

Assessment of Teacher Education Program Outcomes: Analyses on the Importance and Perceived Achievement of the Bachelor of Elementary Education (BEEd) Program Learning Outcomes and Implications for Curriculum (Re)Design

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ABSTRACT

This study examined the alignment between the perceived importance and the perceived achievement of the Program Outcomes (POs) of the Bachelor of Elementary Education (BEEd) program at the University of San Agustin, as prescribed by CHED CMO No. 74, s. 2017. Using a descriptive research design, self-report data were gathered from 17 graduating BEEd students at a single institution through a structured questionnaire measuring six POs: understanding of learner diversity, pedagogical content knowledge, utilization of assessment and evaluation tools, communication and higher-order thinking, positive professional attributes, and continuous professional development. Descriptive statistics — frequency, percentage, mean, and standard deviation — were used to analyze responses. All six POs were rated Highly Important ($M = 3.71\text{--}3.82$) and, in students' self-perception, Highly Achieved ($M = 3.47\text{--}3.82$). PO F (continuous professional development) received the highest perceived-achievement rating, while PO C (assessment and evaluation) received the lowest, with the greatest response variability. Because the data are self-reported perceptions rather than direct or objective measures of competence, the findings should be read as preliminary and context-specific rather than as evidence of actual student performance or program effectiveness. Given the small, single-institution sample, results are not generalizable beyond this context. The study proposes a preliminary, context-specific curriculum (re)design framework informed by these perceptions and recommends that future program reviews triangulate student self-report with performance-based assessment, practicum and cooperating-teacher evaluations, teaching portfolios, licensure examination results, faculty assessment, and stakeholder feedback.

Keywords: BEEd program outcomes, perceived achievement, importance, curriculum (re)design, self-report assessment

INTRODUCTION

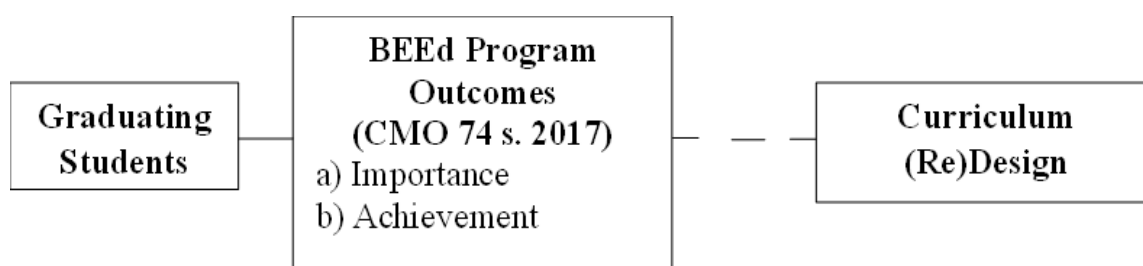
The analysis of Program Outcomes (POs) entails describing what students in an academic program should know and be able to do upon completion of the program, and then collecting and presenting evidence that documents those attainments (Council of Graduate Schools, 2011; UCSC, 2013; as cited in Grose, 2015). PO assessment is, for the most part, informative of student learning improvement. A clear indication for (re)designing a curriculum arises where certain Program Outcomes are shown, through direct or indirect evidence, to be weakly exhibited. Direct evidence is observable, quantifiable, and tangible, whereas indirect evidence consists of proxy signs of student learning (Northern Illinois University, n.d.).

This study relies exclusively on one form of indirect evidence: a self-report survey in which graduating students reflect on and rate the importance and their own perceived achievement of the program's learning outcomes. This is a legitimate and commonly used source of information for program review, but it is not a substitute for direct evidence of student competence (e.g., performance assessments, portfolios, or examination results). Readers should therefore interpret every reference to "achievement" in this paper as students' perceived achievement, not as a demonstrated or objectively measured level of competence.

In the Philippines, Article 1, Section 1 of CHED Memorandum Order No. 74, series of 2017, gives Higher Education Institutions (HEIs) the authority to develop innovative curricula aligned with their objectives and to determine the most effective means of attaining learning outcomes in their unique environments (CHED, 2017). HEIs are thus expected to evaluate how far they have implemented their POs. The University of San Agustin undertook this assessment for its BEEd program, focusing on the perceived importance and perceived achievement of its POs as reported by exiting students. Considering the association between perceived importance and perceived achievement, several patterns are conceptually possible, ranging from (a) not important and not achieved to (p) highly important and highly achieved, with intermediate combinations of importance and achievement level in between (see Figure 1).

The program outcomes established by CHED through its Policies, Standards, and Guidelines (PSG) are minimum-level general and specific descriptors for Teacher Education Programs, enumerated in Article IV, Section 6. HEIs are expected to have employed all identified outcomes or progressed further than prescribed. Supplemental to the PSG, this study is anchored on the K–12 Enhanced Curriculum (RA 10533), the Philippine Qualifications Framework (EO 83, s. 2012), and the Philippine Professional Standards for Teachers (DO No. 42, s. 2017).

