

Extent to which the Competencies for the General Education Realized in BIBCHUR

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ABSTRACT

This study uses a descriptive-evaluative approach in determining students' perspectives in one of their courses, Bible and Church (BIBCHUR). The goal is to evaluate competencies/learning outcomes developed by the Commission on Higher Education (CHED) of the Philippines for the Revised General Education Curriculum (RGEC) vis-à-vis the new GE Institutional Requirement course Bible and the Church offered at De La Salle-College of Saint Benilde. Results of the qualitative study show that the five Intellectual General Education (GE) Competencies identified by CHED were realized in BIBCHUR only to a moderate extent. There is a need to enhance the language, information processing, and reasoning skills by giving students more reflective activities to highlight outcomes than knowledge. In conclusion, to make the course more relevant to the students, re-training of teachers in the implementation of OBE, learning management system (BigSky), and Inclusion, especially in the areas of delivery, assessment, and grading should be reconsidered.

1. Introduction

1.1. Background of the Study

The need for a research design that addresses issues in the educational method has been challenged by researchers in different domains of Education (Nieveen & Folmer, 2013). There is an apparent lack of relevance of much academic research for educational practice. It is often “divorced from the problems and issues of everyday practice, which results in a credibility gap” (Nieveen & Folmer, 2013. p.11). Hence, it develops a need for new research approaches that directly tackle issues of educational practice that lead to the advancement of usable knowledge. Formative evaluation helps the course designer increase the likelihood of achieving curriculum goals. Therefore, it holds a prominent place in curricular design. It provides the information that feeds the optimization of the intervention and the cyclical learning process of curriculum developers during the subsequent loops of a design and development trajectory (Van den Akker, 2013).

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Formative evaluation is commonly conducted during the development or improvement of a program or course to apprise the stakeholders about the trends in results, whether the goals of the program are likely to be fulfilled, for instance which program activities are going well, what should be improved, and the overall program value and impact (Brinkman, 2010).

Evaluation means the systematic collection of information to inform decisions to design and improve the outcome (Flagg, 2013). It is the making of judgments based on systematically collected data. Formative evaluation corrects the mistakes made before this instructional design process. The term formative implies that the evaluation process occurs while the materials are still being developed (Stetler et al., 2006). The purpose is to identify the barriers to successful implementation and seek to identify weaknesses in instruction to develop prescriptions for improving it (Henderson et al., 2020).

In the study conducted by Blyth & Davis (2013), formative evaluation became the central part of the development of instruction that resulted in a more learner-centered curriculum. Furthermore, the research by Wagner (2017) on formative evaluation resulted in changes in lesson plans and program resources to reduce burden. Similarly, Lindberg & Laine's (2018) study showed that learning showed retention and engagement among students through formative evaluation and uncovered issues guiding further curriculum development.

The researcher thoroughly study the complexity of implementation projects using formative evaluation. The end goal is the improvement of learning activities and designs to improve the quality of instructions (Richards & DeVries, 2011).

The Philippines' Commission on Higher Education had developed an outcomes-based approach to quality assurance monitoring and evaluation to significantly increase higher education quality, efficiency, and effectiveness. It was based on outcomes, particularly the intended, implemented, and achieved learning outcomes (CMO No. 46, series of 2012). Hence, the purpose of Higher Education Institutions in the Philippines is to move onwards using Outcomes-Based Education (OBE) approach. The purpose is to prepare the students to meet the highest standards of their particular profession. Outcomes-Based Education refers to what the learner is expected to know and do and what skills and knowledge they need to acquire when they exit the school system (Espiritu & Budhrani, 2015).

In March 2013, the office of the Commission on Higher Education (CHED) had released its Memorandum Order No. 20, Series of 2013 entitled, "General Education Curriculum: Holistic Understanding, Intellectual, and Civic Competencies." The total of nineteen General Education competencies are enumerated as follows; intellectual competencies, personal and civic responsibilities, and practical skills. It guided all Higher Education Institutions (HEIs) in the country in crafting their respective General Education programs. The main goal of the New General Education curriculum is to expose undergraduate students to various domains of knowledge and ways of comprehending social and natural realities, developing in the process, intellectual and civic capacities. Moreover, the new General Education curriculum was reduced to a minimum of 36 units. Following the standards set by the Commission on Higher Education, the Theology and Philosophy Area had also trimmed down its four courses into three. For example, BIBSTUD (Bible Study), DYNAREL (Dynamics of Religion), and CATHWOR (Catholicism in the Modern World) were combined to form the BIBCHUR (Bible and Church) Course. BIBCHUR is henceforth used in this study. Additional courses were created: MARFAMI (Marriage and Family Life) and REEXSPI (Religious Experience and Spirituality).

The researcher had examined the extent to which the Intended Learning Outcomes have been realized in the BIBCHUR course. These outcomes were classify into intellectual, personal, and

civic responsibilities and practical skills. Through formative evaluation, the researcher identified the curriculum's weaknesses and developed prescriptions for improvement (Henderson et al., 2020).

1.2. Statement of the Problem

This study focused on determining the extent to which the Intended Learning Outcomes identified in CHED's Competencies for the General Education Curriculum have been realized in BIBCHUR course. It sought to answer the following research questions:

1. To what extent have the Intended Learning Outcomes identified by the Commission on Higher Education (CHED) for the General Education realized in the BIBCHUR (Bible and Church) course?
2. What is the impact of the course on the students' intellectual, personal, and civic responsibilities and practical skills?

1.3. Significance of the Study

This study is significant for the Theology/Philosophy Area of the College of Saint Benilde and all Higher Education Institutions for the following reasons:

First, the results of this study will be crucial in identifying some theories that students are having difficulty understanding and mastery of the learning standards in BIBCHUR.

Second, this study was of enormous importance to the faculty who prepared the materials and delivered instructions, carried out activities in the classroom, and, more importantly, the students who are the reasons for such changes in the curriculum.

