



## University of San Carlos Cebu City, Philippines

### **Developing RGEC: USC's Institutional Courses in an Outcomes Based Education**

**CEAP National Convention – SMX Davao  
September 25, 2014  
Fr. Anthony Salas, svd**



### **Order of the Presentation**



- Preliminary comments
- The changing landscape of Philippine Education
- USC's Response to educational reform
- "OBE-dization" process at USC
- Constructive alignment in OBE
- Witness to the Word Program: Institutional courses



## Preliminary Comments

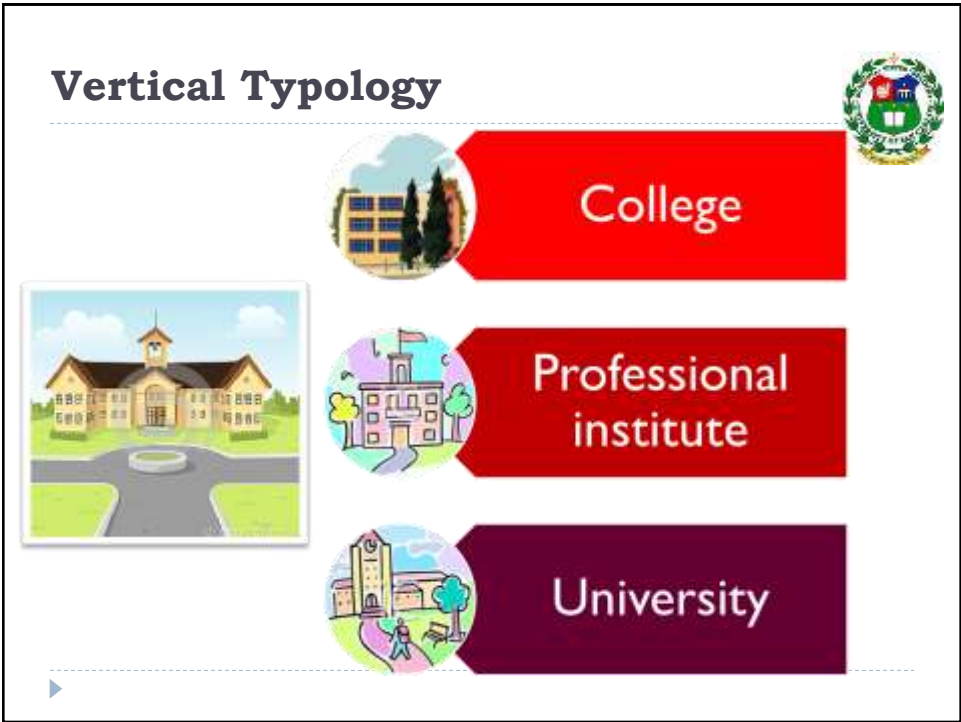


- Educational reform is a common journey and yet different experiences
- USC shares of its experience of the journey...
- USC's Institutional Courses in the context of OBE

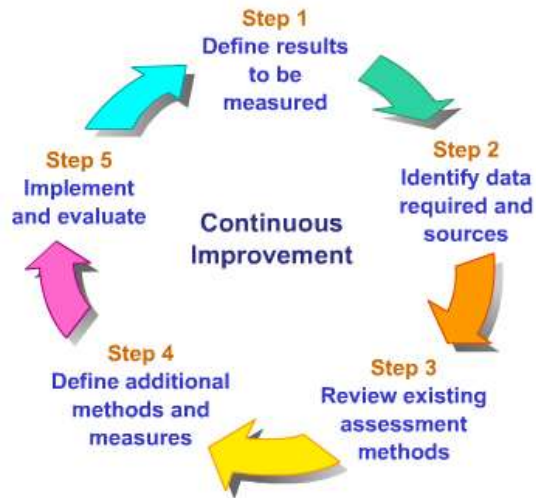
## The changing landscape of Philippine Education



Setting new standards



## Outcomes Based Education (OBE)



▶ Source://www.google.com.ph/search?q=images+of+outcomes+based+education&client=firefox-




## USC's Response to the Educational Reform




## USC Implements CMO 46





COMMISSION ON HIGHER EDUCATION  
1984

Republic of the Philippines  
OFFICE OF THE PRESIDENT  
**COMMISSION ON HIGHER EDUCATION**



OFFICIAL  
RELEASE  
CHED Central Office  
RECORDS SECTION  
C.P. Garcia Ave., U.P. Diliman, Q.C.

