture of the learning they want students to exhibit in a performance demonstration. This statement enables students and their teachers to work together as partners toward achieving a visible and clear goal.

Thus, it creates an implication that clear statements of outcomes help the learner to engage in effective self-assessment of learning. If the outcomes are clarified before learners engage in learning activities, learners will know what is expected of them in the learning activities and what progress they are making toward the outcomes. Clear outcomes can help learners to improve their performance because they know what output is expected from them. Hence, it is essential to note that clarity of focus would also inform students of the assessment standards in the course as manifested in Table 8.

Importance of Informing Students of the Assessment Standards in Course. It is vital for the faculty to inform students of the assessment standards in the course as pointed out by F1, "upon orienting the task, the teacher has to provide the rubrics so that there is guidance as to how they would be assessed. Before presenting the outputs, they would know specific areas where they need to improve.

Undeniably, F2 was very polite to request if she can ask about assessment standards. She said, “Actually, I do not know about other courses, but in BSNEd, we do not have that. Assessment standards? How are we going to assess our students? We do not have assessment standards, and as much as possible, I make my own assessment and I do not think that is the standard.”

This result connotes that the assessment tasks provided to the learners when they were assessed were not made clear to them. This further means that there is a lack of understanding on the clarity of focus in evaluating the syllabus. The teacher failed to accommodate the principle of OBE.

As contended by Spady (1993), clarity of focus means a clear focus on what teachers want students to learn is the primary principle in OBE. Teachers should bear in mind that the outcome of teaching is learning. To achieve this, teachers and students should have a clear picture of what knowledge, skills, and values must be achieved at the end of the teaching-learning process. It is like looking straight ahead so that the target will be reached.

Design Down. This OBE principle contains the subthemes based on the frequency of responses by the faculty teaching in the BSNEd Program such as identifying course outcomes, exercising constructive alignment in instructional planning, strategies followed in facilitating learning, and assessment of learners in the classroom.

Identifying Course Outcomes. The significant statement shared by F1 on the subtheme of identifying course outcomes stresses that “considering the subject (Foundation of Special Education), there are outcomes that are declarative, and also there are functional knowledge outcomes such as child-find activity. It falls on lifelong learning and also demo-teaching on children with special needs. But with declarative outcomes, autobiography, and making of brochures, leaflets, and pamphlets.”

On the other hand, F2 contended, “Honestly, I am not into life-long learning of functional knowledge course outcomes since most of the topics are...I do not know, but for me, it could not fall into life-long learning or functional knowledge. No matter what I do, it is difficult to put it there because it could not be fitted.

The aftermath of the aforesaid data revealed that the teachers need to improve their instructional planning for outcomes-based education is not up to content but for performance, and so, this involves higher-order thinking skills, strong verbs, or functional knowledge. The implication for this result indicates that when you design the course outcomes as Fraser et al. (2004) states, the design down process must start with the critical outcomes, which are broad, generic, and cross-curricular, and refer to real-life roles. This finding means that educators should start with culminating outcomes. The educator will plan and direct every activity towards the achievement of the desired outcome by the learner.

Exercising Constructive Alignment in Instructional Planning. Looking back in the preceding table, F1 states that, “with the subject Foundation of Special Education, the course syllabus is being provided in the CMO, I, the teacher, guided when it comes to the topics presented to our students but with the other subjects only the course description is being provided. I am hesitant as to the appropriateness of the course outcomes.”

In response to the call of exercising constructive alignment in instructional planning, F2 said, “Yes, but not all the time because there are topics that no matter how we want it to be fitted especially we do not have materials and resources. It is possible to do it but difficult.”

As a consequence, the teachers need to exercise and improve their instructional planning. If teachers plan for their classroom practices and follow their plans, they can exercise constructive alignment in their instructional planning and accommodate the design down principle. If the design down principle is practiced effectively, it can work very well for the teachers to help learners achieve the desired outcomes.