Third, this study opens an opportunity for the deaf to evaluate using the same CHED competencies to determine the extent to which the Intended Learning Outcomes are realized in the BIBCHUR (Bible and Church) course.

Fourth and last, this study may serve as a model for further research on the other Institutional Requirement courses in the General Education Curriculum in determining the congruence between CHED's stated competencies and outcomes in General Education and the remaining three Institutional Requirement courses offered in the Theology/Philosophy Department in College of Saint Benilde, namely, Critical and Creative Thinking (CRITHNK), Marriage and Family Life (MARFAMI), and Religious Experience and Spirituality (REEXPI).

1.4. Scope and Delimitation of the Study

The scope of the study is focused on determining the extent to which BIBCHUR course outcomes met the CHED's Competencies for the General Education Curriculum and the impact of the course on the students' intellectual, personal, and civic responsibilities and practical skills. The participants in this research are college students who took BIBCHUR during the first term of School Year (SY) 2021-2022.

2. Review of Related Literature

2.1. What Is Formative Evaluation?

The main concept underlying formative evaluation is the method designers use to obtain data for revising their instruction to make it more efficient and effective. It involves data collection and information during the development process that can be used to improve the effectiveness

of the instruction (Carey, (2009). The main intention of a formative evaluation is to present a measure to both the students and instructor and find them where they stay in their course of study. The instructor would adjust and make a few variations with this measure so that the studies aren't affected. With the help of formative evaluations, the instructor and students are more interested in learning (Reddy, 2021). Formative evaluations enhance or improve the program being evaluated – they help form it by examining the delivery of the program or technology and the quality of its implementation. It is usually undertaken early in the development of the program to inform the providers and stakeholders about the trends in results whether the goals of the program are likely to be fulfilled. The formative evaluation results are then incorporated into the program with the necessary adjustments to improve program implementation (Janus & Brinkman, 2010). The main goal of formative evaluation is to judge the quality of the measurements of outcomes within the instructional context. Within this process of evaluation, it will provide practice in applying, demonstrating, and extending knowledge skills and attitudes. It will help the teachers to adjust their learning styles and consider evaluation results in deciding what to instruct to students. Finally, the results of the evaluation will provide the stakeholders important information to revised the program.

2.2. Importance of Formative Evaluation

Formative evaluation is necessary for behavior change projects and community-engaged ones. This category of projects needs formative evaluation as they are complex and require few monitoring processes. Moreover, formative evaluation is mandatory to face unexpected outcomes and respond to emergent properties.

When you are unable to follow and capture successful feedback, formative evaluation can be observed as it enhances the implementation of the project. There are more chances to achieve the project's outcome in this way. The various process changes are well understood with the help of formative evaluation. The actual reason for what works, what does not work, and why such things happen are provided by formative evaluation. In this way, the project can be made successful by gathering more knowledge required and enhancing future project design and implementation (Reddy, 2021).

In a study by Liu Ren, this study investigated teaching effectiveness through the lens of student engagement and learning gains for instructors to think about student-centered teaching improvement. The purposes of this study were to 1) develop and validate the psychometric properties of the Middle Semester Classroom Survey of Student Engagement and Learning (MS-CSSEL) survey used to measure student classroom engagement and learning gains, and 2) develop a systematic formative evaluation approach for teaching improvement through the lens of students' learning. The formative evaluation model using the MS-CSSEL survey was conducted with seven instructors in Chinese higher education institutions. The multidimensional Rasch modeling approach and qualitative methods were used for answering the research questions. Findings of this study were: 1) the MS-CSSEL survey was a valid and reliable measurement instrument for evaluating students' classroom engagement and learning gains; 2) the instructors shared positive attitude towards the designed formative evaluation approach using the MS-CSSEL survey; 3) instructors were able to adjust teaching practices according to the evaluation results, but there were still some challenges, and 4) students perceived some benefits in participating in the MS-CSSEL survey for their learning and held a positive attitude towards the function of the formative evaluation approach on teaching improvement (Liu, 2021).

2.3. Outcomes Based Education

In the Philippines, Commission on Higher Education (CHED) ventured into outcomes-based education approach quality assurance monitoring and evaluation because it can significantly increase the effectiveness of quality assurance systems and higher education quality, efficiency, and energy. Mature evaluation systems are based upon outcomes, looking particularly into the intended, implemented, and achieved learning outcomes (CMO No. 46, series of 2012). Outcomes-Based Education is also known as standards-based education that is centered on goals. This particular theory is centered on learning outcomes, which means that we are shifting from our focus on outcomes, unlike the old perspective which focus on inputs or contents such as how many hours students would spend on class and what textbooks are provided, outcomes may include a range of skills and knowledge that is concretely measurable. Outcomes-Based Education is focused on the needs of the students and focused on helping the students reach the goals or outcomes of a particular course. It encourages faculty to be more responsible for teaching, assessing program outcomes, and motivating participation from students. In the CHED Handbook on Typology Outcomes-based Education (2014), assessment is explained as one or more processes that identify, collect, analyze, and report data that can be used to evaluate the achievement of learning outcomes. This implies that there is no single best type of assessment. The primary consideration is that the assessment reflects the learning outcomes; the review should be aligned with the learning outcomes. CHED Handbook (2014) continues that the alignment of learning outcomes, content, methodology, and assessment cannot be overemphasized. Whether the evaluation is direct, indirect, quantitative, qualitative, formative, or summative, it is essential to remember that it should be appropriate to the learning outcomes.

CHED's "A Handbook on Typology, Outcomes-Based Education, and Institutional Sustainability Assessment" This handbook discusses horizontal and vertical typologies of HEIs since their type will be the basis of their quality outcomes (Part II). It also guides HEIs on implementing outcomes-based education (Part III) and outcomes-based quality assurance, specifically institutional sustainability assessment (Part IV). Finally, it contains terms relevant to quality, quality assurance, outcomes-based education, and others (Part V).