**CHED MEMORANDUM ORDER**  
No. 46  
Series of 2012

**SUBJECT: POLICY-STANDARD TO ENHANCE QUALITY ASSURANCE (QA)  
IN PHILIPPINE HIGHER EDUCATION THROUGH AN OUTCOMES-  
BASED AND TYPOLOGY-BASED QA**



## USC is Conscious of the ASEAN Integration 2015



## USC Aligns its Academic Programs with International Accords and scales up its Local Accreditation status



Philippines  
Accrediting  
Association of  
Schools,  
Colleges &  
Universities

PAASCU

INTEGRITY  
INITIATIVE



International  
Organization for  
Standardization

## USC links with business and Industry



- In the development and revision of curriculum
- In research activities
- Collaboration between the University Community Extension Services and the partner Companies' CSR engagements
- OJT and RLE Programs and activities
- Industry Exposure for Faculty

## USC links with business and Industry



## USC Partners with other Universities and other research institutions



- Joint research,
- Research funding
- Exchange professor, exchange students
- Working for bilateral, mutual recognition of degrees



## USC is conscious of its identity...



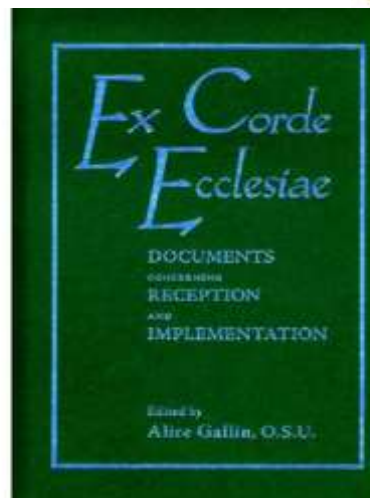
- ❑ Catholic University
- ❑ Missionary thrust of the SVD
- ❑ Grounded in the university's Vision and Mission
- ❑ Recognizing local context



## Catholic Education

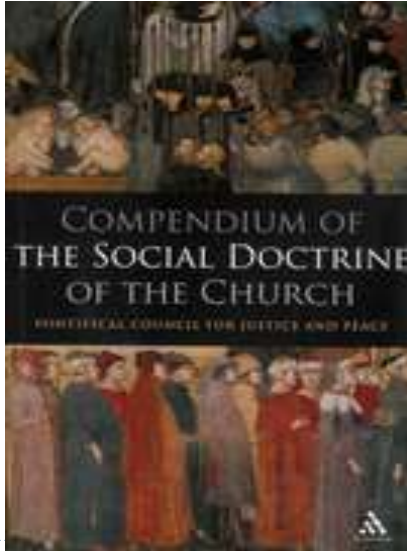


“Roles of Catholic Universities:  
Institutional commitment to the  
service of the people of God  
and of the human family”





## Social Teachings of the Church



Pope Leo XIII  
"Rerum Novarum"  
Of New Things - 1891

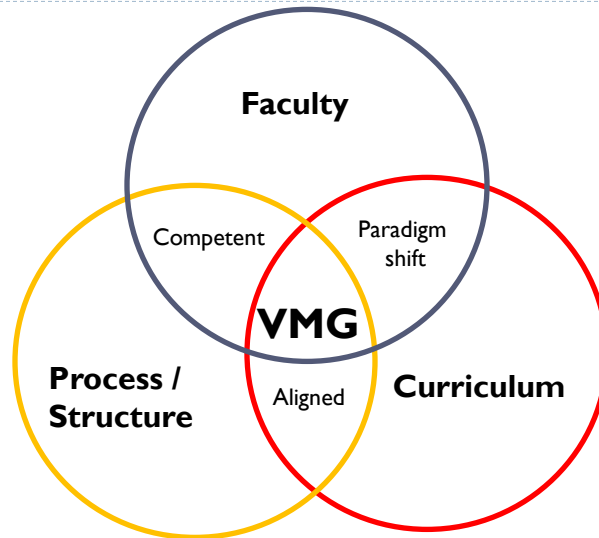
Vatican II  
"Dignitatis Hominae"  
Human Dignity - 1965