Figure 1 Conceptual Framework



Note. This figure shows the relationship of the variables in this research.

This research describes the perceived importance and perceived achievement of the program outcomes common to Teacher Education and specific to BEEd, and ranks the outcomes from most to least important and most to least perceived as achieved. It answers the following questions:

- What is the level of perceived importance of the program outcomes specific to BEEd?
- What is the level of perceived achievement of the program outcomes specific to BEEd?
- What are the most to least important program outcomes specific to BEEd, based on student perception?
- What are the most to least achieved program outcomes specific to BEEd, based on student perception?
- What are the implications of these perception-based findings for curriculum (re)design?

On the Curriculum (Re)Design

The procedures for curriculum (re)design were patterned after the five-part Tuning process of Marshall, Jankowski, and Vaughan III (2017) and the Program Learning Outcome Assessment Cycle described in the 2013 University of California Santa Cruz (UCSC) Guidelines, as cited by Grose (2015) as shown in Table 1.

Table 1 Program Outcomes Assessment Procedures

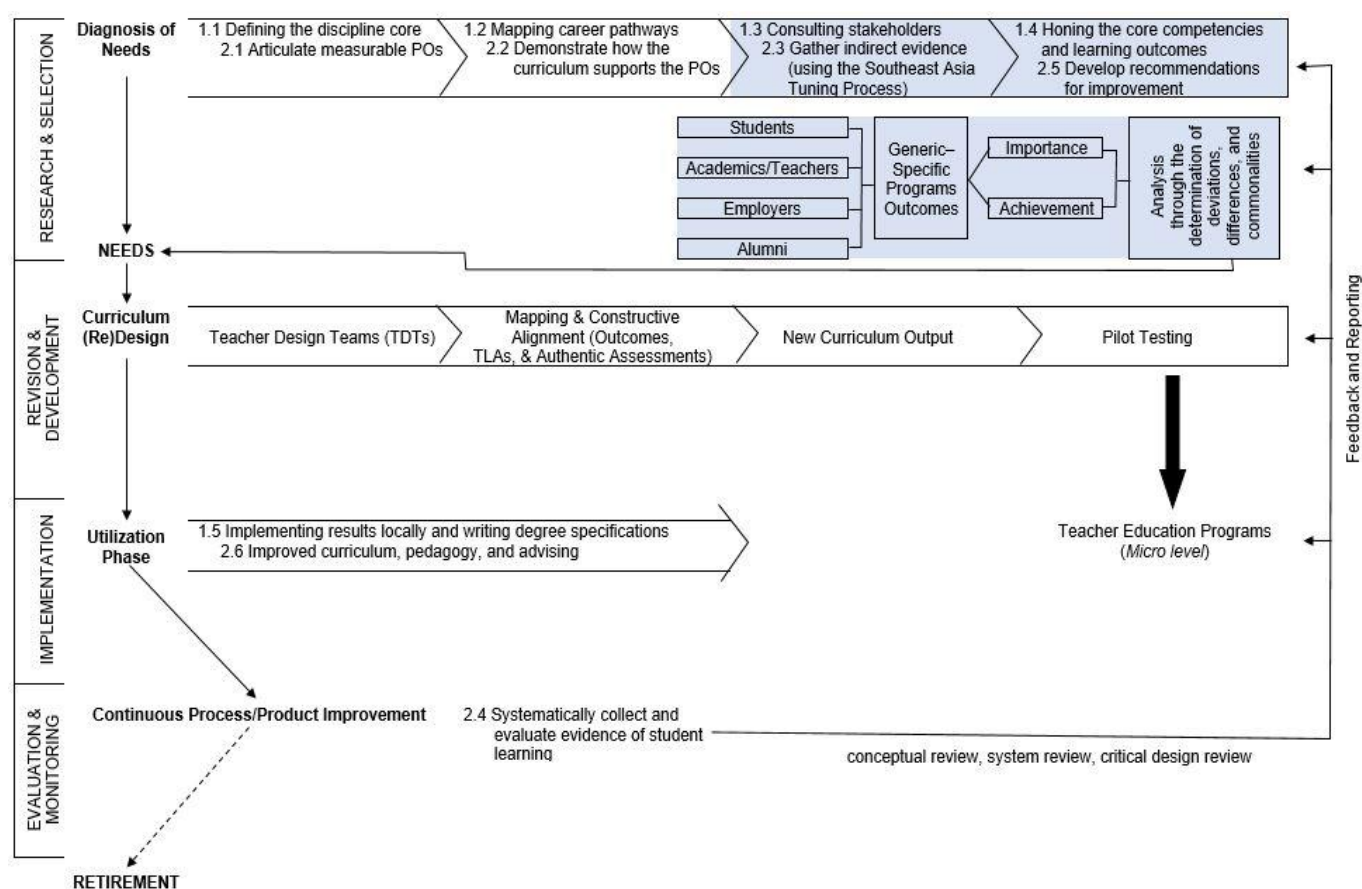
1 Tuning Process Marshall, Jankowski, and Vaughan III (2017)	2 PO Assessment Cycle UCSC Guidelines (2013)
1.1 Defining the discipline core	2.1 Articulate measurable POs
1.2 Mapping career pathways	2.2 Demonstrate how the curriculum supports the POs

