

Outcome-based assessment of student learning and performance

Outcome-Based Education (OBE) is a methodology of curriculum design and teaching that emphasizes what students could do after they are taught. The purposes of OBE are to make all learners fully equipped and empowered at graduation and maximize the conditions of success. The three premises of OBE's philosophy include (i) all students can learn and succeed, (ii) success breeds success, and (iii) universities control the conditions of success. Further, the four power principles of OBE are the critical determinants of the conditions of success. Those are (i) clarity of focus on outcomes of significance, (ii) expanded opportunity for all to succeed, (iii) high expectations for all, and (iv) design down from your ultimate outcomes. OBE is powerful when one should apply those four principles consistently, systematically, creatively, and simultaneously. It focuses on the critical questions as follows: (i) What should the students learn, (ii) What is the motivation for the students to learn it, (iii) How can the academic institution and its resources help students learn it, and (iv) How will it be determined what the students have learned (assessment).

Moreover, outcome-based assessment is the culminating part of OBE. It is the deliberate gathering of evidence of student learning on the basis of outcomes. It is useful for analysing how the course contributes to student achievement in the program. Assessment tools include summative assessment, formative assessment, continuous assessment, performance-based assessment, authentic assessment (rubrics), etc. Such assessment is directly linked to three crucial commitments, which include (i) confirm that assessments of learning are clear, applied reliably, and are consistent with learning outcomes (Los); (ii) design tools to both measure and allow student learning, and (iii) learn around developments in effective pedagogies. The purpose of outcome-based assessment of student learning encompasses (i) to aid programs to identify areas for growth and improvement based on the assessment results, (ii) to inform policymakers of the contributions and impact of the program on students' growth and

development, (iii) to demonstrate "what the program is accomplishing" and "what it is performing to improve student learning continuously," and (iv) to support the decision-making activities such as curriculum and program reviews, strategic planning, and external accreditation.

Outcome-based assessment denotes the assessment process must be aligned with Los. It should aid the learners in their development (formative assessment) and authenticate the intended Los's accomplishment at the end of the process (summative assessment). It should be adapted based on the type of outcomes that it is emphasized on appraising. Besides, academic performance is the extent to which a student has attained their educational goals. The real student performance is denoted through their average earned grades in the direct-assessment tasks related to each course learning outcome (CLO). It is utilized as direct evidence of student learning.

Such assessments offer information about students' knowledge and skills, provide objective data on student learning, and show steps for further improvement.