

SECOND SEMESTER  
SCHOOL YEAR 2020-2021

# THE INAF SATISFACTION REPORT

*by the Loyola Schools  
Integrated Ateneo  
Formation (InAF)  
Program*



Moving the Integrated Ateneo Formation Program (InAF) to an online platform at first seemed like a daunting task but we're happy to report that the evaluation results show that the transition has been pretty successful. Many thanks to the valiant efforts of the different formation professionals, administrators, and staff of INTACT, the OADSF, OCM, OGC, OHS, OPCS, OSCI, and ROTC, the INTACT Core, Homeroom Advisers and Student Facilitators, the ROTC student officers, our faculty partners in Theology, Social Sciences, and various major subjects, and all our guests and partners who joined us in the various sessions.

And many thanks to the students for their participation in the various formation activities. We're happy to note that for the most part, you were satisfied with the programs. We continue to strive to improve these formation programs based on your quantitative and qualitative feedback. If you have any additional inputs, please feel free to email Erikha Villasanta at [evillasanta@ateneo.edu](mailto:evillasanta@ateneo.edu) for INTACT and the fourth year programs and Noelle Flores at [nflores@ateneo.edu](mailto:nflores@ateneo.edu) for NSTP CWTS 11 and 12 and ROTC.

Reflecting on the experience of transitioning InAF programs online, one professional remarked that she realized that online formation can also be an occasion of grace. In this year when our theme is "See All Things New in Christ" may we all see our online experiences with new eyes that see the ways by which our online interactions can be channels of grace.

Leland Joseph R. Dela Cruz, Ph.D.  
Associate Dean for Student Formation

# FIRST YEAR FORMATION PROGRAM

## InTACT

InTACT is a year-long formation program for all first-year and newly transferred students of the Loyola Schools. It aims to assist them in their transition and adjustment to Ateneo college life, provide opportunities for continuing self-discovery and awareness, and introduce them to the school's culture and traditions which are rooted in Filipino, Catholic, and Jesuit values.

|  |             |
|--|-------------|
| <i>Increased knowledge of requirements for freshies (e.g. grades, advisement)</i>  | <b>5.46</b> |
| <i>Helped in becoming aware of the support systems available</i>   | <b>5.53</b> |
| <i>Helped in recognizing students' rights and responsibilities</i>   | <b>5.53</b> |
| <i>Helpful in adjustment to Ateneo college life</i>  | <b>5.36</b> |
| <i>Provided avenues for reflection and introspection</i>   | <b>5.45</b> |
| <i>Provided opportunities for sharing</i>  | <b>5.48</b> |
| <i>Helped develop greater self-awareness</i>   | <b>5.38</b> |
| <i>Helped develop sensitivity towards others</i>   | <b>5.43</b> |
| <i>Helped develop a better understanding of resilience and how it can be developed and strengthened in the face of adversity</i> | <b>5.39</b> |
| <i>Increased students' awareness of and involvement in important issues that affect our society</i>                              | <b>5.50</b> |
| <i>Helped students experience a sense of belonging</i>   | <b>5.00</b> |

Scale is from 1-6, with 1 as the lowest and 6 as the highest.

# **BINHI**

*Binhi* is for freshies taking SocSc 11 and InTACT. It is hoped that the students will be able to understand themselves deeper in relation to the connections shared with other people from different communities through *kwentuhan*.

## **Course Learning Outcomes and Program Competencies**

*Helped in understanding the value of getting to know other people and their context*

**5.66**

*Provided an opportunity to understand the specific contexts and connections between the self and others*

**5.48**

*Helped in communicating effectively students' understanding of the multifaceted cultural contexts and identities of both the self and others*

**5.53**

## **Relevance to Student Experience**

*Allowed students to demonstrate socio-emotional skills (self-awareness and self-management)*

**5.48**

*Helped students understand the value of the Binhi Program to one's Ateneo education*

**5.62**

*Binhi Program and SocSc 11 Understanding the Self course complemented each other*

**5.42**

*Students' Satisfaction*

**5.43**

Scale is from 1-6, with 1 as the lowest and 6 as the highest.

# COMING HOME RETREAT

A week-long asynchronous retreat that introduces the first-year students to Ignatian Spirituality as a space to reflect on home-- a deeply spiritual reality of coming home to the self and to God. The retreat centers on the Parable of the Prodigal Son inspired by the reflections of Henri Nouwen.

