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Preliminary Evaluation of the
Educational Program for
Career and Vocational Development,
"Making up my mind..."

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ABSTRACT

Introduction. The Vocational Guidance Program “Making up my mind...” is evaluated, adopting Stufflebeam’s CIPP evaluation model. This model considers four dimensions: Context evaluation; Preliminary/design/planning evaluation; Process evaluation; Product evaluation. The current article presents the preliminary (design) evaluation as applied to the program "Making up my mind".

Method. To carry out this design evaluation we used two codifiers: one, the opinion of judges regarding the materials’ coherence and technical quality; two, the opinion of homeroom teachers who implemented the program. We developed the *Judges’ Questionnaire* (CDJ), where experts were asked to express their opinion on a scale from 1 (not at all) to 4 (very much). We also used the *Implementers’ Questionnaire* found in the Teacher’s Guide, selecting a group of items to assess program viability in terms of its suitability to the student population and to the school.

Results. Results relating to our three objectives were positive: the student handbooks show intrinsic quality, the teacher’s guide shows intrinsic quality, and the program is viable.

Discussion. Although results regarding student and teacher handbooks allow us to assert program coherence and quality, as well as to accept that the procedure itself is rigorous; we cannot determine to what degree the program is coherent with vocational development indicators: among other reasons, because the construct of vocational maturity itself is still not fully described.

Keywords: Evaluation, Programs, Design, Vocational Guidance

Note: The program material evaluated in this paper is currently available in Spanish only. If there is interest in a professional English translation of “Making up my mind...”, please contact the Journal Administrator, administracion@investigacion-psicopedagogica.org

Introduction

This article presents the preliminary (design) evaluation of the program "Making up my mind". The program was developed in 1997 by the EPOEs (Educational Guidance and Support Teams) of Almeria, Spain, in order to address needs for help in developing vocational behavior. "Making up my mind...", is made up of 4 volumes:

- Didactic guide for the homeroom teacher.
- Handbook for students in the final year of Primary School (6th year of Primary).
- Handbook for students in the second year of mandatory Secondary School (2nd year of Secondary).
- Handbook for students in the final year of mandatory Secondary School (4th year of Secondary).

The didactic guide contains:

- Program Analysis and Justification
- Program Design
- Guidelines for classroom intervention

Each of the student handbooks contains:

CHAPTER I: Activities for self-knowledge.

CHAPTER II: Activities involving academic-professional information.

CHAPTER III: Decision-making activities.

Activities are similar in each of the student handbooks, but adapted to the cognitive level and interests of the student, as well as differing according to the students' decision-making needs.

This program was subjected to evaluation adopting the CIPP model by Stufflebeam. Selecting this model from among other choices is justified by the model's important contribution in terms of the content areas of evaluation. Most evaluation studies are based primarily on the product and occasionally on the process. Stufflebeam expands the content areas of evaluation to address as many as four dimensions:

- Context evaluation
- Preliminary/design/planning evaluation

- Process evaluation
- Product evaluation

Context evaluation

Here the objective is to define the institutional context. For that purpose the target population must be identified and its needs assessed, and problems underlying these needs must be investigated in order to determine whether objectives proposed by the program truly address such needs.

The preliminary evaluation

The preliminary evaluation seeks to identify and assess to what extent the system and the planned procedures are capable of carrying out program strategies. Thus it aims to evaluate the design and the resources available to achieve goals and objectives of a given program or intervention. Specifically, it provides necessary information to justify a plan of intervention. It has a clearly prescriptive purpose, predicting the success, failure and effectiveness of a Stufflebeam and Shinkfield change (1987).

Process evaluation

Process evaluation provides information about the program as it is progressing, about the activities currently underway and whether these are following the prescribed plan, with an end to making necessary adjustments. Process evaluation consists of a continual verification of program application, collecting information to determine whether the program is being fulfilled as intended, or whether it is not working out satisfactorily.