1.3 Consulting stakeholders	2.3 Create a multi-year plan to gather evidence
1.4 Honing core competencies and learning outcomes	2.4 Systematically collect and evaluate evidence of student learning
1.5 Implementing results locally and writing degree specifications	2.5 Develop recommendations for improvement
	2.6 Improve the curriculum, pedagogy, and advising

With the implications of the association between perceived importance and perceived achievement of the BEED program learning outcomes, this research proposes a delegation of responsibilities across implementing offices for curriculum (re)design. The researchers put forward a biyearly assessment of the POs under the combined Tuning and PO Assessment Cycle processes, to allow comparison across successive cycles and to build a longer evidentiary record than the present, single-cycle study can provide.

In Figure 2 presents the researchers' proposed Program Learning Outcomes Assessment and Curriculum (Re)Design Prototype Procedures. This prototype is offered as a preliminary, context-specific framework for the University of San Agustin's BEED program, informed by the perception data collected in this study. It is not presented as a validated instrument or as a model with demonstrated applicability beyond this institution; its value lies in structuring an iterative, evidence-seeking review process rather than in prescribing a universally applicable design.

Figure 2



Program Outcomes Assessment and Curriculum (Re)Design Prototype Procedures (by Gange, Emboltura, & Tubola)

Program Learning Outcomes Assessment and Curriculum (Re)Design Prototype Procedures

Note. This figure shows the directive review plan for a prospective curriculum (re)design proposed by the researchers.

The prototype is a linear–circular evaluation approach adapted from the Tuning Process and the PO Assessment Cycle. Its linear system has a vertical route, from PO assessment through diagnosis of needs to eventual retirement of a curriculum output after a cycle of conceptual, system, and critical design review, and a horizontal route detailing the procedures within each vertical stage. In the diagnosis of needs, POs are assessed using the methodology applied in this study; evidence gathering uses the Southeast Asia Tuning Process. The circular system is a feedback loop enabling revisit of the horizontal-linear processes.

In the utilization phase, a revised curriculum is implemented locally alongside the writing of degree specifications — a summary of a degree program's academic goals and the methods used to accomplish them — followed by improvements to curriculum, pedagogy, and advising.

On the Auxiliary Studies and Literature Review

Effectively diagnosing and addressing countries' learning challenges requires adequate data (Afkar et al., 2023), yet data to support evidence-based, targeted policy-making within countries remains scarce. Historically, transitions from one international order to another have meant a rebalancing of systemic power and the rise and fall of different actors (Del Canto Viterale, 2018). Degree profiles that cultivate a deeper democratic culture and a culture of dialogue can increase citizens' responsibility and civic engagement (González & Yarosh, 2013).

Higher education plays an important role in the creation, transmission, diffusion, and application of knowledge essential for economic and social growth (Curaj, Matei, Pricopie, Salmi, & Scott, 2015). Training that improves teachers' knowledge, abilities, and tools can strengthen teaching capacity, with indirect tools focused on how and why learning occurs, supplementing data about specific learning (Afkar et al., 2023; Terry, Wilding, Lewis, & Olsen, 2007). Undergraduate programs often construct learning outcomes in a general and highly integrated manner, which can widen the gap between the requirements of stated outcomes and actual teaching, testing, and assessment activities (Luu & Phan, 2020; Lokhoff et al., 2010). As higher education systems become more student-centered and output-based, a clear and succinct assessment tool is needed for transparency and recognition (Lokhoff et al., 2010).

Ghaly (2020) identifies the changing nature of educational objectives and the relationship between assessment, teaching, and learning as key drivers of demand for assessment and evaluation. Successful reform requires sustained, aligned efforts across stakeholders — government, education and finance ministries, teachers, and parents (Afkar et al., 2023; Nasser & Mohd, 2022). Constructive alignment is well suited to directing curriculum design because it accounts for departmental, institutional, and classroom levels simultaneously (Biggs, 2012, as cited in Luckay, 2018). Mapping course learning outcomes to program learning outcomes is a fundamental tool for establishing whether a curriculum covers its intended outcomes (Nasser & Mohd, 2022).

Developing critical thinking is a widely recognized aim of higher education, both as a generic competence and within discipline-specific contexts (Gobbi, 2023). Curricula that integrate general-competence training across the whole learning process — in and out of class — better position students to acquire discipline-specific knowledge and skills (Mai, 2020). Regular review and evaluation of program outcomes and objectives in each academic cycle supports continuous improvement of instructional delivery (Ghaly, 2020).