John Paul II  
"Laborem Exersens"  
Through Work - 1981

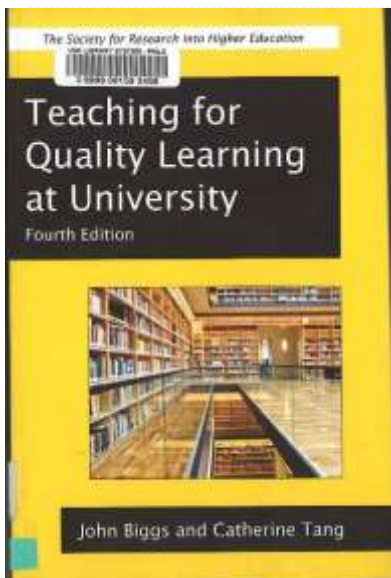
## OBE-dization Process at USC



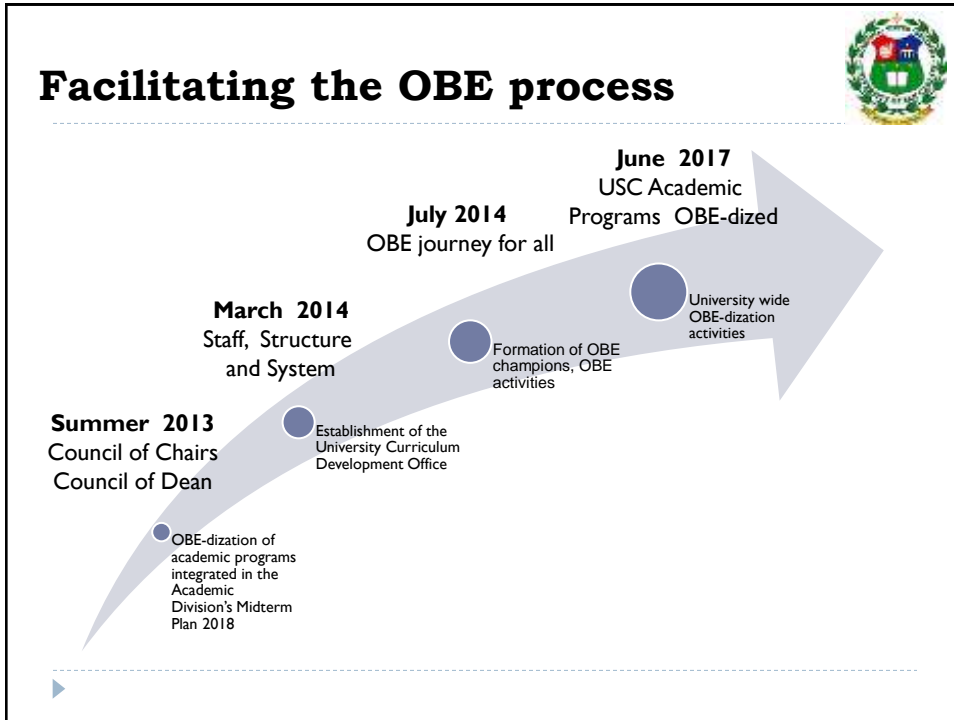
## Understanding the system



## Speaking the same OBE Language



USC Faculty in an OBE Seminar



## University-wide OBE orientation

Capacitating Faculty for  
**OBTL @ USC-COE**  
Sharing Practice & Experience

LEEK CABATOGAN  
OBTL Subject In-charge/Leadman Officer

**obe fundamentals**  
OBE Orientation and enabling seminar

Writing Program Outcomes, developing Curriculum Maps, Writing Course Outcomes with viable alignment, and Writing Intended Learning Outcomes

**Outcomes Based Education**  
USC-Wide

**WRITING COURSE OUTCOMES BY USING THE CURRICULUM MAP & PROGRAM OUTCOMES**

UCDO

## Paradigm shift for the faculty



*"I think it's an exaggeration, but that there's a lot of truth in saying that when you go to school, the trauma is that you must stop learning and you must now accept being taught."*

— Seymour Papert

▶ <http://stager.tv/blog/wp-content/uploads/2011/09/lessusmorethem.gif>

## OBE Planning of Colleges and Departments



▶

## OBE planning of Colleges and Departments



## OBE journey for all...








## Constructive Alignment in OBE



## Curriculum Alignment

- Revisiting the Institutional VMG
- Curriculum Map
- Defining Institutional graduate outcomes, program graduate outcomes, expected course competencies





## SIX POINTS OF OBE

**1 "end in mind philosophy"**

- Student Focused
- Student Capability Conscious

**4 Constructivist Philosophy**

- Change in educational perspective and mindset
- Change in Teaching and Learning Perspective

**2 Visible Alignment**

- Well-thought of and reflected upon activities
- Direct development
- Success Oriented

**5 Articulated, expressed & owned**

- Document extensive
- Subscribed to and owned by Administrators, Faculty and Students

