

Assessment of College Admission Test Results: Basis for Enhancement of Asscat Admission and Retention Policy

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ABSTRACT

This study aimed to assess the College Admission Test Results as basis for the enhancement of ASSCAT Admission and Retention Policy. A descriptive quantitative design was used in the study. There were Six Hundred Forty-Six research subjects in this study from the College of Teacher Education. Secondary data from the result of the College Admission Test for the first semester of the Academic Year 2022-2023 was utilized in this study. Frequency count and percentage were used to analyze the data gathered. The result of the study shows that the majority of the research subjects were BSEd-Science. It also shows that the results of the college admission test were below the admission criteria. This result may be utilized as a basis for enhancing the institution's Admission and Retention Policy to establish procedures to consider the performance of all takers. Thus, be able to accommodate more student-applicants in the province of Agusan del Sur and neighboring provinces.

Keywords: College admission test, ASSCAT admission policy, Enhancement, Assessment

INTRODUCTION

Educational planning and policy-making are essential elements in analytic policy review, especially at the height of educational development and growing demands among higher education institutions (HEIs). According to Oakes (2003), policymakers must keep abreast with the school's relevant information that provides educators effective programs and policies that suit the nature of the students. In particular, planners in State Universities and Colleges (SUCs) view policy planning as important since there is a change in the profile of the new college entrants brought about by the K-12 system, the growing population as a result of the Free Higher Education Act, demand to produce highly competent graduates who will become productive and efficient in the global market, enduring quest to uphold quality education, and issues on academic policy and student support services.

The implementation of Republic Act (RA 10533), otherwise known as the "Enhanced Basic Education Act of 2013", has changed people's view that high school education is just a preparation for college. The new curriculum has equipped senior high school graduates with values, knowledge, and skills that will also take advantage of employment and entrepreneurship in response to global needs as stressed by Cabansag (2014) and Abulencia (2015). When these graduates who intend to pursue higher education enter tertiary level, a different college curriculum should also be provided patterned after the Philippine Qualifications Framework (PQF) where learning is based on qualification type, standards, and degree of competency as highlighted by Sana, Roxas, Luisa & Reyes (2015). They further cited that the tertiary curriculum is outcome-based education (OBE) still anchored on PQF, that graduates are expected to become highly competent professionals and to perform hands-on work and apply learning to face the ever-changing world/society

Objective of the Study

The main purpose of this study was to assess the College Admission Test Results as a basis for the enhancement of ASSCAT Admission and Retention Policy. Specifically, it aimed to determine the profile and the number of the student-takers who qualified for the admission criteria.

METHODS

Research Design

This study used a quantitative research design which was descriptive in nature. A descriptive quantitative design is one that collects quantitative data at one point in time. This design allows a researcher to describe a particular situation through numerical data and to find trends within the research context (Roni, Merga, & Morris, 2020).

Research Subjects

The research subjects of the study were the students from the three programs in the College of Teacher Education namely Bachelor of Elementary Education (BEEd), Bachelor of Secondary Education (BSEd), and Bachelor of Technology and Livelihood Education (BTLED). A total of 646 research subjects were involved in this study.

Instrument

In this study, the instrument used in gathering the secondary data was the Standardized Unified College Admission Test Questionnaire utilized by the four State Universities and Colleges (SUCs) in Caraga. This questionnaire consisted of one hundred seventy items of test questions which were grouped into four areas namely: English, Science, Mathematics, and Abstract Reasoning.

Data Collection

This study utilized secondary data specifically the result of College Admission Test for the first semester of Academic Year 2022-2023. In acquiring the data, an appropriate protocol was followed which included seeking approval from the admission office under Student Affairs and Services and office of Research, Innovation, Development and Extension. The data generated were then organized, analyzed, and interpreted.

Data Analysis

Frequency count and percentage were used to determine the profile and the number of research subjects who qualified for the admission criteria.

RESULTS AND DISCUSSION

Profile of Student-Takers Enrolled in CTE

Table 1: Profile of Student-Takers Enrolled in CTE

Program/Specialization	Frequency	Percentage
BEEd	100	15.47
BSEd- Mathematics	97	15.15
BSEd-English	101	15.63
BSEd-Science	103	15.94

BTLEd-Home Economics	101	15.63
BTLEd-Agri-Fishery Arts	80	12.38
BTLEd-Industrial Arts	64	9.91
Total	646	100

