

ASSESSING THE ENRICHMENT PROGRAM FOR SOPHOMORE ENGINEERING STUDENTS OF UPHSL SCHOOL YEAR 2013-14: BASIS FOR DEVELOPMENT INTERVENTIONS



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Abstract

Previous board examinations in the different Engineering programs showed that licensure exam takers usually got below passing grades in the area of sciences and mathematics. Since these subjects were taken in the first two years in college, students have the tendency to forget and focus the review on professional subjects. This study determined the pre-test and post-test performance of students in Mathematics and Sciences and if there is a significant difference in the pre-test and post-test performance of students. One way of doing it was by assessing the Enrichment Program as a basis for Development Interventions.

The respondents of the study were 200 Sophomore Engineering students. They were tested to answer the pretest then Review Classes were done for them before taking the posttest. In general Sophomore Engineering students had poor performance in the exams. The mean scores in both subjects are below the passing of 25 for the 50-item exam. When enrichment classes were conducted the test performance of sophomore students increased in the post-test as compared to the pre-test.

When tested for the significant difference (pre-test and post-test), it was found out that there is a significant difference. It is an implication that improvements are seen after undergoing enrichment classes. The result would be more meaningful as the students themselves perform self-review as if they would take major exams or even licensure exams.

Keywords:

Assessment, Enrichment Program, Pre-Test, Post-Test