The evaluation of program learning outcomes involves performance indicators covering knowledge and skills, which requires determining achievement criteria and target levels in advance (Luu & Phan, 2020). A sustained focus on learning outcomes has led to improvements in the learning process and to the creation of new courses addressing gaps in safety, environmental protection, resume writing, oral communication, and life-long learning (Terry, Wilding, Lewis, & Olsen, 2007).

It should be noted that much of the literature reviewed above — including work on critical thinking, digital assessment literacy, adaptive instruction, and classroom-enacted competence — concerns constructs that this study's instrument does not directly measure. The present instrument asked graduating students to rate their perceived importance and perceived achievement of six broad CMO No. 74 program outcomes; it did not

include items targeting these specific sub-competencies. This literature is therefore presented here as contextual motivation for the study and as a frame for interpreting its findings cautiously, not as a set of constructs the present data can confirm or disconfirm.

Based on the state of knowledge revealed by the literature above, the researchers found justification for assessing BEEd program outcomes and offering a discourse for curriculum (re)design, while remaining mindful of the limits of what a single-institution, perception-based study of this size can establish.

METHODOLOGY

Research Design

This study employed a descriptive research design to assess the level of perceived importance and perceived achievement of the Program Outcomes (POs) of the Bachelor of Elementary Education (BEEd) program. The descriptive approach was appropriate for systematically describing and interpreting students' self-reported perceptions of importance and achievement, without manipulating any variables. The findings serve as one preliminary basis, among several that a full program review should draw on, for identifying areas of strength and possible improvement in curriculum (re)design.

Research Locale

The study was conducted at the University of San Agustin's Education Department, a Center of Development in Teacher Education, which offers the Bachelor of Elementary Education program as prescribed by CHED Memorandum Order No. 74, series of 2017. The institution was selected because it provides a comprehensive teacher education curriculum, including coursework and practicum experiences aligned with national standards for teacher preparation.

Respondents of the Study

The respondents were seventeen (17) graduating BEEd students, selected through purposive sampling. The inclusion criterion was enrollment in the graduating cohort at the time of data collection, on the rationale that students nearing completion of the program's coursework and practicum experiences would have the fullest basis, among currently enrolled students, for rating the importance and their own perceived achievement of the POs. This sampling approach is appropriate for descriptive, program-level feedback but yields a small, non-random, single-cohort sample; the implications of this for generalizability are discussed in the Scope and Limitations section below.

Research Instrument

The study employed a structured questionnaire built around the Program Outcomes (POs) for the BEED Program and their corresponding indicators, as stipulated in CHED Memorandum Order (CMO) No. 74, series of 2017. The instrument measured two variables: (1) the level of perceived importance of the BEEd POs, and (2) the level of perceived achievement of these outcomes, both as perceived by the students themselves.

The questionnaire consisted of two main sections aligned with the six prescribed POs: (PO A) understanding the diversity of learners; (PO B) pedagogical content knowledge; (PO C) utilization of assessment and evaluation tools; (PO D) communication and higher-order thinking skills; (PO E) positive attributes of a model teacher; and (PO F) continuous personal and professional development. For each outcome, respondents rated on a four-point Likert scale: for Level of Importance, 1 – Not Important, 2 – Important, 3 – Very Important, 4 – Highly Important; for Level of Achievement, 1 – Not Achieved, 2 – Developing, 3 – Achieved, 4 – Highly Achieved.

On content alignment, the items were derived directly from the PO descriptors and indicators specified in CMO No. 74, s. 2017, which provides content alignment with the official minimum standards for the BEED program.

Content validation, pilot testing, and reliability. No separate expert content-validation panel, pilot test, or reliability analysis (e.g., Cronbach's alpha) was conducted for, or reported on, this instrument. This is acknowledged here as a methodological limitation rather than omitted or implied. Because the instrument's psychometric properties beyond content alignment with CMO No. 74 are unknown, readers should treat the precision of individual item-level ratings with appropriate caution; the aggregate patterns across the six POs (e.g., the comparatively low and more variable rating of PO C) are considered more robust than any single item score. Future administrations of this or a similar instrument should include expert content validation, pilot testing with a comparable but separate group of students, and computation of an internal-consistency reliability coefficient before the instrument is used for programmatic decision-making.

Data Gathering Procedure

Permission to conduct the study was first sought from the institution's administration. After approval, the researchers personally distributed the questionnaires to the identified respondents during their scheduled classes. The purpose and confidentiality of the study were explained before respondents completed the survey. Completed questionnaires were collected, checked for completeness, and prepared for data analysis. All responses were kept confidential and used solely for academic purposes.

Data Analysis

Data were analyzed using descriptive statistics. Frequency and percentage were used to determine the distribution of responses across each rating category, the mean was computed to identify the average level of perceived importance and perceived achievement for each PO, and the standard deviation was calculated to describe response variability.