Table 1 presents the profile of student-takers of College Admission Test for first semester Academic Year 2022-2023 from the College of Teacher Education (CTE). The table shows that out of 646 student-takers, 100 or 15.47% were from Bachelor of Elementary Education (BEEd), 97 or 15.15% were from Bachelor of Secondary Education major in Mathematics (BSEd-Math), 101 or 15.63% were from Bachelor of Secondary Education major in English (BSEd-Eng), 103 or 15.94% were from Bachelor of Secondary Education major in Science (BSEd-Sci) 101 or 15.63% were from Bachelor of Technology and Livelihood Education major in Home Economics (BTLEd-HE), 80 or 12.38% were from Bachelor of Technology and Livelihood Education major in Agri-Fishery Arts (BTLEd-AFA), and 64 or 9.91% were from Bachelor of Technology and Livelihood Education major in Industrial Arts (BTLEd-IA). Also, table 1 shows that majority of student-takers were enrolled in BSEd Science course.

Student-Takers who Qualify in the Admission Criteria

Table 2: Number of Student-Takers who Qualify in the Admission Criteria

Program/Specialization	Frequency of Student-Takers Enrolled in CTE	Frequency of Student-Takers who Qualify in Admission Criteria	Percentage of Student-Takers who Qualify in Admission Criteria
BEEd	100	5	1.28
BSEd- Mathematics	97	4	4.12
BSEd-English	101	9	8.91
BSEd-Science	103	15	14.56
BTLEd-Home Economics	101	0	0
BTLEd-Agri-Fishery Arts	80	0	0
BTLEd-Industrial Arts	64	2	3.12
Total	646	35	31.99

Table 2 shows the number of student-takers who qualify in the admission criteria. Based on the approved admission policy of the institution, one of the criteria in choosing students to be admitted in the board course programs is 75% of the College Admission Test score. Based on table 2, 5 out of 100 or 1.28% student-takers were qualified in the admission criteria and were admitted to Bachelor of Elementary Education. 4 out of 97 or 4.12% student-takers were qualified in the admission criteria and were admitted to Bachelor of Secondary Education major in Mathematics. 9 out of 101 or 8.91% student-takers were qualified in the admission criteria and were admitted to Bachelor of Secondary Education major in English. 15 out of 103 or 14.56% student-takers were qualified in the admission criteria and were admitted to Bachelor of Secondary Education major in Science. 0 out of 101 & 80 student-takers from both Bachelor of Livelihood Education major in Home Economics and Agri-Fishery Arts were qualified in the admission criteria. Lastly, 2 out of 64 or 3.12% student-

takers were qualified in the admission criteria and were admitted to Bachelor of Technology and Livelihood Education major in Industrial Arts.

Moreover, table 2 shows that 35 out of 646 or 31.99% of student-takers were qualified in the admission criteria of 75% College Admission Test score and were admitted or enrolled in the college of Teacher Education. Table 2 further shows that majority of the students admitted or enrolled in the college were not qualified considering the admission criteria. This means that the college failed to adhere to the standard set by the institution.

CONCLUSIONS

This study was conducted to determine the profile and the number of applicants who qualified in the admission examination for the degree programs in College of Teacher Education (CTE) Agusan del Sur State College of Agriculture and Technology (ASSCAT) for 1st semester of Academic Year 2022-2023. Based from the data it is concluded that majority of the student-takers did not pass in the admission using criterion referenced.

RECOMMENDATIONS

Based from the results of the study conducted, the following are recommended:

- 1. Relevant support and collaboration among personnel.** Implementation of these programs and activities requires the help of the human resources composed of committee and program chairpersons who are the implementers. The whole academic unit, especially the teaching force and the entire community, are instrumental in the realization of the goal to improve the student's performance through academic and non-academic activities.
- 2. Propose enhancement of the existing Admission Policy to include retention policy for degree programs requiring licensure examination.** Since policy is dynamic, an invitation to strictly implement the approved policy is highly in demand in ASSCAT not only for the courses needing licensure examination but also for non-board courses. This is done to improve their productivity in their work and reduce negative feedback that graduates cannot perform their jobs effectively. Last suggestion is the regular conduct of monitoring and evaluation must also be recommended to improve its processes continually.
- 3. Admission and Retention Policy.** In terms of admission, a need to increase the GPA requirement from 83% to a higher percentage, because most of the clients of SC-B come from the DepEd and 83% is still a very low grade as far as DepEd is concerned. If this will not be realized, another option is also suggested, which is additional admission criteria, specifically the program qualifying exam and interview to measure the competencies in a certain program. It is highly recommended by the committee that the use of ranking system be based on the criteria set for the admission. If the policy on retention and admission is to be departmentalized, it is suggested that the program stipulates exactly the appropriate capacity needed by the students to succeed in the program. It is also suggested that the college may utilize norm reference test interpretation to consider the performance of all takers

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