Product evaluation

This type of evaluation aims to assess, interpret and judge program achievements -- to analyze whether objectives were met. This means evaluating results and achievements attained through the intervention, both the intentional and the unexpected.

These four dimensions correspond respectively to four types of decision-making necessary in all educational intervention: planning, programming, implementation and evaluation follow-up. This article introduces and outlines a preliminary (design) evaluation.

As stated earlier, the preliminary evaluation seeks to identify and assess to what extent the system and the planned procedures are capable of carrying out program strategies. It endeavors to evaluate the design and the available resources for meeting the program or intervention’s goals and objectives.

Following the line of Rodgers (1979), Stufflebeam and Shinkfield (1987), Sanz (1990), and Cruz (1997), the goals, tasks and methods indicated for the preliminary analysis are as follows:

Table 1. Goals, tasks and methods for the preliminary evaluation.

GOALS	TASKS	METHODS
1. Design a program (intervention) that will satisfy the objectives. 2. Determine resources we will need to use in the program. 3. Establish whether human resources and material resources are adequate for carrying out the program.	1. Develop a plan of action for the program by analyzing different intervention strategies. 2. Develop a program implementation plan that takes into account the time, resources and obstacles to be overcome.	Bibliography search, bench-marking visits, advisory groups, pilot projects, document review, diagnostic tests, recordings and interviews, etc.

In this paper we analyze elements which make up the program, in order to introduce modifications which improve intervention strategy planning, making strategies more suitable to the context where they will be applied.

In order to evaluate the intrinsic quality of the program, we solicited collaboration from a group of experts who acted as judges, as well as the help of homeroom teachers who applied the program. A questionnaire which we call CDJ (a) and (b) (Judges’ Questionnaire, Appendix I) was used to collect the judges’ opinions regarding (1) coherence of program objectives and content with the theoretical model of vocational development, and (2) suitability of program objectives, content, activities, methodology, evaluation and timing to the characteristics of the target audience, students directly and teachers indirectly. This questionnaire was applied in the initial research phase. In the final phase we applied the CPA questionnaire (Implementers’ Questionnaire) (Appendix II), provided in the program itself. Among other things, this questionnaire seeks to establish the degree of coherence between the

program and the students' vocational maturity, to establish the program's suitability to the student population and to the homeroom teacher's objectives, and additionally to determine program viability.

Objectives

In all evaluative research it is essential to clearly state the objectives; this allows us to clarify what variables are relevant and which methodological options are most beneficial.

Our general objective is to evaluate the program design of "Making up my mind..." and resources available for addressing intervention goals. To this end we specify the following aims:

- Determine the intrinsic quality of the student handbooks.
- Determine the intrinsic quality of the teacher's guide.
- Determine program viability.

Method

Subjects

To carry out the design evaluation we used two codifiers: one, the opinion of judges regarding the materials' coherence and technical quality, and two, the opinion of homeroom teachers who implemented the program.

The group of judges was comprised of 6 guidance counselors, three belong to the Educational Guidance Teams of Almeria, and three are counselors in the Guidance Departments of secondary schools, all of them psychologists or educational psychologists expert in vocational guidance.

As for the homeroom teachers, a total of 10 teachers participated in application of the program at the following schools: Turaniana (secondary school in Roquetas de Mar); S.Miró (primary school, Pechina); Andalucía (primary, El Ejido); S.Fuentes (primary, Carboneras).

Materials

To address our objectives we developed the Judges' Questionnaire (CDJ), Appendix I. Experts were asked to express their opinion on an assessment scale from 1 (not at all) to 4 (very much). Aspects to be evaluated are shown in two parts: CDJ (A) and CDJ (B) (Appendix I).

- CDJ (A) contains 14 items which examine the technical quality of each of the student handbooks. Two items refer to the degree to which the program is coherent with the development of vocational maturity, and the other 12 refer to the technical quality of the program in terms of suitability of objectives, content, activities and methodology.
- CDJ (B) presents 12 items which examine the technical quality of the teacher's guide, its consistency with the student handbooks.