Strategies followed in Facilitating Learning. Another subtheme that influenced the design down principles was the strategies followed in facilitating learning. The participants explained that “there are different teaching strategies depending on the topics, the course that you have with the syllabus. There are instances wherein I shift certain strategies, especially when I observe my students that it is not much effective for them. Most of my strategies are group activities. I also used the recommended teaching strategies, especially if the centre topics or activity ideally should be done by a group.”

Without a doubt, F2 also expressed herself that, “the number one I like. “The number one I like talking but as much as possible, I lessen it because I do not want my students just to sit and listen to me. I give them activities that they will work on their own, and I will just facilitate, and I like that because I was able to see or observe that they are discovering themselves. For example, you let them make instructional materials based on their interest as long as they meet the criteria. I really believe in the multiple intelligences that is why I do not want my students experiencing the same thing every meeting because I myself do not like it that I always rely on PPT. I like to do many things, and I observe it as well that their performance is better when they like what they are doing.”

According to participants’ viewpoint, it implies that they implemented and incorporated teaching strategies with due respect to the multiple intelligences of their learners. Thus, the teachers should improve their teaching strategies following the various teaching strategies recommended by the AACUP. Also, teachers should apply different teaching and assessment strategies, and they should have high expectations for all learners.

Assessment of Learners in the classroom. At this point in time, both of the participants engaged themselves in providing an assessment of learners in the classroom. F1 stated that at the end of the week, there are formative assessments, there are short essays, and quizzes. Then after providing them the rubrics, there are constant reminders to have also self-assessment whether they have already achieved the aim of course outcomes.

It is, therefore, a fact on the part of F2 as she stresses, “Basically in my class, I used only paper and pencil test and performance tasks. I am not into outputs because sometimes they did not personally make it and if you allowed them to make it doing the class its time consuming as well. I am more on performance, actually.”

The result shows that the principle of OBE design down is related to the clarity of focus. The learning outcomes have to be clearly defined. The assessment should be regarded as part of learning. This result further means that teachers should not assess learners at the end of the learning activity only, but they must give them even during the learning process. Research literature concurs with this as he claims that assessment should form an integral part of the lesson.

Assessment strategies / Visual Aids Utilized in the Classroom. Another interesting subtheme is formed in designing down principle in OBE is the assessment of strategies/visual aids utilized in the classroom. Obviously stressed that “rubrics, skills assessments, demonstrates since we have demo teaching. PowerPoint Presentations, videos, resource persons especially when we talk about guidance and counselling topics.”

F2 stated, “Actually it is quite difficult because not all classrooms have SMART TVs and projectors. I am lucky because I only have a few students, so I could use laptop and other technological resources.” The preceding subtheme prompted the researcher to reveal that there is a high call for quality assessment strategies in assessing the performance of the learners. The teachers must always consider how to facilitate learning and how they are going to assess the learners.

This finding implies that assessment involves how well the design or creation works within limitations. What is essential is that the students show a ‘real-life’ understanding of the situation: how the problem may reasonably be approached, how resources and data are used, how previously taught material is used, how effectively the solution meets likely contingencies, and so on. This needs open-ended assessment, where students are free to structure their performances as they best see fit.

The present study is enlightened with the research literature according to Daizziell and Gouverence (2003) stated that design down principle is useful at the micro-level for setting assessments and course curricula. The idea given here is that the design down principle is useful at the level, which teachers operate. The micro-level is the level at which the actual practice takes place. Outcomes should be the starting point of all classroom practices. The content, assessment, and teaching strategies can be chosen after the desired outcomes are identified (Ramoroka, 2007).

High Expectations. This principle formed the following subthemes like the incorporation of principle to teaching and learning process, addressing high expectations in student essence of raising performance standard of students in achieving successful learning and ways of motivating students to go beyond their limits.

Incorporation of Principle to Teaching and Learning Process. As observed in the table, F1 said, “Yes, in making the syllabus (what is their future task present to their future environment). Inside the classroom, there are students who are capable of achieving certain expectations, but there are also some students who need constant reminders and as well as limited resources on the part of the students and to the teachers. Sometimes, this principle could sometimes be compromised.”