The outcomes-based approach is entirely student-centered, which focuses on what students know and can do. Sharpening the focus onto student learning outcomes goes beyond mere tinkering with traditional structures and methods; it constitutes a paradigm shift in educational philosophy and practice (Tam, 2014).

2.4. The General Education Competencies/Outcomes

CMO 20 s. 2013 specifies the General Education Outcomes. Student learning outcomes are categorized into intellectual competencies, personal and civic responsibilities, and practical skills. Commission on Higher Education (CHED) wanted all HEIs to develop the following competencies-based outcomes across courses.

Table 1.

General Education Competencies/Outcomes (CMO #20 s-2013)

INTELLECTUAL COMPETENCIES:	
1	develop an extraordinary level of comprehension (textual, visual, etc.).
2	become competent and effective communicator (writing, speaking, and using new technologies).
3	understand fundamental concepts across the domain of knowledge.
4	enhance critical and creative thinking.
5	use variety of analytical modes (quantitative and qualitative, artistic and scientific, textual and visual, experimental, observation, etc.) in addressing problems methodically.

PERSONAL AND CIVIC RESPONSIBILITIES:	
6	acknowledge the human condition.
7	utilize my capacity to describe the human experience personally.
8	view the contemporary world from both Philippine and global perspectives.
9	become confident in knowing and being a Filipino.
10	improve my ability to reflect critically on shared concerns and think of new creative solutions guided by ethical standards.
11	develop my capacity to reflect on moral norms as they affect individuals and society.
12	use my gift to acknowledge artistic beauty
13	develop my understanding and respect for human rights.
14	contribute personally to the development of our country
PRACTICAL SKILLS:	
15	work efficiently in a group.
16	use information technology in doing research.
17	handle technology responsibly.
18	enhance my ability to solve problems (including real-world situations).
19	advance basic work-related skills and knowledge.

Note. General Education Learning Outcomes.

The main goal of higher education, is to develop not only knowledgeable and competent graduates in a particular field but also well-rounded individuals who appreciate knowledge in a general sense, are open-minded because of it, secure in their identities as individuals and as Filipinos, and cognizant of their role in the life of the nation and the larger community (CMO-No.20-s2013).

2.5. The Goals and Context of the New General Education

CHED's Memorandum Order No. 20, Series of 2013 entitled, "General Education Curriculum: Holistic Understanding, Intellectual, and Civic Competencies," This CMO provides the framework and rationale of the revised GE as a paradigm shift and in the context of the K to 12 curricula based on college readiness standards. It sets the goals, outcomes, competencies, revised core values, and electives. It also includes capacity building for start-ups and continuing sustainability programs. Finally, it is a set of minimum standards for the general education component of all degree programs that applies to private and public Higher Education institutions.

The pre-requisite to the success of general education is the unity of its goals with those of higher education. Of the four missions of Philippine higher education articulated by the Commission on Higher Education (CHED), the first precisely describes the goal of general education, namely; To produce thoughtful graduates imbued with 1) values reflective of a humanist orientation (e.g., fundamental respect for others as human beings with intrinsic rights, cultural rootedness, and a vocation to serve); 2) analytical and problem-solving skills; 3) the ability to think through the ethical and social implications of a given course of action; and 4) the competency to learn continuously and throughout life that will enable them to live meaningfully in a complex, rapidly changing and the globalized world while engaging in their community and the nation's development issues and concerns (CMO-No.20-s2013).

2.6. CHED's Memorandum Order No. 46, Series of 2012

CHED's Memorandum Order No. 46, Series of 2012 entitled, "Policy-Standard to enhance Quality Assurance (QA) in Philippines Higher Education Through an Outcomes-Based and Typology-Based QA," discussed the state's role in providing quality education to its citizens. It also discussed how quality in higher education had been defined in different ways, often as

“excellence” or “fitness for purpose,” but also as “transformation” of stakeholders, especially for mature institutions.

2.7. The Bible and Church

The word “Church” (Latin *ecclesia*, from the Greek *ek-ka-lein*, to “call out of”) means a convocation or an assembly. It designates the assemblies of the people, usually for a religious purpose. *Ekklesia* is used frequently in the Greek Old Testament for the assembly of the Chosen People before God, above all for their assembly on Mount Sinai, where Israel received the Law and was established by God as his holy people. BIBCHUR is a dialogue of life towards a proper understanding and appreciation of the relevance of the Holy Bible in our lives and our contemporary society. Guided by the values of the Sacred Scripture, this course will be a source of inspiration for the future Christian community as we face different challenges of life; and a source of appreciation towards the liberating dynamics of our Catholic Church addressing a genuine Christian community life. In a study entitled *A literature review of spirituality in the transformative learning process of students in higher education, with implications for online learning*. The purpose of this study was to understand the impact of spirituality in higher education. This literature review explored the role of spirituality in the transformational learning process of students in higher education. In order for transformational learning to be comprehensive and authentic, the spiritual dimension must be considered in the transformative process. The ultimate goal of Christian spirituality is to bring glory to God as the individual (the student/learner) is being restored (renewed, transformed) back to the wholeness that God had intended from the beginning. For this particular literature review, the most important 35 empirical studies out of a pool of 55 were considered. Eventually, 27 empirical studies were considered noteworthy it showed that spirituality has a positive correlation with activities related to students’ overall transformative learning and outcome while in college. The recent works of Wollert (2003), Roberts (2009), and Tran (2010) revealed a link between spirituality and the process of transformative learning. For the transformative process to be complete and comprehensive, these studies suggested an expansion of Mezirow's TLT(Transformative Learning Theory).