After collecting assessments from the experts, we proceeded with two tasks: (1) checking statistical agreement among the judges for forms (A) and (B), understood as an indicator of the centrality-dispersion of the judges' answers to questionnaire CDJ, and (2) drawing together their opinions in a synthesis.

In analyzing the data indicated, we opted technically for a non-parametric test, using Kendall's coefficient of concordance W to check the H_0 , allowing us to appreciate concordance among judges and the substantiveness of the agreement achieved. The H_0 checked against an $\alpha = 0.05$ yielded the following results, allowing us to reject the null hypothesis and thus affirm that data contributed by the judges is not random, rather there exists concordance between them and substantiveness in their assessments. Notwithstanding, the significant value of W does not necessarily indicate that the assessments are correct.

Data obtained were as follows:

- Concordance of judges for the complete form of the CDJ (A) was: $W = 0.2537$ with a significance level of 0.0000.
- Concordance of judges for the student handbook for 6th year of primary school was: $W = 0.4920$ with a significance level of 0.0003.
- Concordance of judges for the student handbook for 2nd year of secondary was: $W = 0.3729$ with a significance level of 0.0065.
- Concordance of judges for the student handbook for 4th year of secondary was: $W = 0.4065$ with a significance level of 0.0027.

In addition to being able to reinforce later assessments, we calculated the Cronbach alpha, obtaining a very high covariation of $\alpha = 0.9083$, corroborating the level of reliability.

We also used the Implementer's Questionnaire (Appendix II), found in the Teacher's Guide, from which we used a group of items to evaluate program reliability, assessing it in terms of program suitability to the students and to the school.

To determine program suitability to the students, we used items 1, 2 and 8. As for scale reliability for these three items, the Cronbach coefficient obtained from the sum of the variances of the data for these three items yields a value of $\alpha = 0.6818$, which we consider significant given the small number of cases.

To determine program suitability to the school we used items 12 and 16. As for scale reliability for these two items, the Cronbach coefficient obtained from the sum of the variances of the data for these two items yields a value of $\alpha = 0.6588$, also considered acceptable given the small number of cases.

Procedure

Table 2: Procedure summary chart.

Aspect to be evaluated	Indicators	Source of information	Data collection technique	Timing
Intrinsic quality of the student handbooks	Coherence of objectives and content in student handbooks (6th year primary, 2nd year secondary and 4th year secondary) with the theoretical model of vocational development.	Judges. Items: m, n.	Questionnaire CDJ (A).	Initial Phase
	Technical quality of the student handbooks.	Judges. Items: a,b,c,d, e, f,g,h,i,j,k,l.	Questionnaire CDJ (B).	Initial Phase
Intrinsic quality of the teacher's guide	Coherence of the Teacher's Guide with student handbooks from 6th year primary, 2nd year secondary and 4th year secondary	Judges. Items: i,j	Questionnaire CDJ (B).	Initial Phase
	Technical quality of the Teacher's Guide.	Judges. Items: a,b,c,d,e,f,g,h	Questionnaire CDJ (B).	Initial Phase
Program Reliability	Program suitability to the students.	Implementers' Questionnaire Items: 1, 2, 3	CDA Questionnaire	Final Phase

	Program suitability to the school.	Implementers' Questionnaire Items: 12, 16	CDA Questionnaire	Final Phase
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The procedure consisted of two phases, one before program application and another after its application. In the initial phase, program materials and questionnaires CDJ(A) and (B) were distributed to the judges for their examination and completion. In the final phase, the Implementers' Questionnaire was distributed to teachers/program implementers, so that they would evaluate the program following its application. In both cases, we proceeded afterward with statistical data analysis in order to address our objectives.

Results

We specify results as a function of the three objectives guiding our research:

- To determine the intrinsic quality of the student handbooks.
- To determine the intrinsic quality of the teacher's guide.
- To determine program viability.