For the Level of Importance, the interpretation scale was: 1.00–1.75 (Not Important), 1.76–2.50 (Important), 2.51–3.25 (Very Important), 3.26–4.00 (Highly Important). For the Level of Achievement, the scale was: 1.00–1.75 (Not Achieved), 1.76–2.50 (Developing), 2.51–3.25 (Achieved), 3.26–4.00 (Highly Achieved). Results are presented in tables and figures to allow direct comparison between perceived importance and perceived achievement across POs.

Ethical Considerations

The researchers observed ethical standards prescribed by the University. Informed consent was obtained from all participants, and participation was voluntary. Respondents were assured of the confidentiality and anonymity of their responses, and the data collected were used solely for research and academic purposes. The study was granted ethics clearance by the University of San Agustin Research Ethics Review Committee (USA-RERC).

Scope and Limitations

This study is limited in scope in ways that bear directly on how its findings should be used. First, the sample consisted of only 17 graduating BEED students from a single institution and a single cohort; it was not randomly selected and does not represent BEED students generally, other institutions, or other teacher-education programs. Findings are context-specific to this cohort and this program at this point in time and should not be generalized beyond it.

Second, all data are self-reported perceptions collected through a single cross-sectional survey. Self-report measures are subject to social-desirability bias, limited self-insight, and recall or impression-management effects, particularly for graduating students who may be motivated to present their preparation favorably. The "achievement" ratings in this study therefore reflect what students believe about their own attainment of the POs, not a direct or independently verified measure of their competence, and are not equivalent to performance-based evidence such as observed teaching, examination results, or supervisor ratings.

Third, the instrument's content is aligned with CMO No. 74 descriptors but lacks documented expert validation, pilot testing, and a reported reliability coefficient (see Research Instrument, above); this limits

confidence in the precision of individual mean scores, though the broad pattern across POs is considered a reasonable, if preliminary, signal for internal review. Fourth, the study did not include a comparison group, a second time point, or triangulating data sources (e.g., faculty ratings, practicum evaluations, licensure results), so it cannot establish whether the program is, in fact, effective, nor can it isolate the causes of the relatively lower perceived achievement of PO C. These limitations are addressed further in the Recommendations section, which proposes a triangulated approach for future program assessment.

RESULTS AND DISCUSSION

The evaluation of the Program Outcomes (POs) of the BEEd program, as prescribed in CMO No. 74, s. 2017, focused on six outcomes: PO A (understanding of learner diversity), PO B (pedagogical content knowledge), PO C (utilization of assessment and evaluation tools), PO D (communication and higher-order thinking skills), PO E (positive attributes of a model teacher), and PO F (continuous personal and professional development). Respondents rated the perceived level of importance and the perceived level of achievement of each outcome.

Level of Perceived Importance

All six outcomes were rated Highly Important, with means ranging from 3.71 to 3.82. PO A and PO C obtained the highest mean ratings ($M = 3.82$, $SD = 0.39$), indicating strong agreement among respondents that understanding learner diversity and using appropriate assessment tools are highly important. PO B, PO D, and PO F each recorded a mean of 3.76 ($SD = 0.44$). PO E received the lowest mean ($M = 3.71$, $SD = 0.47$), though it still fell within the Highly Important category. This distribution suggests that respondents perceive pedagogical- and assessment-related competencies as marginally more important than professional attributes, as shown in Table 2.

Table 2 Level of Importance of Specific Program Outcomes (POs) for the Bachelor of Elementary Education Program (CMO No. 74, s. 2017)

Program Learning Outcomes	Not Important (1)		Important (2)		Very Important (3)		Highly Important (4)		Total		SD	Mean	Remarks
	f	%	f	%	f	%	f	%	f	%			
PO A					3	17.6	14	82.4	17	100.0	0.39	3.82	Highly Important
PO B					4	23.5	13	76.5	17	100.0	0.44	3.76	Highly Important
PO C					3	17.6	14	82.4	17	100.0	0.39	3.82	Highly Important
PO D					4	23.5	13	76.5	17	100.0	0.44	3.76	Highly Important
PO E					5	29.4	12	70.6	17	100.0	0.47	3.71	Highly Important
PO F					4	23.5	13	76.5	17	100.0	0.44	3.76	Highly Important

Note. Scaling: 1.00–1.75 Not Important, 1.76–2.50 Important, 2.51–3.25 Very Important, 3.26–4.00 Highly Important

Level of Perceived Achievement

In terms of perceived achievement, all POs were rated Highly Achieved by respondents, with means between 3.47 and 3.82. PO F recorded the highest perceived-achievement mean ($M = 3.82$, $SD = 0.39$), suggesting that respondents feel the program has fostered continuous professional growth. PO E followed ($M = 3.71$, $SD = 0.47$), while PO A, PO B, and PO D ranged from 3.59 to 3.65. PO C had the lowest perceived-achievement mean ($M = 3.47$) and the highest standard deviation (0.80), indicating greater disagreement among respondents about how well the program develops assessment literacy. Although this mean still falls within the Highly Achieved category, the combination of the lowest mean and the highest variability marks PO C as the outcome most consistently flagged for attention in these self-reports, as shown in Table 3.