## Program Design

*The preparatory exercises were helpful*

**5.11**

*Effectivity of video presentations in conveying prayer points*

**5.48**

*Helped students pray and reflect well on the current situation*

**5.27**

## Relevance to Student Experience

*Valuable*

**5.18**

*Nurtured students' desire to deepen their relationship with God by spending time with God*

**5.44**

*Helped in recognizing giftedness*

**5.22**

Scale is from 1-6, with 1 as the lowest and 6 as the highest.

## SECOND YEAR FORMATION PROGRAM

# NSTP 11 (CWTS) PUNLA

*Punla*, which is also NSTP 11 (CWTS), is taken by sophomores alongside their THEO 12. It is hoped that students will be able to deepen their social awareness through engagements with a specific sector of society.

### Course Learning Outcomes

*Helped students reflect on the values of compassion, service, and tao para sa kapwa*

**5.46**

*Influenced students to continue engaging with the sector even after the online engagement*

**5.18**

*Helped students appreciate the resiliency of community/ sector/ institution*

**5.42**

### Relevance to Student Experience

*Program requirements were manageable and feasible within the time frame provided*

**4.90**

*Online engagement activities allowed students to engage with the sector*

**5.22**

*Helped students understand the value of the Punla Program to one's Ateneo education*

**5.49**

*Punla Program and THEO 12 were complementary*

**5.22**

*Students' Satisfaction*

**5.10**

Scale is from 1-6, with 1 as the lowest and 6 as the highest.

# NSTP 12 (ROTC)

Students enrolled in NSTP-ROTC 12 (Air Science 2) had their instruction online covering topics such as Drills and Ceremonies, Disaster Literacy and Map Reading among others. The NSTP ROTC is a mix of synchronous and asynchronous learning sessions. While the task of instructing cadets requires a mix of both indoor and outdoor instruction, all topics, while being delivered online, have been designed to fully prepare students to be future reservists of the Philippine Air Force.

*Gave students a clear idea of their role as future reservists of the Armed Forces of the Philippines*

**5.19**

*Skills and knowledge from the online modules are relevant to their role as future reservists of the Armed Forces of the Philippines*

**5.28**

*Well organized*

**5.12**

*Provided the opportunity to learn and apply important skills needed as future reservists*

**5.02**

*Students' Satisfaction*

**4.81**

*Helped students understand the value of the NSTP-ROTC training program to their formation*

**5.36**

*Would recommend online NSTP-ROTC to future batches*

**4.88**

Scale is from 1-6, with 1 as the lowest and 6 as the highest.

# **PUNLA/THEO 12 RECOLLECTION**

The PUNLA / Theo 12 Recollection hopes to give students the space and time to reflect on their PUNLA experience by reflecting on their kapwa and looking at their experience through the lens of compassion.

|   |             |
|---|-------------|
| <i>The online recollection was helpful</i>  | <b>5.30</b> |
| <i>Clearly conveyed the core message of the online recollection</i>                 | <b>5.55</b> |
| <i>Effectiveness of the audio / video materials</i>                                 | <b>5.45</b> |
| <i>Helped in appreciating God's loving presence</i>                                 | <b>5.35</b> |
| <i>Deepens relationship with God by making time to pause and connect with Him</i>   | <b>5.20</b> |
| <i>Moved students to become a person of compassion</i>                              | <b>5.55</b> |
| <i>Helped students become aware of encounters with God in and through the kapwa</i> | <b>5.45</b> |
| <i>The synchronous session was helpful</i>  | <b>5.40</b> |

Scale is from 1-6, with 1 as the lowest and 6 as the highest.



## THIRD YEAR FORMATION PROGRAM

# NSTP 12 (CWTS) Bigkis

*Bigkis*, which is also NSTP 12, is for juniors taking the SocSc13 course. It aims to help students define themselves in the world and be more discerning of their role in our society.

### Course Learning Outcomes

|   |             |
|---|-------------|
| <i>Allowed students to describe economic, political, environmental, and/or socio-cultural issues</i>  | <b>5.28</b> |
| <i>Allowed students to identify the adaptive strategies / issues in partner community/institution</i>   | <b>5.17</b> |
| <i>Helped students identify how one's chosen discipline can be used as an avenue to serve those who are in the margins of society</i>                                 | <b>5.28</b> |
| <i>Provided students with the opportunity to demonstrate compassion, collaboration, and pakikipagkapwa</i>  | <b>5.35</b> |
| <i>Provided students with the opportunity to demonstrate responsible decision-making skills oriented towards service of communities and the country</i>               | <b>5.24</b> |
| <i>Provided students with the opportunity to use the frameworks learned in SocSc 13 to analyze the issues and adaptive strategies identified in the assigned area</i> | <b>5.12</b> |
| <i>Provided students with the opportunity to apply the technical skills learned in one's major subject in addressing the identified issues in the assigned area</i>   | <b>5.08</b> |
| <i>Helped students develop a sense of commitment and vocation towards serving marginalized sectors of society</i>   | <b>5.35</b> |

Scale is from 1-6, with 1 as the lowest and 6 as the highest.