Whereas F2 indicated that “as much as I want to, I can’t because we expect high expectations towards our students. No matter how high our expectations to them, we must always consider if they can reach and meet that expectation. Manage your expectation as a teacher.”

The data would mean that establishing high expectations, challenging standards of performance will encourage students to learn better. The result is linked to the OBE premise that successful learning promotes more successful learning, as mentioned by Spady (1994). This finding is parallel to Thorndike’s Law of Effect, which says that success reinforces learning, motivates, builds confidence, and encourages learners to do better.

Addressing High Expectations in Students. This type of principle should address high expectations among students as F1 stated that is presenting the course outcomes give the guidelines or process for them to achieve those expectations.

F2 also gave her opinion that addressing high expectations towards the students she said, “I always do it the first day of the class for the whole semester. If you were not able to make it clear on the first day of class or meeting your expectation towards your students, there will be no direction for the students to follow.” She gave instances that in the test, “I always make sure before 60% passing and 40% passing but it is difficult to attain, we cannot deny the fact that some of our students are not fond of studying and a lot of them failed so I make it 50% passing, and it was achievable for them. In every test we have (summative and formative test), we always follow this. The students should have at least 50% correct answers in every test. Also, the students were able to reach these expectations because they already know.”

Along with this view of thought, the purpose of this principle of high expectations is intended for all students to succeed. This implies that high expectations open students’ motivational channels and access to success.

Essence of Raising Performance Standard of Students in Achieving Successful Learning. Another encouraging theme found in this study was the essence of raising the performance standard of students in achieving successful learning. As noted by F1, “It’s very much essential because it would be their standards of their outputs, standards of the things that they have to do in the future at the same time it could become a learning ground to know what is ideal for you to deliver more, for you to be resourceful. For you to achieve certain expectations, there are things that you have to consider.”

In the case of F2, “this principle was found essential because I think if only to settle on the mediocre performance you will not be able to see improvement for you students and you will not discover what they can do.” With the notion of an ultimate result, these high expectations contribute much

for developing students the habit of imposing a high standard of excellence and not be satisfied in a haphazard or mediocre performance. Despite the significance of high expectations, it is essential not to settle for less, not compromising the quality of learning. In a nutshell, high expectations increasing the level of challenges to which students are exposed and raising the standard of acceptable performance in order to be a successful individual.

Ways of motivating students beyond the limits. This subtheme was apparently established to address the utilization of resources or using their initiatives. F1 said that there were instances wherein I let them utilize some of my resources e.g., printers, other school supplies, so that it would be less for them to work since commonly, the problems are on the financial problem.

However, F2 asked, "How do I motivate my students? It is difficult to motivate my students. Honestly, sometimes I give students activities that there are significant in every activity that they had that they can add to their midterm or finals score. It is one way of motivating, but I think the most basic that you can do in every class is that, you should have varied activities so that your students would like to listen to you.

Based on the previous ways of motivating students beyond their limits as high expectations principle is concerned, this finding implies a desire to have students perform at higher levels and work with them to increase the likelihood that it happens. To raise the highest level of expectations, expect the unexpected to have expanded opportunities.

Expanded Opportunities. To understand the nature of OBE expanded opportunities principle, it is crucial to identify the different subtheme which subsumes as follows: understanding of this OBE, OBE principle, provision of multiple opportunities to students, and methods and strategies of provision.

Understanding of the OBE Principle. As understood by F1, providing students with different means on how they could achieve the course outcomes considering that the students have a different background and learning styles so, you provide the option as to in what way they could come-up the same output but different means of achieving it.

Concerning with F2s understanding of the OBE principle, "For me I think in order for OBE to be successful is to have this principle because when we say expanded opportunities, we do not just rely on what is inside the classroom. As a teacher, we should discover something that our students could learn outside the classroom because how can we say that it is OBE if we limit only to PPT and whatever they can do inside the classroom. I think it is the most important one. If it is the most important one, it could be possible if there are resources, the students must also experience first-hand experiences outside the classroom."