Studies on spirituality in higher education showed that spirituality has a positive correlation with activities related to student's overall transformative learning and outcome while in college. Leaders in higher education, both in secular and Christian institutions, understand the value of promoting spirituality in the life of the college student. Spirituality as an essential element of the student's transformational learning in secular higher education is not only rational but also practical. More specifically, spirituality in Christian higher education (both on-campus and online) is an absolutely essential element in the student's transformative learning development and outcome, and for that reason, it should not be overlooked (Banez, 2016).

2.7. Related Studies on Formative Evaluation

In the previous study on “OBEdizing” The New General Education Course Mathematics in the Modern World: An Attempt to Do It Right [A Formative Evaluation-Students’ Perspectives]” (Blay, 2019). This formative evaluation on the new General Education programs is the first attempt of De la Salle College of St. Benilde to determine the extent to which the goals and intended learning outcomes set by the Commission on Higher Education (CHED) for the Revised General Education Curriculum(RGEC) are realized. For this initial project, formative evaluation was done for the lone mathematics in the new General Education curriculum, the Mathematics in the Modern World (MMW/MATWRLD). With the five intellectual competencies (Knowledge) and the five practical skills being realized to a great extent, as well

as the nine competencies under personal and civic responsibilities realized to a moderate extent according to students, this research concluded that “the school is doing it right” The power of formative evaluation for enhancing teaching and learning during the early implementation stage of any program or activity, be it big or small, cannot be overemphasized. Through the results of this study, earlier validations presented in various OBE-focused research are proven true: that is, the role of students in all curriculum decisions is of enormous importance. Therefore, formative evaluation should be administered to revise, if the need arises, and improve any educational program,

Muşlu, (2015), A study using formative evaluation done at Anadolu University School of Foreign Languages shows how program evaluation has a vital role in education. To better meet the needs of the students, the lessons are tested to be made more effective. One of these courses is the writing skills course, and this study was designed to evaluate the writing skills course conducted at Anadolu Üniversitesi Yabancı Diller Yüksek Okulu da(AÜYDYO) in the 2005-2006 Fall semester. This study aimed to find out the views of the English instructors about the writing skills program conducted with the process-type approach. The study participants are 48 English instructors working at AUYDYO and teaching writing skills. The researcher developed a questionnaire to determine the opinions of English instructors about the writing lesson. Descriptive statistics were used to analyze the questionnaire. After the data analysis, results revealed that the instructors generally had favorable opinions about the writing skills program. Still, there were some problems in the course material used, the evaluation criteria, and the writing skills competition held during the semester. The participants stated that the improvement of the materials used and the elimination of the problems in the summer work would contribute to the development of a more effective writing skills program.

The literature reviewed tells of the importance of formative evaluation to judge the quality of the measurements of outcomes within the instructional context. In Outcomes-based-education, the needs of the students were emphasized as it helps the students reach the goals or outcomes in the course. BIBCHUR course will be a source of inspiration for the students in creating a Christian community as we face different challenges in life. The related studies provided a wide range of examples of the value of formative evaluations to improve educational programs.

3. Theoretical Framework of The Study

The development of the Revised General Education Curriculum was anchored on Outcomes-Based Education which means focusing and organizing everything in an educational system around what is essential for all students to do successfully at the end of their learning experiences. This means starting with a clear picture of what is important for students to do, then organizing curriculum, instruction, and assessment to make sure this learning ultimately happens. The keys to having an outcome-based system are: 1) Developing a clear set of learning outcomes around which all of the system’s components can be focused. 2) Establishing the conditions and opportunities within the system that enable and encourage all students to achieve those essential outcomes. (Spady, 1994).

While each academic degree program focuses on the program outcomes, General Education has no specific concentration. Still, it has its outcomes developed by the Commission on Higher Education (CHED), which are categorized into (1) Intellectual competencies – Knowledge, (2) Practical Skills, and (3) Personal and Civic Responsibilities – Values. Therefore, General Education lays the groundwork for developing a professionally competent, humane, and moral person (CMO No. 20, S-2013). Thus, this research will adopt the “Logic Model” to determine the extent to which the Intended Learning Outcomes identified by the Commission on Higher

Education (CHED) for the General Education realized in the institutional requirement course Bible and Church (BIBCHUR) perceived by the students.

The Logic Model serves as a “kind of road map that provides a way for a project team to plan their activities, to articulate what resources they’re going to use and how they’re going to use them and finally, how they’ll measure the results of their activities.” (Eaton, 2010, p.3). It provides framework that helps researchers plan what you will do and how you will do it and what you expect to happen as a result of evaluation to make the project more accessible. (Eaton, 2010, p. 8). Essentially, “a logic model helps with evaluation by setting out the relationships and assumptions, between what a program will do and what changes it expects to deliver.” (The Strategy Unit, 2016, p. 3). It also helps define the various elements of your program, which creates the foundation for measurement and evaluation. (Ibid.)

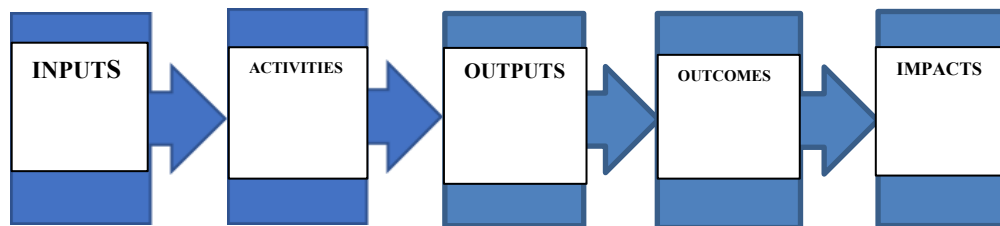


Figure 1. Tabular Format of the Logic Model. (The Strategy Unit, 2016, p. 9)

Note. Input, Activities, Outputs, Outcomes, and Impacts.