Table 3 Level of Importance of Specific Program Outcomes (POs) for the Bachelor of Elementary Education Program (CMO No. 74, s. 2017)

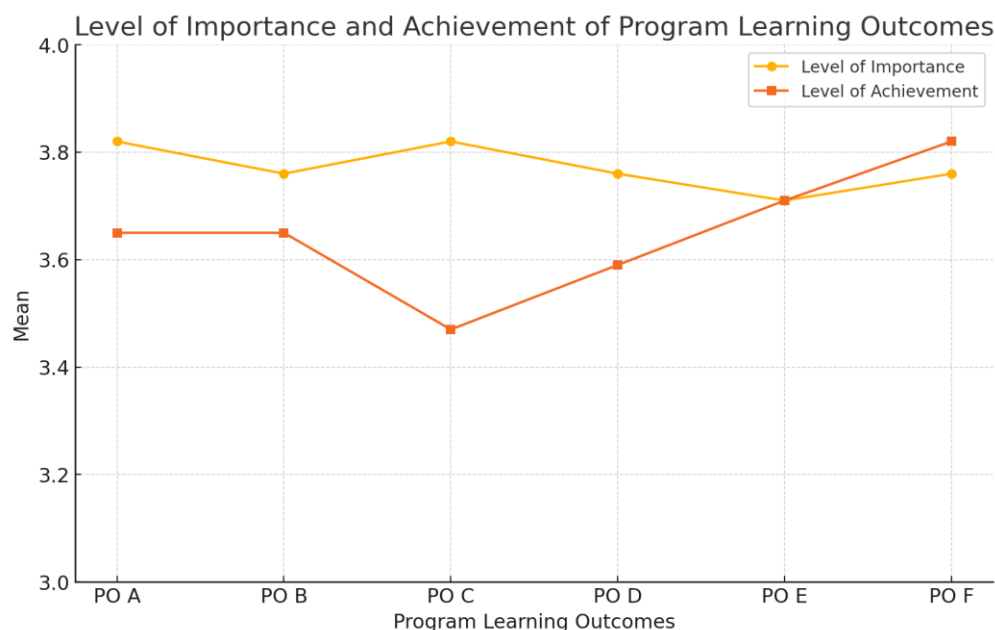
Program Learning Outcomes	Not Achieved (1)		Developing (2)		Achieved (3)		Highly Achieved (4)		Total		SD	Mean	Remarks
	f	%	f	%	f	%	f	%	f	%			
PO A			1	5.9	4	23.5	12	70.6	17	100.0	0.61	3.65	Highly Achieved
PO B			0	0.0	6	35.3	11	64.7	17	100.0	0.49	3.65	Highly Achieved
PO C			1	5.9	6	35.3	10	58.8	17	100.0	0.80	3.47	Highly Achieved
PO D			1	5.9	5	29.4	11	64.7	17	100.0	0.62	3.59	Highly Achieved
PO E			0	0.0	5	29.4	12	70.6	17	100.0	0.47	3.71	Highly Achieved
PO F			0	0.0	3	17.6	14	82.4	17	100.0	0.39	3.82	Highly Achieved

Note. Scaling: 1.00–1.75 Not Achieved, 1.76–2.50 Developing, 2.51–3.25 Achieved, 3.26–4.00 Highly Achieved

Comparison of Perceived Importance and Perceived Achievement

Comparing perceived importance and perceived achievement shows a broad correspondence, in respondents' self-reports, between the outcomes rated most important and those respondents felt were most achieved. PO A and PO C, which received the highest importance ratings, also received comparatively high achievement ratings, although PO C showed the greatest variability of any outcome. PO F was not rated among the most important outcomes but was rated the most achieved, which — if taken at face value as self-report — may indicate that respondents feel the program has succeeded in instilling a disposition toward continuous professional growth; an alternative, equally plausible reading is that PO F is simply easier for students to rate favorably about themselves than a technical skill such as assessment. The data cannot distinguish between these readings, as shown in Figure 3.

Figure 3 Mean Scores for the Importance and Achievement of the BEEd Program Learning Outcomes (POs)



Note. This figure shows the juxtaposed trendline levels of POs importance and achievement.

Considering the highest and lowest ratings, PO A and PO C were the most important to respondents, while PO E was the least important, though still Highly Important. PO F was the most perceived-achieved, while PO C was the least perceived-achieved, with the lowest mean and the highest variability of any outcome. This pattern points to assessment and evaluation competencies as the outcome most consistently identified by respondents themselves as an area needing further attention, while also reflecting respondents' favorable self-perception of their professional growth and pedagogical preparation.