Intrinsic quality of the student handbooks

This was addressed by assessing two aspects: (a) the degree of coherence of the objectives and content of each notebook with objectives and content proposed in the literature on vocational development, and (2) the suitability of the objectives, content, activities and methodology of each notebook to the characteristics of its target audience.

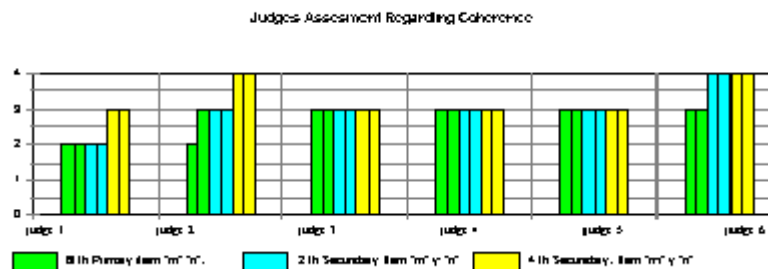
** Coherence of student handbooks for students in 6th year primary, 2nd & 4th year secondary.*

By examining items *m* and *n* from the CDJ (A), as reflected in Chart 1, one can observe a high degree of coherence between the objectives and content of each level notebook with the objectives indicated in the literature on vocational development, as judged by the experts.

In consideration of these data, we asked whether the register values could be the result of chance, either because the evaluators did not complete their work rigorously, or because the objectives and content of vocational development were not clear enough to our judges. For this purpose we checked scores given for items *m* and *n* for the levels of 6th year Primary,

2nd year Secondary and 4th year Secondary, with an $\alpha= 0.05$. A Chi squared for item m Chi-Square= 6.3333 and 2 degrees of freedom, with an $\alpha=0.0421$; item n yields a Chi-Square= 9.0000 and 2 degrees of freedom, with an $\alpha= 0.0111$, all leading us to reject the null hypothesis. In agreement with these values, it appears that the procedure was carried out in a reliable fashion, that is, the process does not respond to chance.

Chart 1



* *Technical quality of the student handbooks for 6th year primary, 2nd and 4th year secondary.*

In order to evaluate technical quality of the student handbook at each level, we only take into account the first 12 items of the questionnaire CDJ(A), since they refer to objectives, content, activities and methodology.

We observe that scores assigned by the judges are greater than three, on a scale of one to four; it appears, therefore, that the judges' assessment of the technical quality of program design leaves no room for doubt. We do note that judge number 1 gave the lowest scores for the three handbooks, as well as the fact that judges felt the methodology offered in the 6th year primary handbook was not the best possible.

Nonetheless, although the judges approached their task with an admirable sense of responsibility, we must recognize that they are not expert in program evaluation. To get around this limitation we decided to calculate the reliability of the procedure used. For this purpose we opted for checking the degree of agreement between judges and the substantiveness of the agreement, by checking the H_0 with Kendall's W coefficient of concordance. The following results were obtained:

- Handbook for 6th year Primary. $W= 0.4268$, with a significance level of 0.0031.
- Handbook for 2nd year of Secondary. $W= 0.3753$, with a significance level of 0.0099.
- Handbook for 4th year of Secondary. $W= 0.4602$, with a significance level of 0.0014.

In order to reinforce our assessment, we calculated the Cronbach α for each level, obtaining the following scores:

- Handbook for 6th year Primary. $\alpha=0.9446$
- Handbook for 2nd year of Secondary. $\alpha=0.8683$
- Handbook for 4th year of Secondary. $\alpha=0.9099$

Given that in all three cases the judges did not assign scores according to chance, scores being corroborated by a high level of reliability, the joint interpretation of these two procedures allows us to make a fairly accurate evaluation of the technical quality of the student handbook.