**3 Stakeholders involved**


- Stakeholders are involved in all the stages of the educational process

**6 Assured and Assessed**

- Importance of quality assurance and assessment system in place

► Adapted from Dr. Mendoza's presentation at USC Aug. 28, 2014

## Capacitating Faculty for Level 1/2



### Expected Course Syllabus at Level 2

Department of Chemical Engineering  
University of San Carlos  
Naga, Talaand, Cebu City

## COE Template 1

#### SYLLABUS

Course Information		Teacher Information	
Course No. : CHE 411N Course Title : Phase & Chemical Equilibria of Mixtures Credit Units : 3 Pre-requisites : CHE 321 Thermodynamics 2 : CHE 323 Physical Chemistry Term : 1 <sup>st</sup> Semester, SY 2012-2013 Schedule : 8:00-9:30 WF, LBCH2C	Name : Luis K. Calatagan, MS Office : THH 10 30-12:00 m, Fri 9:30-12:00 m : Department of Chemical Engineering Contact : Email: usche411@gmail.com Phone: 3448783		
COURSE DETAILS			
<b>Course Description</b>	This course is intended for fourth-year undergraduate students of chemical engineering. It essentially deals with the thermodynamic problem of identifying and predicting mixture equilibrium states in the context of determining the manufacturability and sustainability of a proposed physical-chemical process. The topics covered include property changes on mixing, partial molar properties, fugacity calculations, vapor-liquid equilibria, liquid-liquid equilibria, solubilities of solids and gases, and chemical reaction equilibria.		
<b>Course Objectives</b>	Understanding of the properties of mixtures from a thermodynamic perspective is important in the design of units of chemical process systems. This course therefore introduces students to the terminology, theory and common models used to describe multi-component, multigaseous systems. Its primary aim is to enable students to perform thermodynamic analysis and prediction of phase and chemical equilibria of multi-component mixtures with a particular orientation to the design of industrial chemical processes.		
<b>Course Outcomes (CO)</b>		<b>Targeted Program Outcomes (PO)</b>	
<i>Upon completion of the course students should be able to:</i>		<i>Introduction (I), Analytical (A), Evaluation (E)</i>	
		1	2
		3	4
		5	6
		7	8
		9	10
		11	
CO1: describe mixtures using thermodynamic language.		I	
CO2: relate thermodynamic analysis to the design of separation or chemical reaction processes.		I	
CO3: perform thermodynamic calculations to solve problems related to mixing effects, phase and chemical equilibria.		I, E	
CO4: locate, interpret, and use thermodynamic data from scientific literature; and		I, E	



## Revisiting USC' Vision

A **WORLD** where the darkness of sin and the night of unbelief vanish before the light of the Word and the Spirit of grace

A **SOCIETY** where citizens are competent, noble in character and community-oriented,

What they know, they apply justly and honestly...

What they do not know, they seek to learn...

What they do not have, they endeavor to acquire...

What they have, they share.



## Revisiting USC' Mission

The University of San Carlos is a Catholic institution of learning that embodies the principles of academic discipline of San Carlos Borromeo and the missionary charism of the Society of the Divine Word (SVD)

We aim to develop competent and socially responsible professionals and lifelong learners in an environment that fosters excellence in the academic core processes of teaching-learning, research, and community extension service.

Our mission is to provide timely, relevant, and transformative academic programs responsive to the needs of the local, national, and global communities in a rapidly changing world.







## USC' Corporate values

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Integrity  
Excellence  
Commitment  
Social Responsibility  
Evangelization  
Leadership

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## Assessment of Current Religious Education Courses at USC

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- ▶ REED 10 – Man in Search of God
  - ▶ REED 20 – Man the Christian Believer
  - ▶ REED 30 – Christians in Worship
  - ▶ REED 40 – The Christian Witness in the Word
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## Survey of Ethics Courses in our Academic Programs



Table 1: Number of Programs/ College with Ethics Courses

COLLEGE/ SCHOOL	NO. OF PROGRAMS	NO. OF PROGRAM S W/ ETHICS	NO. OF PROGRAMS W/O ETHICS	NO. OF PROGRAMS W/ GE	NO. OF PROGRAMS W/ PROF. ETHICS
1. CAFA	7	5	2	3	2
2. CAS	19	14	5	8	6
3. COEd	10	0	10	0	4
4. COE	14	6	8	1	6
5. SHCP	2	2	0	0	2
6. SOLG	6	6	0	3	3
7. SBE	15	11	4	0	11
<b>TOTAL</b>	<b>73</b>	<b>44</b>	<b>29</b>	<b>15</b>	<b>34</b>