Logic models vary in what they include. Eaton (2010) described five elements of a logic model. The goals or objectives should have a direct link to the outcomes. First, inputs and resources; inputs are what the team has at hand in order to achieve the identified goals. It answers the question, “What resources do we have available to us?”. Resources may includes materials, equipment and tools. Second, activities and strategies; outline concrete actions team members will take. It answers the question, “What are we going to do to achieve our goals?” Third, outputs and short-term results; they are direct results of your activities. It answers the question, “What are the short-term results of our work?” Fourth, outcomes and individual success indicators; End results are often expressed as indicators of success at an individual level. This includes individuals who have been impacted by the project, such as a workshop participant, an attendee at a seminar, or other beneficiaries of the activities done during the project. Outcomes and success indicators answer the question, “How will people change their activities, behavior, and knowledge due to this project?”

3.1. Conceptual Framework

1. The model consists of Formative Evaluation as the main tool for evaluating the learning outcomes of the new General Education Curriculum specifically Bible and Church (BIBCHUR). The model is anchored on the Logic Model to formatively evaluate if the learning outcomes for the General Education identified by the Commission on Higher Education (CHED) as stipulated in CMO no. 20, series of 2013 have been realized with students as the evaluators. Also, the proponent would like to find out what is the impact of the course on the students’ intellectual, personal, and civic responsibilities and practical skills.

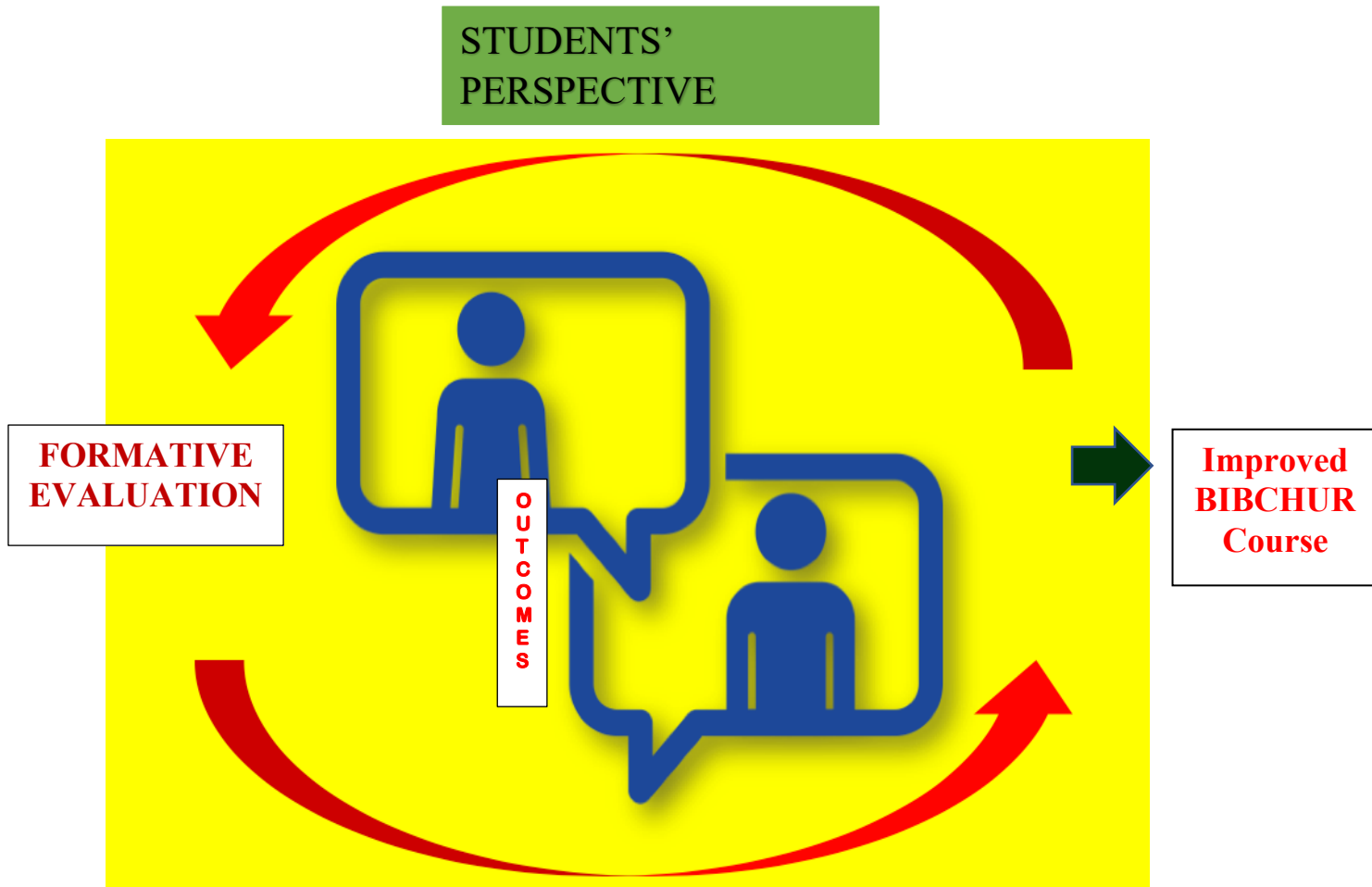


Figure 2. The Conceptual Framework for the Formative Evaluation of the General Education institutional requirement course Bible and the Church (BIBCHUR)

Note. Formative Evaluation, Students' Perspective, General Education Learning Outcomes, and Improved BIBCHUR Course

4. Methodological Analysis

4.1. Research Method

This study used the descriptive-evaluative research design. It evaluated to what extent have the Intended Learning Outcomes identified by the Commission on Higher Education (CHED) for the General Education realized in the BIBCHUR (Bible and Church) course at De La Salle-College of Saint Benilde.

