

Abstract

This study is a summative evaluation of the Center for Educational Measurement Degree Program in Guidance. The question intended to be answered was: How effective is the delivery system of guidance services as implemented by the grantee guidance counselors? The specific questions intended to be answered by this study were (a) adequacy of the counselor-training program, (b) effectiveness of the guidance services as perceived by the students, faculty and administrators and (c) adequacy of the grantees in the delivery of guidance services. This study used the descriptive method of research. Five questionnaires were fielded to the following respondents: (1) host institution, (2) administrator, (3) faculty, (4) grantee, and (5) student. Mean ratings and percentages were computed. The results are as follows. The screening scheme and grantee preparedness for the program were rated as very satisfactory. The financial grant from CEM was appraised as very satisfactory while that from the grantee school, satisfactory. The three host schools used, namely: (a) De La Salle University, (b) University of San Carlos and (c) Ateneo de Davao were assessed on several factors. The following factors were all rated as very



DE LA SALLE UNIVERSITY

xvi

satisfactory, namely: (a) physical plant and facilities, (b) library resources, (c) personnel, and (d) teacher-student ratio. The performance of the professors was rated as excellent. The curriculum was rated as very satisfactory. The core subjects, cognates and practicum were all very satisfactory. The most difficult subjects were Testing, Research and Techniques of Counseling, while the easiest were the cognates. The most relevant was Organization of Guidance Services and the least relevant was the thesis. The most useful subject was Techniques of Counseling and the least useful was the thesis. The CEM member schools have been rated as having very satisfactory organizational set-ups in their guidance offices. The physical facilities were rated as very satisfactory as to adequacy and accessibility. A counseling room was provided as claimed by 91% of the respondents. The grantee/guidance counselors were rated as very satisfactory in terms of competence. The ratio of guidance counselors to students was 1:1129. The teachers as partners in the guidance program implementation also performed their role at a satisfactory level though slightly lower than their role awareness level which was very satisfactory. The administrative support was reported as very satisfactory. The aspects which were



rated as very satisfactory were the following: (a) selection of grantees, (b) orientation of grantees, (c) coordination among the CEM, host schools, CEM member schools, (d) preparation of grantees for the practicum, and (e) evaluation of student achievement. Two areas received satisfactory ratings: (a) orientation of grantees and host schools on the program and (b) practicum supervision. In terms of effectiveness of the delivery of services, the ranking was as follows: (a) placement, (b) inventory, (c) follow-up, (d) testing, (e) counseling, (f) referral, (g) research, and (h) information. The first five services obtained very satisfactory ratings while the last three got satisfactory ratings. Guidance program dissemination was carried satisfactorily through: (a) orientation, (b) posters, and (c) school newspapers with the help of the guidance counselors, teachers, and school heads. The extent to which test results have been used reveal the following: (a) admissions, very satisfactory, (c) placement, very satisfactory, (d) curriculum planning, satisfactory, and (e) research, satisfactory. The quality of instruction was assessed as very satisfactory. The quality of graduates as measured through knowledge, attitude and skills were all on the very satisfactory level. In the overall preparation of the grantees for the



DE LA SALLE UNIVERSITY

xviii

job, the rating was also very satisfactory. The guidance programs in the CEM member schools were rated as responsive to the students' needs and well-implemented. As aids to the guidance services, the materials found to be most available and most useful were the scholarship materials, school catalogs and career monographs. The materials on financial assistance and occupations were evaluated as the least available and most outdated. The following tentative conclusions are advanced. The CEM Degree Program, both the counselor-training program and the delivery of guidance services, were successful in meeting the set objectives. Among the inputs, only four items need further review, namely: (a) practicum site, (b) preparedness of the nominees to the program, (c) financial support, and (d) guidance counselor-student ratio. The quality of instruction was maintained at a very satisfactory level. Two process areas need to be improved, namely: (a) comprehensiveness of the selection scheme, and (b) adequacy of the practicum supervision. The expected outputs of the program were attained as evidenced by the following. The grantees were prepared for the job at a very satisfactory level in knowledge, attitude and skills, with attitude as the most developed. The CEM Degree Program also has a very satisfactory impact



DE LA SALLE UNIVERSITY

xix

on the CEM member schools as seen in the responsive guidance programs which the grantees designed and implemented to a very satisfactory level. The following are the recommendations. In terms of the non-academic aspects of the program, namely: (a) the selection scheme, and (b) the financial support to the grantees should be reviewed should a similar program be planned in the future. Some academic aspects need to be re-studied and improved, namely: (a) preparation of practicum supervisors, (b) thesis requirement, and (c) teaching strategies. It is recommended that facilities, personnel size and materials in the guidance offices should be improved. It is suggested that the following services be improved, namely: (a) referral, (b) research, and (c) information. Linkages with agencies in the field should be established. The NCR schools need to go deeper into the delivery of guidance services with the end in view of improving the areas found in need of revision. The grantees of the program should pool their resources for exchange of ideas and join professional organizations. Revision of the guidance programs in the CEM member schools should continue so that these can better meet the students' needs which ultimately will redound to the improvement of the schools.

