

**UTILIZING CEM'S INSTRUMENTS
IN THE SENIOR HS PROGRAM
-UNIVERSITY OF MAKATI**

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UTILIZING CEM's INSTRUMENTS IN THE SENIOR HIGH SCHOOL PROGRAM OF THE UNIVERSITY OF MAKATI

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Vice President for Academic Affairs

The University of Makati is the University of the City of Makati

**We serve the children of
less privileged citizens of the city
so they can actively participate
and competitively partake
of the city's economic progress**

**We must never forget who we are,
whom we are for,
and what we have to do
for those for whom we are.**

-Pres. Tomas B. Lopez, Jr.

A. History

UMak - a public University fully-funded by the City Government

- **1972 – Makati Polytechnic Community College**
- **1987 – Makati College**
- **1990 – Merged with the former Fort Andres Bonifacio College**
- **1991 – Pamantasan ng Makati (Mun. Order No. 433)**
- **2002 – University of Makati (City Ordinance 2002-111)**



...as the primary instrument where University education and industry training programs interface to mold Makati youths into productive citizens and IT-enabled professionals who are exposed to the cutting edge of technology in their areas of specialization.



OUR MISSION

...shall mold highly competent professionals and skilled workers from the children of poor Makati residents while inculcating in them good moral values and desirable personality development by offering baccalaureate, degree, and non-degree programs with parallel on campus social, cultural, sports and other co-curricular activities.

B. Student Enrolment



SY 2012-2013	SY 2013-2014
Grade 11 = 4980	Grade 12 = 3806 (76%) Grade 11 = 4176 HSU Total= 7982
College = 15, 578	College =7333 (47%)
Grand Total= 20, 558	Grand Total= 15315

C. Organization of Curriculum Team

- 1. Development of “Patikim” Curriculum**

- 2. Development of Instructional Materials**

“Patikim” Curriculum (Four Grading Periods)

Grade 11

English

Math

Science

Filipino

PE

YDP

Grade 12



No YDP in G12

Electives

(First and Second Grading Periods: Specialization)
(Third and Fourth Grading Periods: OJT)

Curriculum Design: Learner/Student-Centered



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K to 12 **PROGRAM**

SENIOR HIGH SCHOOL MODELING



*From High School to Higher School
Trabaho Pagka-graduate!*



OBJECTIVES

- 1. Enhance learning-to-learn competencies in English, Filipino, Math and Science.**
- 2. Give a variety of course options aligned with students' area of interest/s for specialization and potentials work opportunities.**
- 3. Promote values formation and citizenship.**



CURRICULAR TRACKS

- 1. Academic Track**
- 2. Tech-Voc. Skills Track**
- 3. Sports and Arts Track**
- 4. Needs of the Locality/Community Track**



D. ASSESSMENT PROGRAM

1. University of Makati Admission Test (UMAT)

Purposes:

Establish students' entry characteristics in English, Math, Filipino and General Information

Input for delivery of Curriculum and Instruction

Screening device to establish baseline data for students prior to other forms of assessments

Predicts students' strengths and weaknesses

Scoring: Standard Norm

Total No. of Items: 150

Future Plan: Enhancement of the sub-tests covered in the UMAT

Opportunity: Research

UNIVERSITY OF MAKATI ADMISSION TEST (UMAT) SUBTESTS

DESCRIPTION

Language Skills (English)

Sentence Structure, Sentence Meaning, Word Pair and Reading Comprehension

Language Skills (Filipino)

Talahulugan, Wastong Gamit at Pag-unawa sa Binasa

Numerical Skills (Mathematics)

Basic Mathematics, Algebra and Geometry

General Information

Science, History, and Social Science

2. National Career Assessment Examination (NCAE)

Areas:

General Scholastic Aptitude (GSA)

- **Scientific Ability (SA)**
- **Reading Comprehension (RC)**
- **Verbal Ability (VA)**
- **Mathematical Ability (MA)**

Technical-Vocational Aptitude (TVA)

- **Clerical Ability (CA)**
- **Visual Manipulative Skill (VMS)**

Non Verbal Ability (NVA)

Logical Reasoning Ability (LRA)

Entrepreneurial Skill (ES)

- **Planning & Decision Making (PD)**
- **Budgeting, Marketing & Forecasting (BMF)**
- **Creativity (C)**

Areas of Occupational Interest

- **Sciences**
- **Engineering**
- **Commerce**
- **Professional Services**
- **Personal Services**
- **Cyber Services**
- **Aesthetics**
- **Environment**
- **Military Training**
- **Spiritual Vocation**
- **Agriculture and Fishery**

3. CEM-QUALIFYING EXAMINATION FOR COLLEGIATE STUDIES (QECS)

Purpose:

Gives an estimate of students' mental abilities and provides information on students' relative strengths and weaknesses in the areas of Verbal Aptitude, Mathematics and Science.