It is descriptive because it does not intend to manipulate variables as in experimental research or explain the cause and effect as in the correlational study. It is evaluative because it seeks to evaluate how the Intended Learning Outcomes identified by the Commission on Higher Education (CHED) for the course BIBCHUR have been realized. As the term suggests, descriptive research methods describe situations, explain conditions, and make reasonable predictions. In addition, in terms of the qualitative part, the respondents will be answering the course's impact on the students' intellectual, personal, and civic responsibilities and practical skills.

4.2. Participants

The participants in this research are college students taking the course BIBCHUR who were enrolled during the 1st term of SY2122. Sampling is purposive because it includes only students enrolled in the General Education Institutional Requirement course BIBCHUR during the first term of SY2122. Furthermore, since the survey questionnaire is online, only those with better connectivity and robust bandwidth are included. Those who didn't have gadgets and full connectivity were excluded from the survey. Moreover, the researcher did not include the School of Deaf Education and Applied Studies (SDEAS) since they are not in a regular class and no mainstreaming is done.

4.3. Data Collection Procedure

Data gathering was done towards the end of the first term, SY2122. The researcher sought permission to conduct this research from the Theo/Philo Area Chairperson and the students enrolled during the 1st Term of SY2122. The teachers will give the students enough time to read the informed consent and decide whether to participate in the research.

4.4. Data Analysis Procedure

A researcher-made instrument for students was used as the main data-gathering tool in this research. This was patterned after Commission on Higher Education (CHED's) nineteen competencies or outcomes for the Revised General Education. The questionnaire was validated by experts and tested for validity and reliability. Content validators are three senior faculty of the Theology-Philosophy area teaching the course and two research experts from the School of Multidisciplinary Studies. The questionnaire is in Likert scale form composed of nineteen statements with five-under intellectual competencies, nine under personal and civic responsibilities, and five for practical skills. A scale of zero (0) to four (4), with the following choices were used: 4 (to a very great extent-VGE); 3 to a (to a great extent-GE); 2 (to a moderate extent-ME); 1 (to a slight extent-SE); and 0 (not applicable). The statements in the instruments are the nineteen competencies or outcomes developed by CHED as stipulated in CMO #20 s-2013; In addition to these statements, there is an open-ended question asking about what is the impact of the course on the students' intellectual, personal, and civic responsibilities and practical skills.

5. Presentation and Analysis of Data

5.1. Presentation of Findings

5.1.1. The Respondents

The respondents were all enrolled in BIBCHUR during the first term of SY2021-22. Eleven sections, with one hundred seventy-six (176) students participated in the online survey. This is equivalent to 49% participation. There are four programs that participated in the online survey. They are the following; School of Management and Information Technology (SMIT). School of Hotel and Restaurant Institution Management (SHRIM), School of Design and Arts (SDA), and School of Diplomacy and Governance (SDG). They are mostly eighteen years old and freshmen students. Most of them are part of the Roman Catholic Religion. The online survey was open from November 12, 2021, to December 7, 2021.

5.1.2. The Research Problems

Research Problem 1. To what extent have the Intended Learning Outcomes identified by Commission on Higher Education (CHED) for the General Education realized in the BIBCHUR (Bible and Church) course?

Table 2.

Summary of the results for all schools (School of Design and Arts (SDA), School Diplomacy and Governance (SDG), School of Hotel and Restaurant Institution Management (SHRIM), and School of Management and Information Technology (SMIT))

INTELLECTUAL COMPETENCIES: BIBCHUR helps me		Mean	Interpretation
1	develop an extraordinary level of comprehension (textual, visual, etc.).	3.23	ME
2	become competent and effective communicator (writing, speaking, and using new technologies).	3.14	ME
3	understand fundamental concepts across the domain of knowledge.	3.34	
4	enhance critical, and creative thinking.	3.29	ME
5	use variety of analytical modes (quantitative and qualitative, artistic and scientific, textual and visual, experimental, observation, etc.) in tackling problems methodically.	3.16	ME
Aggregate Mean for Intellectual Competencies		3.22	ME
PERSONAL AND CIVIC RESPONSIBILITIES: BIBCHUR helps me			
6	acknowledge the human condition.	3.64	GE
7	utilize my capacity to describe the human experience personally.	3.51	GE
8	view the contemporary world from both Philippine and global perspectives.	3.32	GE
9	become confident in knowing and being a Filipino.	3.25	ME
10	improve my ability to reflect critically on shared concerns and new creative solutions guided by ethical standards.	3.43	GE
11	develop my capacity to reflect on moral norms as they affect individuals and society.	3.54	GE
12	use my gift to acknowledge artistic beauty	3.39	GE
13	develop my understanding and respect for human rights.	3.56	GE
14	contribute personally to the development of our country.	3.38	GE
Aggregate Mean for Personal and Civic Responsibilities		3.45	GE
PRACTICAL SKILLS: BICBHUR helps me			
15	work effectively in a group.	3.22	ME
16	use information technology in doing research.	3.39	GE
17	handle technology responsibly.	3.28	ME
18	enhance my ability to solve problems (including real-world situations).	3.32	GE
19	advance basic work-related skills and knowledge.	3.33	GE
Aggregate Mean for Practical Skills		3.31	GE
OVERALL MEAN		3.33	GREAT EXTENT

Note. Competencies, Mean, and Interpretation.

Table 3.

Summary of the Mean Competencies and their Interpretation

COMPETENCIES	Mean	Interpretation
Intellectual Competencies	3.22	ME
Personal and Civic Responsibilities	3.45	GE
Practical Skills	3.31	GE
OVERALL MEAN	3.33	GREAT EXTENT

Note. Competencies, Mean and Interpretation.