## Survey of Ethics Courses in our Academic Programs



Table 2: Total No. of Programs with and without Ethics Courses

TOTAL NO. OF PROGRAMS	NO. OF PROGRAMS WITH ETHICS	NO. OF PROGRAMS WITHOUT ETHICS
<b>73</b>	<b>(+1) 44 (61.6%)</b>	<b>29 (39.7%)</b>

Table 3: Total No. of Program Offerings with General Ethics

TOTAL NO. OF PROGRAMS	WITH GENERAL ETHICS
<b>73</b>	<b>15 (20.5 %)</b>

Table 4: Total No. of Program Offerings with Professional Ethics

TOTAL NO. OF PROGRAMS	WITH PROFESSIONAL ETHICS
<b>73</b>	<b>34 (46.5 %)</b>

## Defining the Institutional Graduate Outcomes



Institutional Identity	Outcomes and Competencies
<b>SCIENTIA:</b> Competent Professional	<b>“What they do not know, they seek to learn”.</b> <b>“what they know they apply justly and honestly”</b> , Critical thinker, able communicator, productive worker, reliable and dependable
<b>VIRTUS:</b> Noble in Character	<b>“What they do not have, they endeavor to acquire”</b> Leader, Lifelong-learners, Living Ethical life, Culturally grounded ,
<b>DEVOTIO:</b> Community- Oriented	<b>“What they have, they share”</b> Responsible Citizen, dedicated to mission, contributes to society,



## Witness to the Word – Institutional Courses



- ▶ Witness to the Word: Education with a Mission - 3 units
- ▶ Witness to the Word: Prophetic Dialogue – 3 units
- ▶ Witness to the Word: Carolinian Ethics – 3 Units
- ▶ **Witness to the Word : (Electives)**





## **WITNESSTO THE WORD: PROPHETIC DIALOGUE**

### **INSTITUTIONAL GRADUATE OUTCOME: WITNESSTO THE WORD**

#### ***A Witness to the Word who is...***

1. a competent Carolinian professional who exhibits critical thinking and effective communication skills in one's field of work or engagement.
2. 2) an exemplar and leader in showing integrity and honesty, dedication and commitment, charity or generosity, appreciation of Filipino culture and novelty in work, in relationships and in the continuous pursuit of knowledge for professional and personal reasons
3. 3) a Carolinian missionary who advocates or promotes evangelization, social responsibility, social justice in collaboration with others and taking into account diverse local and international contexts



### ***Witness to the Word Program Outcomes***

After having undertaken the program, the students or graduates are prepared and enabled to:

1. integrate the SVD mission in assuming their duties and responsibilities in their respective families, different work places and communities;
2. analyze and address social-moral issues pertaining to their field of specialization in the light of the Gospel values such as charity, peace, social justice, integrity and honesty, and at the same time heedful of the various cultural contexts and settings within which they live or work;
3. design and implement plan of action or programs which are relevant in their specific fields, attentive to the Filipino values and attitudes, and reflective of Carolinian and professional ethics;
4. initiate and facilitate collaborative activities with colleagues, other groups, local or international agencies and institutions in the spirit of prophetic dialogue; and
5. undertake researches that are responsive to “glocal” needs, promotive of higher values and ethical standards in research.





**Program Outcomes Map**

Courses	Program Outcomes				
	PO1	PO2	PO3	PO4	PO5
W2DW 1: Education with A Mission	✓	✓	✓		
W2DW 2: Prophetic Dialogue	✓	✓		✓	✓
W2DW 3: Carolinian Ethics		✓	✓	✓	✓



**Course # 1 Witness to the Word: Prophetic Dialogue**

Course Competencies	Program Outcomes				
	PO1	PO2	PO3	PO4	PO5
<b>Learning Episode I Competencies</b>					
<ul style="list-style-type: none"> <li>• Active listening (internalize the message of faith)</li> <li>• Creative and critical thinking (analyze the validity of a certain idea and the ramifications of certain issues as well as generate new ideas that are unique and relevant)</li> <li>• Knowledge use (apply one's learning to specific life-situations)</li> <li>• Awareness of life's meaning and purpose (Identify the meaning of life in relation to higher values)</li> <li>• Openness to growth (share one's thoughts, feelings, and faith-experiences with others)</li> <li>• Sense of self-worth (be in touch with one's dignity as a person created in God's image and likeness)</li> </ul>	x	x	X	x	x