# NSTP 12 (CWTS) Bigkis

*Bigkis*, which is also NSTP12, is for juniors taking the SocSc13 course. It aims to help students define themselves in the world and be more discerning of their role in our society.

## Relevance to Student Experience

*Allowed for meaningful dialogue with partner community/  
institution*

**4.94**

*The value of the Bigkis Program to one's Ateneo  
education was clearly understood*

**5.46**

*Students' Satisfaction*

**4.74**

*Relevance to course learning outcomes*

**5.24**

*Bigkis program and SocSc 13 were complementary*

**5.09**

Scale is from 1-6, with 1 as the lowest and 6 as the highest.

# THEO 13 Recollection

This is a half day recollection facilitated by the Office of Campus Ministry. It aims to provide opportunities to pray and reflect on the gifts that provide meaning in one's life and to be able to identify ways on how these gifts can be shared as response to God's call.

## Asynchronous

|  |             |
|--|-------------|
| <b>Helpfulness</b>   | <b>5.18</b> |
| <b>The recollection material clearly conveyed the core message of the online recollection</b>            | <b>5.48</b> |
| <b>The audio / video materials effectively substantiated the core message of the recollection.</b>       | <b>5.40</b> |
| <b>Helped students appreciate God's loving presence in their life</b>                                    | <b>5.19</b> |
| <b>Moved students to deepen one's relationship with God by making time to pause and connect with Him</b> | <b>5.11</b> |
| <b>Allowed students to identify the gifts that provide meaning in their lives</b>                        | <b>5.35</b> |
| <b>Moved students to share gifts to the community in response to God's call</b>                          | <b>5.42</b> |

## Synchronous

|  |             |
|--|-------------|
| <b>Helpful</b>   | <b>5.21</b> |
| <b>The guest speaker/s effectively substantiated the core message of the recollection</b>                                  | <b>5.59</b> |
| <b>The small group facilitator effectively facilitated the sharing in relation to the core message of the recollection</b> | <b>5.42</b> |

Scale is from 1-6, with 1 as the lowest and 6 as the highest.

## FOURTH YEAR FORMATION PROGRAM

# Praxis Program

The Praxis Program serves as a synthesis of the four-year developmental program of the OSCI. Being an integral part of the Theology of the Catholic Social Vision (TH 141), it allows the students to engage with the marginalized sectors and experience being professionals-for-and-with-others.

### Course Learning Outcomes

*Provided students with the opportunity to have a deep understanding of the plight of the marginalized sectors*

**5.25**

*Enabled students to demonstrate critical reflection of the social realities in relation to their personal context*

**5.22**

*Helped students reflect on how they can exhibit preference for the marginalized sector in life choices that models faith that does justice*

**5.20**

### Relevance to Student Experience

*The online kuwentuhan activity was well designed in terms of sharers, time management, and opportunity for dialogue*

**5.28**

*The online engagement activities (sectoral webinar and online kuwentuhan) allowed students to engage with the sector through pakikipagkuwentuhan*

**5.30**

*The Reflected Action Module motivated me to take personal action in response to the call for solidarity and service*

**5.00**

Scale is from 1-6, with 1 as the lowest and 6 as the highest.

# Praxis Recollection

The Praxis recollection facilitates spaces for solitude and conversation, reflection, and prayer to bring together the Praxis and Th141 engagements in the light of the student's faith-life journey.

## Program Design

*The recollection material clearly conveyed the core message of the online recollection*

**5.28**

*The online recollection was helpful*

**4.94**

*The audio / video materials effectively substantiated the core message of the recollection*

**5.20**

## Relevance to Student Experience

*Helped students become aware of one's encounters with God in and through the kapwa*

**5.28**

*The online recollection moved students to become persons of compassion*

**5.34**

# TH151/DLQ 10: On Journeys and Crossroads

## Program Design

*The prayer exercises allowed students to experience the discernment process deeply*

**5.11**

*The prayer exercises were appropriate supplementary materials for the Th151 modules*

**5.24**

*The audio / video materials effectively facilitated students' experience of discernment through prayer*

**5.03**

## Relevance to Student Experience

*Helped students remember God's abiding presence in one's life and in the world*

**5.19**

*Helped students appropriate Christ's mission and Ateneo's in one's personal context*

**5.01**

*Helped students articulate one's commitment to God's call of mission with God's people*

**5.10**