All the five Intellectual General Education Competencies identified by the Commission on Higher Education (CHED) were only realized in BIBCHUR to a moderate extent; While of the nine Personal and Civic Responsibilities only “Become confident in knowing and being a Filipino,” was recognized to a moderate extent, and the remaining eight were perceived to have been realized to a great extent;

Also, the five Practical Skills competencies were perceived to have been realized in BIBCHUR to a great extent. Overall, the Competencies developed by the Commission on Higher Education (CHED) for the new general education curriculum were learned in BIBCHUR to a great extent.

Research Problem 2: What is the impact of the course on the students’ intellectual, personal, and civic responsibilities and practical skills?

The discussions which follow are the answer to Research Problem 2. What is the impact of the course on the students’ intellectual, personal, and civic responsibilities and practical skills categorized?

The nineteen General Education competencies were divided into three intellectual competencies, personal, and civic responsibilities and practical skills.

5.2. Intellectual Competencies

In applying cognitive level of understanding, the following categories came out in the comments;

Enhanced fundamental concepts across the domain of knowledge of the Catholic Christian Faith, the Bible, and Catholic Social Teachings:

The majority of the students stipulated that their understanding of God was deepened. Some comments of the students were;

The ones that have an impact on me about the course is that not only does it focus on the subject’s grade performance, but it mostly touches on the basic concepts across the domain of knowledge where the Catholic/Christian faith occurred, who was Jesus, what are our reasons/purposes on earth, and how this course applies to our daily lives of prayer.

Through the Bible, they enhance their higher level of comprehension. In addition, they get to learn the history of God’s people and the Church’s social mission through the Catholic Social Teachings and look into the religious side of timely issues and lessons. They said that this subject allowed them to learn about Christianity from different perspectives. Some mentioned the following comments;

I appreciate how it connects the more factual side of Bible Studies, such as historical events and development of concepts over time, to the values that Jesus teaches. It deepened and gave me a higher level of comprehension in understanding of my faith.

Lastly, some said it brings them closer to God by learning the Bible and driving them further into the Catholic Church’s teachings. The Catholic Social Teachings enables them to use different analytical modes like textual interpretation to solve the societal issues through the word of God.

Become competent and effective communicator through the used of multi-media contents like podcast, movie clips and music videos: With the trends of technology, the majority said that they become competent and effective communicators by using creative, engaging visuals like podcasts, movie clips, movies with better production and non-discriminatory against non-

believers, music videos, and unique slide presentations. In addition, Ice-breaker games during discussions make the lessons more fun and engaging.

Enlightened basic concepts about the Sacred Scripture and the Church: As mentioned by one student,

We attended the webinar “Understanding Our Journey on Earth and Beyond: A Catechetical Instruction on the Communion of Saints” for our class. I found it extremely interesting and enlightening to know more about God and the values taught in the Bible.

Developed analytical thinking through the use of BigSky: Through the learning management system it developed their critical and analytical thinking. They become wiser and academically challenged through the different activities and assessments provided by the professors. Breakout rooms enhanced their higher level of comprehension about each person’s beliefs and faith.

Proficient in Producing Better Outputs: The students understand basic concepts about the Bible and Church (BIBCHUR). One student clearly said,

I like having variety in outputs. Other courses limit use to only having written works which doesn’t encourage students to put more effort. To put it simply, other students can produce better and neater outputs if it were different methods such as visual, artistic representations or if they were spoken articulately.

5.3. Personal and Civic Responsibilities

To develop the capacity to reflect on moral norms as they affect individuals and society, the following themes came out in the comment;

Improved ability to reflect critically on shared concerns and new creative solutions guided by ethical standards: Through the activities done in the discussion forums, students improved their ability to reflect and express their thoughts freely and their concerns about the topics. Some also mentioned how they acknowledge human condition through their kind, friendly, considerate, and accommodating professors. Two of the students said;

the discussion between the students and the teachers and how we exchange information. As someone unfamiliar with Christianity, it made me familiarize myself with people’s perspectives about it. I like the healthy environment where there are open discussions and no judgment as a sign of understanding and respect for human rights.

Another indicator of understanding and respect for human rights was mentioned by two students saying that though we have different teachings in Religion there is no condemnation or going against each other beliefs.

Acknowledged human condition through application to real life situations: Real-life application of lessons through activities was another impact evident in teaching and learning of the course BIBCHUR. It not only talks about religion, but it also acknowledges life lessons as it contributes personally and meaningfully to country’s development of moral character. These are the exact words from the students: The historical values we carry into the modern world while learning about them simultaneously are socially relevant. Therefore, rather than research-based analysis, we integrate BIBCHUR in our own personal reflections. It also helps them to have a stronger relationship with God. This course molds and hones our existing beliefs on Christianity and develops it further to become a holistic development towards our faith-

building and well-being. Lessons can be applied to their everyday lives. Very clearly, one student said,

The thing I like most about Bible and Church (BIBCHUR) is the more personal application that each discussion brings. I like how it differs from other subjects in that they go more by the book than teaching the morals included in the Bible and the Church. It facilitates open discussions on what faith means to students and encourages diversity in faith.

Adequately behave and maintain positive well-being: In the study of Jesus' way of life. It expands their understanding and respect on how they should adequately behave and maintain positive spiritual health and engage them more in spiritual learnings in our society. Although I am not a Catholic, one student mentioned that they still value my beliefs and opinions about Jesus. Another student said I had regained my sense of Catholic Spirituality, that I am now a more devout and faithful Catholic, and that I have begun to love my Catholic faith and the Catholic Church so profoundly.

Deepened one's spiritual growth: As the teacher spent much time preparing the course and explaining concepts, it is also evident that students have camaraderie and respect for each other.