Taken together, the generally high self-reported ratings for both importance and achievement across all POs are consistent with — but do not, on their own, prove — effective delivery of the program's intended learning outcomes. The correspondence between what respondents view as important and what they believe the program has achieved is evidence of curricular relevance and coherence as perceived by graduating students; it is not, by itself, evidence of curricular effectiveness, which would require direct or performance-based measures. The lower and more variable achievement rating for PO C is the one finding in this dataset that is both directly supported by the data and consistent across importance and achievement analyses, making it the strongest candidate among the six POs for near-term curriculum attention. These findings offer a preliminary basis for quality assurance, program accreditation preparation, and further curriculum review — one input among several that should inform such review, rather than a stand-alone conclusion about program quality.

Findings Directly Supported by the Data

The following statements are directly supported by the reported means, standard deviations, and frequency distributions in Tables 2 and 3: (a) all six POs were rated Highly Important and, in students' self-perception, Highly Achieved; (b) PO A and PO C were rated highest in perceived importance ($M = 3.82$); (c) PO E was rated lowest in perceived importance ($M = 3.71$), though still Highly Important; (d) PO F was rated highest in perceived achievement ($M = 3.82$); (e) PO C was rated lowest in perceived achievement ($M = 3.47$) and showed the greatest response variability ($SD = 0.80$) of any outcome; and (f) the gap between perceived importance and perceived achievement was largest for PO C.

Interpretations Informed by the Literature

The remainder of this discussion draws on the broader teacher-education literature to interpret the PO C finding and to situate it within known patterns in the field. These are offered as interpretations and hypotheses for further inquiry, not as findings established by the present data, since the instrument used here did not

directly measure the specific competencies (e.g., critical thinking, digital assessment literacy, classroom-enacted teaching practice) that this literature addresses.

Santiago (2024) found that while pedagogical approaches in BEEd programs were rated as highly effective, faculty encountered challenges in implementation, a tension that may plausibly extend to assessment practice. Loyalka et al. (2019), in a large-scale randomized evaluation of a national teacher professional development program in China, found no significant impact of traditional, content-heavy, theoretically delivered training on teacher or student outcomes, with content remaining overly abstract and passively delivered. If a similar pattern held in the present program's assessment-related coursework, it could help explain why PO C was rated lower and more variably than the other outcomes — though this study's data cannot confirm that explanation.

Employer-perspective research offers a complementary, though not directly comparable, data point: Salendab et al. (2023) reported that BEEd graduates received "Very Satisfactory" performance ratings in subject knowledge, leadership, assessment, and communication from employers, while domains such as learning management required pre-deployment remediation. Ronfeldt (2021) found that the quality of clinical experiences — alignment with coursework, the instructional effectiveness of cooperating teachers, and the match between field placement and eventual employment context — strongly predicts early-career teaching effectiveness and retention. Insofar as assessment practice is heavily dependent on authentic classroom application, the quality and structure of clinical placements may be one plausible contributing factor to the comparatively lower PO C rating; this is a hypothesis for future, more direct investigation, not a conclusion drawn from the present data.

More broadly, the literature documents persistent gaps in specific competencies among pre-service teachers internationally — a teacher-centered stance limiting dialogic formative assessment (Atjonen et al., 2024), underutilization of digital assessment tools (Andriani et al., 2024), the need to deliberately infuse critical thinking into course design (Lithoxidou & Georgiadou, 2023), and a scarcity of structured frameworks for cultivating 21st-century skills in teacher education (Almazroa & Alotaibi, 2023). These are established patterns in the field and plausible, literature-grounded reasons why assessment-related outcomes might be harder for a program to achieve than dispositional ones such as PO F. Whether they apply to the present cohort cannot be determined from this study, since none of these specific competencies were directly measured here; this is noted as a direction for future research using instruments purpose-built to assess them.

The broader research on teacher effectiveness — that pedagogical content knowledge and self-efficacy affect student outcomes through teaching quality (Fauth et al., 2019), that teacher experience, professional knowledge, and opportunity to learn are foundational drivers of achievement (Burroughs et al., 2019), and that teacher-education effectiveness research increasingly links process to outcome (König et al., 2023) — supports the general premise that program-level assessment of POs is a worthwhile undertaking. Cahapay's (2020) illuminative evaluation of a BEEd curriculum found divergences between intended outcomes and enacted practice, a pattern this study's methodology cannot directly test but which is consistent, in principle, with the gap observed here between the importance and perceived achievement of PO C. González Ferreras and Wagenaar (2023) note that curriculum modernization efforts internationally, including the Tuning initiative and CALOHEE, have often moved more slowly than needed and call for diagnostic tools and reference frameworks to accelerate change — a call this study's proposed framework attempts to answer at institutional scale, while recognizing its own preliminary and unvalidated status. Hobbs and Porsch (2021) highlight the prevalence of out-of-field teaching as a structural issue reinforcing the need for curricular flexibility, a consideration relevant to how the university interprets and acts on PO C going forward.

