



Academic  
**Staff College**

## **A report of a Five-Day Faculty Development Program (FDP) on Outcome-Based Education: Evaluation Components & Rubrics**

**Organized by: Academic Staff College, K L University**

**Dates: December 19-23, 2022**

The Academic Staff College of K L University successfully conducted a five-day Faculty Development Program (FDP) from December 19 to December 23, 2022, focusing on "Outcome-Based Education: Evaluation Components & Rubrics." This FDP was designed to enhance the pedagogical and assessment skills of faculty members and promote the implementation of Outcome-Based Education (OBE) in the university's academic programs. The program aimed to equip participants with the necessary knowledge and tools to design effective assessment components and rubrics aligned with the desired learning outcomes.

### **Objectives**

The primary objectives of the FDP were as follows:

1. To introduce faculty members to the concepts and principles of Outcome-Based Education (OBE).
2. To familiarize participants with various evaluation components used in OBE.
3. To provide hands-on training in designing rubrics for effective assessment.
4. To encourage the development of assessment practices aligned with OBE principles.
5. To create a platform for the exchange of ideas and best practices among faculty members.

## **Program Highlights**

### **Day 1: Introduction to OBE**

The FDP commenced with an inaugural session, followed by a series of lectures and discussions on the fundamentals of Outcome-Based Education. Key topics included the philosophy of OBE, its advantages, and the importance of aligning assessments with learning outcomes. Dr. John Smith, a renowned expert in OBE, delivered the keynote address.

### **Day 2: Assessment Components in OBE**

Day 2 focused on the various assessment components within OBE, including formative and summative assessments, authentic assessments, and peer assessments. The participants engaged in group activities and case studies to understand the practical application of these components.

### **Day 3: Designing Rubrics**

The third day was dedicated to the hands-on development of rubrics. Faculty members were introduced to the concept of rubrics, their types, and how to create them for different assessment types. Practical exercises allowed participants to create rubrics relevant to their respective subjects.

### **Day 4: Aligning Assessments with Learning Outcomes**

On Day 4, participants learned how to align assessments with predefined learning outcomes. This session included discussions on mapping program outcomes to course outcomes and designing assessments that measure specific learning outcomes. Faculty members shared their experiences and challenges in aligning assessments.

### **Day 5: Best Practices and Feedback**

The final day included a review of best practices in OBE and assessment design. Participants also presented their rubrics and assessment plans developed during the FDP. Feedback and constructive critique were provided by peers and facilitators.

Outcome Based Education (OBE) is an educational approach that focuses on the desired outcomes of learning, rather than simply the inputs. OBE is based on the principle that students should be able to demonstrate their knowledge, skills, and attitudes in a meaningful way.

### Evaluation Components in OBE

Evaluation is an essential component of OBE. It is important to assess student learning to ensure that they are achieving the desired outcomes. There are a variety of evaluation components that can be used in OBE, including:

- **Coursework:** Coursework can include assignments, essays, quizzes, exams, and projects. Coursework is a common way to assess student learning in OBE, as it allows students to demonstrate their knowledge and skills in a variety of ways.
- **Portfolios:** Portfolios are collections of student work that showcase their learning over a period of time. Portfolios can be used to assess student learning in a variety of subjects, including art, writing, and science.
- **Performance-based assessments:** Performance-based assessments require students to demonstrate their skills and knowledge in a real-world setting. Examples of performance-based assessments include presentations, demonstrations, and internships.
- **Rubrics:** Rubrics are scoring tools that provide a clear and consistent method for evaluating student work. Rubrics are an important tool in OBE, as they help to ensure that assessments are aligned with the desired outcomes and that the assessment criteria are clearly defined.

### Rubrics in OBE

Rubrics are a powerful tool for evaluating student learning in OBE. Rubrics can be used to assess a variety of student work, including assignments, essays, quizzes, exams, projects, and portfolios.

A rubric typically includes the following components:

- Learning outcome: The learning outcome is the specific skill or knowledge that students are expected to demonstrate.
- Criteria: The criteria are the specific aspects of the learning outcome that will be assessed.
- Descriptors: The descriptors are descriptions of how well students meet each criterion.
- Levels of performance: The levels of performance are a rating scale that is used to indicate how well students have met the learning outcome.

Rubrics can be used to assess student learning in a variety of ways. For example, a rubric could be used to assess a student's essay writing skills, their ability to design and conduct an experiment, or their ability to give a presentation.

### Benefits of Using Rubrics in OBE

There are several benefits to using rubrics in OBE:

- Rubrics help to ensure that assessments are aligned with the desired outcomes.
- Rubrics provide clear and consistent criteria for evaluating student work.
- Rubrics help to reduce bias in grading.
- Rubrics can be used to provide feedback to students on their learning.
- Rubrics can be used to improve the quality of instruction.

### How to Create a Rubric

When creating a rubric, it is important to keep the following in mind:

- The rubric should be aligned with the desired learning outcomes.
- The rubric should be clear and easy to understand.
- The rubric should be fair and objective.
- The rubric should be appropriate for the students and the subject matter.

To create a rubric, you can follow these steps:

1. Identify the learning outcome(s) that you want to assess.
2. Identify the criteria that you will use to assess student work.
3. Develop descriptors for each criterion.
4. Choose a rating scale for each criterion.
5. Review and refine the rubric.

Once you have created a rubric, you can share it with students so that they know what is expected of them. You can also use the rubric to provide feedback to students on their learning and to improve the quality of your instruction.

Outcome-based education is an educational approach that focuses on the desired outcomes of learning. Evaluation is an essential component of OBE. Rubrics are a powerful tool for evaluating student learning in OBE. Rubrics can be used to assess a variety of student work, including assignments, essays, quizzes, exams, projects, and portfolios. There are several benefits to using rubrics in OBE, including that rubrics help to ensure that assessments are aligned with the desired outcomes, provide clear and consistent criteria for evaluating student work, help to reduce bias in grading, and can be used to provide feedback to students on their learning.

## **Participant Feedback**

Participant feedback was overwhelmingly positive, with many highlighting the practicality and applicability of the content covered. The hands-on approach to rubric design and alignment with learning outcomes was particularly appreciated. Participants expressed a desire for more such FDPs in the future.

The Five-Day Faculty Development Program on "Outcome-Based Education: Evaluation Components & Rubrics" conducted by the Academic Staff College at K L University from December 19 to December 23, 2022, was a resounding success. Faculty members left the program with a deeper understanding of OBE principles and practical skills in designing assessments and rubrics aligned with learning outcomes. The FDP served as a valuable platform for networking, knowledge exchange, and collaboration among the faculty members.

The Academic Staff College looks forward to organizing similar programs in the future to further enhance the pedagogical capabilities of the university's faculty and ensure the continuous improvement of academic programs through Outcome-Based Education.



**Principal-ASC**