5.4. Practical Skills

With regard to working effectively in a group, the following impacts are given;

Enhanced ability through the use of Information technology: Through the use of information technology like interesting video documentaries research materials impacted the students about the course and having group activities helped them work effectively in a group. These are the exact words from the students:

The thing that has impacted me about this course is that we still get constant support from our school. Although students are unable to talk to teachers face-to-face, we have been provided clear instructions for assignments, along with detailed teaching materials and friendly reminders before our assessments are due. *Gusto ko po yung way ng pagtuturo ni Sir na parang nag kukwento lang siya.* (What I like about the way Sir taught us was, he is just doing story telling) Also, the part of Exodus and the Book of Judges where we can see the different kinds of leaders we should learn and influential leaders in our present days. One student clearly said through the interactive activities. I love this course because I've learned the depth of catholic teachings and interactive lessons. After all, it made me think deeply and use my critical thinking. I reflect a lot in this course, especially about God's grace, and I always remember my dad's teaching theology and philosophy. This course enhances my knowledge and knowledge about morals and values, how to become a good servant and my purpose here on earth. And through BIBCHUR, I was able to have deep and meaningful discussions with my professor and classmates and learn how to work effectively in a group.

Developed ability to solve real- world problems: It includes real world problems. One student mentioned,

Connecting and applying my learnings in the real world widens my perspective, and it helps me practice empathy more. So, it is solely focused on the word of God in the Bible and adapted to society and the natural world. Advanced basic work-related skills was develop by sharing our opinions about the social problems in the society and the ability to solve them.

One noticeable impact said by the student was,

I also enjoyed how we were able to freely share our thoughts in the discussion forums by exchanging ideas and opinions on our discussions and the open-mindedness of our teachers and classmates, and how we incorporate religion in most activities that we have and its application in our lives.

6. Summary, Conclusion, and Recommendation

6.1. Summary of Findings

All the five Intellectual General Education Competencies identified by the Commission on Higher Education (CHED) were only realized in BIBCHUR to a moderate extent. While one of the nine Personal and Civic Responsibilities only “Become confident in knowing and being a Filipino” was realized to a moderate extent, and the remaining eight were perceived to have been realized to a great extent; Also, the five Practical Skills competencies were perceived to have been realized in BIBCHUR to a great extent. Overall, the competencies developed by the Commission on Higher Education (CHED) for the new general education curriculum were learned in BIBCHUR to a great extent.

The following categories best exemplify the impact of the course on the students’ intellectual, personal, and civic responsibilities and practical skills.

In terms of Intellectual Skills, the following themes come up; Enhance basic concepts across the domains of knowledge of the Catholic Christian Faith, the Bible, and Catholic Social Teachings, Developed critical and creative thinking through multi-media contents like podcast, Enlightened basic concepts about the Sacred Scripture and the Church, Developed analytical thinking through the use of BigSky, and Proficient in Producing Better Outputs. About Personal and Civic Responsibilities, the following themes came up; Improved ability to reflect and express their thoughts freely, Appreciated human condition through application to real life situations, and Deepened one’s spiritual growth.

Lastly, on the Practical Skills, the following themes are, Enhanced ability through the use of Information technology and Developed ability to solve real- world problems.

6.2. Conclusions

This study aimed to determine the extent to which the Intended Learning Outcomes for General Education Curriculum have been realized in the BIBCHUR course. These General Education outcomes are Intellectual Competencies, Personal & Civic Responsibilities, and Practical Skills. The study revealed that the General Education outcomes had been realized to a great extent and the BIBCHUR course significantly impacted the students. Although the Intellectual Competencies have been realized to a moderate extent, the overall mean still resulted to a great extent. BIBCHUR course does not only help students develop their critical thinking skills. It also allows students to reflect on moral and social issues that affect them and society calling them to become stewards of the world. To form graduates imbued with values, knowledge, and skills, the need for academic research is always essential to improve educational practice. In addition, formative evaluation helps inform decisions to design and improve the outcomes, thus, increasing the likelihood of achieving curriculum goals. As teachers, we are not enough to be excellent facilitators of learning but must also be great thinkers and creative content designers.

6.3. Recommendations for Future Research

It is through the results of this study that earlier validations presented in various OBE focused researches are proven true: with that, the following suggestions and recommendations were given;

For the Theology and Philosophy Area of the DLS-College of Saint Benilde

The study results can be used in adjusting the topics specifically in terms of intellectual competencies since, based on the survey, it is realized to a moderate extent. In the selection of materials, it would be good to consider one of the nine personal and civic competencies to “Become confident in knowing and being a Filipino” since it is also realized to a moderate extent. The delivery of the lesson should follow the Outcomes-based learning outcomes principles because it is focused on the skills and knowledge that should be concretely measurable and according to the needs of the students. When it comes to grading, more considerable weight should go to their outputs because that is what OBE is all about. The outcomes are more important than the knowledge they acquire from the course. Besides, the course should be more of application rather than comprehension.

For other HEIs in the country:

Other HEIs can use the findings of this study in the country to improve the teaching and learning of their Institutional Requirement Courses in their respective schools.

For the students:

This course introduces the students to the Bible and Church. This means more than memorizing information about God’s Revelation and the Catholic Social Teachings. They will be actively engaged in the social mission of the Church to strengthen their personal and civic responsibilities and willingness to learn new ideas.

For the School of Deaf:

This study opens an opportunity for the deaf to answer the same question and determine the extent to which the Intended Learning Outcomes identified by Commission on Higher Education (CHED) for the General Education realized in the BIBCHUR (Bible and Church) course. And the impacts of intellectual, personal and civic responsibilities and practical skills on them.

For the Parents:

This study will make the parents aware on how BIBCHUR can influence the life of their children, and it will lead to a successful partnership of parents and the school in terms of improving their intellectual skills have better personal and civic responsibilities as a citizen of the country and improved their practical skills in making a decision.

For future research:

This study opens more avenues for research endeavor with the other General Education Institutional Requirement Courses in the Theology and Philosophy Area such as Critical and Creative Thinking, Marriage and Family Life, and Religious Experience. In addition, the perspectives of teachers handling the course is another research area, which is very interesting to pursue, as they were the ones who gathered, prepared, and delivered the materials.

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