Scoring: Standard Norm

Scope: Verbal Aptitude, Mathematics, Science and Inductive Reasoning

Total No. of Items: 240

Opportunity : Research

CEM-QUALIFYING EXAMINATION FOR COLLEGIATE STUDIES (QECS) SUBTESTS

SUBTEST AND DESCRIPTION	CONTENT AREA
<p>Verbal Aptitude measures the ability to recognize relationships between words and the ability to comprehend and make inferences and conclusions based on written materials. (60 Items)</p>	<p>Verbal Analogies Grammar & Usage Reading Comprehension</p>
<p>Mathematics measures the ability to carry out algorithms and solve problems accurately. (60 Items)</p>	<p>Arithmetic Algebra Geometry</p>
<p>Science measures knowledge of scientific facts, principles, and processes and the ability to apply these to new or day-to-day situations or problems. (60 Items)</p>	<p>General Science Biology Chemistry Physics</p>
<p>Inductive Reasoning measures the ability to recognize relationships among figures and discover the principle behind a given series of figures. (60 Items)</p>	<p>--</p>
<p>General Scholastic Aptitude (240 Items)</p>	<p>--</p>



4. CEM-PANUKAT NG PAGKATAONG PILIPINO (PPP)

Purposes:

Assesses the students on the nineteen (19) personality dimensions (PDs) that are critical to the assessment of Filipino personality.

Serves as personality profile of Grade 12 students for their OJT deployments

Scope: Indicators of various personality dimensions such as Interpersonal Relations, Personal Traits and Intelligence Creativity

Future Plan : Recommended as a requirement for OJT deployment in College

Opportunity: Research

CEM-PANUKAT NG PAGKATAONG PILIPINO (PPP) PERSONALITY DIMENSIONS

INTERPERSONAL RELATIONS

THOUGHTFULNESS (PAGKAMAALALAHANIN)

SOCIAL CURIOSITY (PAGKAMADALDAL)

RESPECTFULNESS (PAGKAMAGALANG)

SENSITIVENESS (PAGKAMARAMDAMIN)

OBEDIENCE (PAGKAMASUNURIN)

HELPFULNESS (PAGKAMATULUNGIN)

CAPACITY TO BE UNDERSTANDING (PAGKAMAUNAWAIN)

SOCIABILITY (PAGKAPALAKAIBIGAN)

**CEM-PANUKAT NG PAGKATAONG PILIPINO (PPP)
PERSONALITY DIMENSIONS**

PERSONAL TRAITS

ORDERLINESS (PAGKAMAAYOS)

EMOTIONAL STABILITY (PAGKAMAHINAHON)

HUMILITY (PAGKAMAPAGKUMBABA)

CHEERFULNESS (PAGKAMASAYAHIN)

HONESTY (PAGKAMATAPAT)

PATIENCE (PAGKAMATIYAGA)

RESPONSIBILITY (PAGKARESPONSABLE)

**CEM-PANUKAT NG PAGKATAONG PILIPINO (PPP)
PERSONALITY DIMENSIONS**

INTELLIGENCE-CREATIVITY

CREATIVITY (PAGKAMALIKHAIN)

RISK TAKING (PAGKAMAPAGSAPALARAN)

ACHIEVEMENT ORIENTATION (PAGKAMASIKAP)

INTELLIGENCE (PAGKAMATALINO)

5. CEM-PHILIPPINE APTITUDE CLASSIFICATION TEST (PACT)

Purpose:

Leads senior high school students to appropriate choice of elective or specialization

Scope: Indicators of various educational programs such as services, agriculture, humanities & arts, social sciences, business & law, education, engineering, manufacturing & construction, trades & crafts, health & welfare, and science

Status : For administration on September, 2014

Opportunity : Research



6. STUDENTS' QUALIFYING EXAM

Purpose: Evaluate the delivery of curriculum and instruction
Assess students' learning outcomes

Scoring : Criterion Reference with the use of Transmutation Table

Status : Item Analysis and development of tool in progress

Outputs

SY 2012-2013	SY 2013-2014	SY 2013-2014 G-12 Graduates
Grade 11 = 4,980	Grade 12 = 3,806 (76%) Grade 11 = 4,176	3005 (79%)

Outputs

<i>No. of Grade 12 Students under Elective Courses with TESDA Training Regulation</i>	1,832 (56%)
<i>No. of Grade 12 Students under Elective Courses without TESDA Training Regulation</i>	1414 (44%)
Total No. of G12 who took Elective Courses	3,246 (100%)

Note: Of the 1, 832 G12 students, 375 took the NCII Assessment with Training Regulation with 100% passing rate.

Challenges/Insights



A. Management/Leadership

- Acceptance of Innovation
- Identification of Needs
- Re-examination of Resources
- Massive Campaign

B. Curriculum Review and Development together with Instructional Materials Development

C. Creation of Additional Structure in the University: HSU

D. Installation of Support System/Structures

E. Policy Review and Development



F. Continuing Faculty Re-tooling Program

G. Shifting of Gears: Planned vs. Actual

- No. of Hours for Electives
- Teacher Categorization
- OJT Application

**H. Introduced New Teaching Pedagogies: Magisterial Design,
Touch of Bernido System**

H. Further Establishment of Linkages/Partnership at the Barangay level

I. Others ...



Thank You!!!