Recommendations for Curriculum Improvement

Grounded specifically in the PO C finding — the only outcome with both a below-median perceived-achievement rating and the highest response variability — the researchers recommend that the BEEd curriculum place additional emphasis on the practical application of assessment tools, including formative and summative assessment methods, data interpretation, and diagnostic techniques, within both coursework and

field experiences. Strengthening partnerships with basic education schools could give student-teachers more opportunities to design, implement, and analyze assessments in authentic classroom settings.

Because PO D (communication and higher-order thinking) also showed a moderate importance–achievement gap, though smaller and less variable than PO C, the researchers additionally recommend expanding opportunities for structured debate, inquiry-based learning, project-based tasks, and digital communication tools within relevant coursework. Both recommendations are offered as curriculum-level proposals for the university's own consideration and pilot testing, informed by — but not proven necessary or sufficient by — the perception data reported here.

CONCLUSION AND IMPLICATIONS FOR CURRICULUM (RE)DESIGN

This study asked five research questions about the BEEd program's Program Outcomes as perceived by 17 graduating students at a single institution. In direct answer: (1) all six POs were rated Highly Important, with means from 3.71 to 3.82; (2) all six POs were rated Highly Achieved in students' self-perception, with means from 3.47 to 3.82; (3) PO A and PO C were rated most important and PO E least important, though still Highly Important; (4) PO F was rated most achieved and PO C least achieved, with the greatest variability, in students' self-perception; and (5) the implications for curriculum (re)design are necessarily preliminary and context-specific, given the perceptual nature and small, single-institution scale of the data, and center on strengthening assessment-related coursework and field experience.

The results should not be read as establishing that the BEEd program is, in fact, effectively delivered or that its graduates possess demonstrated competence in the six POs; the study did not collect direct or performance-based evidence that could support such a claim. What the results do offer is preliminary, perception-based evidence — internally consistent across importance and achievement measures, and pointing most clearly to assessment and evaluation (PO C) as an area meriting closer, more direct investigation — that can usefully inform internal program review and guide where the university directs its next round of curriculum inquiry and improvement.

The proposed Program Learning Outcomes Assessment and Curriculum (Re)Design Prototype Procedures (Figure 1) is offered in this spirit: as a proposed, context-specific framework for the University of San Agustin's own iterative review process, informed by student perception data and adaptable as more direct evidence becomes available, rather than as a validated or universally applicable model for teacher-education curriculum design.

Recommendations for Future Program Assessment

Because student self-report is only one source of evidence, the researchers recommend that future BEEd program assessments triangulate students' perceptions with:

- Performance-based assessments of student teaching and specific competencies (e.g., authentic assessment tasks tied to each PO). Rather than relying on what students say about their own skills, a rater would directly observe or score an actual teaching or assessment task — for instance, evaluating a test or scoring rubric a student has built — so that competence for a given PO is verified by direct observation rather than self-belief.
- Practicum and cooperating-teacher evaluations, capturing enacted classroom performance rather than self-report. A student's cooperating or mentor teacher, who supervises them in a live classroom during Field Study and Teaching Internship, would rate how the student actually applies skills like assessment and communication with real learners over time, providing the classroom-enacted, third-party judgment that a one-time self-report survey cannot offer.
- Teaching portfolios documenting artifacts of planning, instruction, and assessment over time. By collecting dated samples of a student's work — lesson plans, assessment tools they designed, graded outputs, and reflections — across the whole program, reviewers could trace how a competency such as

assessment literacy actually developed over semesters, rather than relying on a single impression captured at one point near graduation.

- Licensure Examination for Teachers (LET) results, as an external, standardized indicator. Because the Licensure Examination for Teachers is externally administered and standardized, it isn't subject to the same self-report biases as a survey; comparing graduates' LET performance in assessment-related content would offer an independent, numeric check on whether the weakness in PO C shows up outside the students' own perception of themselves.
- Academic staff assessments of student competence across coursework. Instructors' own grades, rubric scores, and evaluations from coursework would add a second, professionally trained rater's view of student competence, so that any disagreement between how staff scored students and how students rated themselves becomes visible and can itself be examined.
- Feedback from alumni, employing schools, and other stakeholders on graduates' on-the-job performance. Surveying graduates once they are working, along with the schools that employ them, would extend the evidence beyond the university and beyond the moment of graduation to show how well the competencies actually hold up in real, on-the-job classroom performance over the longer term.

Combining these sources with student perception data, ideally across successive biyearly cycles as originally proposed, would allow the university to distinguish self-perceived achievement from demonstrated competence and to test, with appropriate evidence, the literature-informed hypotheses raised in the discussion regarding PO C and PO D.

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