Based on the information mentioned earlier, the result means that the faculty members teaching BSNEd have internalized/understood the expanded opportunities principle. This finding implies that expanded opportunity is always associated with support and learning success. This further implies that learning success will expand if teachers apply these principles consistently, systematically, creatively, and simultaneously in the classroom.

Provision of multiple opportunities to students. As to the veracity of the significant responses of F1, the participants could be gleaned in Appendix E. The participant agreed by saying, "Yes. Like when we had a child find activity, and some students are affiliated or given responsibilities by other organizations. There are students financially cannot provide me an output, but they can submit it also through handwritten as long as neatly done."

Besides, for the assurance of this principle, F1 contented that orienting them with the course outcomes, they were given options how to deliver and achieve the end goal. I also ask suggestions from them as to ways that are easy for them to achieve the outcomes." On the other hand, F2 argues that "it depends on the resources that they can use and of course the lessons. One time we studied basic sign language before we did that, I allow to do a social experiment within the university of course, on what could be the reaction of other students when they see you signing. We roam around the campus, and no one is allowed to talk but sign only."

F2 however, noted, "Number one as what I have said earlier it depends but not always. Like I have said, I am really a believer in multiple intelligences, and so I did not believe that students should just stay inside the classroom. As much as possible, if there are resources, if can be done without risking them, we do that."

The findings show expanded opportunities principle of OBE provides multiple opportunities to students. This finding further connotes that the faculty members accommodate the OBE principles in evaluating the syllabus. This finding would imply that every child is a potential genius, and every learner can learn and can succeed.

As further stated by Spady (1994) as its most basic level, expanded opportunity requires staff to give students more than one chance to learn essential things and to demonstrate that learning. Initially, those who implemented OBE applied the approach to small segments of learning that students could accomplish in a relatively short time.

Provision of Methods and Strategies. With the principle of expanded opportunities, it provides methods and strategies. Generally, the faculty members pointed out that modified activities from the different students varying their interests and learning strengths are applied.

Nevertheless, another participant commented that it is difficult to have varied activities when they are not in a group, but she always makes sure that they are in a small group comprises of 3 or 4 members. In the case of the participant's opinion, it is better if there are many groups because there are varied activities. Like for example when you say, interpret your understanding of inclusive education. If you are not a believer of multiple intelligences, you can just have a paper and pencil test."

This finding simply means that the teacher handling the subject has the expanded opportunity to apply in integrating or providing different methods, strategies, and techniques in imparting knowledge to the students. This finding would imply that the learning will be enhanced through the application of a myriad teaching methods and strategies are provided to the students, and the OBE principles are expected to be used in the teaching-learning situation.

As Ramoroka (2007) viewed that OBE principles are interrelated like a chain. The outcomes are first chosen (design down). The chosen outcomes should be made clear to learners before they engage in learning activities. While clarity of focus, standards should be set for learners to reach to achieve the desired outcomes. High expectations, if learners do not reach the set standards to achieve outcomes, they are given more chance until they reach the standards (expanded opportunities). If educators do not accommodate these principles in their instructional practices, it is doubtful whether they understand OBE.

3. Conclusion

The faculty did not fully accommodate the OBE principles in their instructional and assessment practices. Both of the faculty who are interviewed did not apply the clarity of focus and design down. The faculty do not have enough training, seminars, and write shop on how to fully implement OBE in the classroom. Some of them applied the high expectations and expanded opportunity principles of OBE in their classroom practices.

As a result, the faculty's syllabus of Biliran Province State University's Bachelor of Special Needs Education Program does not fully incorporate the four OBE operating principles.

4. Recommendation

Based on the findings and conclusions of this study, the researcher recommends that experts from many sectors of SUCs be invited to provide training, seminars, or workshops in building Outcomes-based Education Syllabus for the BSNE program in an OBE, emphasizing its four operating principles.

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