Intrinsic quality of the teacher's guide

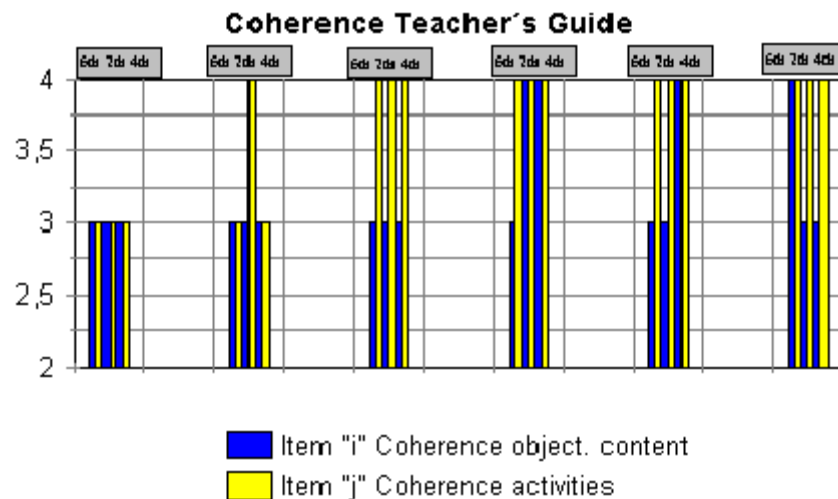
The teacher's guide presents in detailed fashion the didactic approach which the teacher at each grade level should follow in order to meet proposed objectives. Theoretical development is presented, and the objectives, content areas, activities, methodological strategies, evaluation and timing for the three levels of intervention are described.

To determine intrinsic quality of the teacher's guide, two indicators were chosen: the guide's coherence with the student handbooks and the technical quality of the guide as assessed by judges, in the degree to which the objectives, content, methodological strategies, evaluation and timing are possible to undertake and attain within the homeroom teacher's guidance function.

** Coherence of the teacher's guide with student handbooks for 6th year Primary, 2nd year Secondary and 4th year Secondary*

Examining items i and j of the CDJ (B), as reflected in Chart 2, one can observe the degree to which the judges indicate coherence of the objectives, content and activities of the guide with what is developed in the student handbooks.

Chart 2



We consider the judges' scores high, that the degree of coherence of activities set out in the student handbooks with what is described in the teacher's guide seemed very high to them, while the objectives and content of the teachers guide were also considered quite coherent with the student handbooks, though not as much. These conclusions might seem logical, a priori, since it seems unlikely that a teacher's guide would not respond to what is programmed in the student handbooks. We nonetheless consider this aspect important: one of the most frequent criticisms from teachers is how unhelpful the teacher's guides are, not being consistent with what is presented for the student.

In light of these data, we asked whether the register values could be the result of chance, either because the evaluators did not complete their work rigorously, or because the objectives we proposed with this analysis were not sufficiently clear to the judges. For this purpose we checked scores given for items *i* and *j*, with an $\alpha=0.05$. A Chi squared for item *i* Chi-Square=5.5556, one degree of freedom, and an $\alpha=0.0184$ allows us to reject the H_0 and thus affirm that the results are not due to chance. Item *j* with a Chi-Square of 3.5556, and one degree of freedom with an $\alpha=0.0593$ that is at the limit of significance and does not allow us to reject the H_0 with an $\alpha=0.05$. According to these values the procedure was carried out in a reliable fashion, that is, the process is not due to chance.

* *Technical quality of the Teacher's Guide.*

To determine the technical quality of the Guide, judges were asked to score from 1 to 4 (1= Not at all, 2= A little, 3= Mostly, 4= Very much), as to whether the objectives, content, activities, methodology, teacher evaluation elements, student evaluation elements, and evaluation of activities and timing, are possible to undertake within their school guidelines for the homeroom teacher's function (items a,b,c,d,e,f,g,h from CDJ (B)).

In general the judges rate the different quality elements of the Teacher's Guide above average. However, we note that elements of the Teacher's Guide for 4th year of secondary are generally rated lowest, especially in what pertains to objectives, content, and activities and the possibility of carrying them out within their guidance role as teachers. However, keep in mind that these conclusions are justified due to the small amount of time allotted for guidance activities in the classroom, making it difficult to carry out any Guidance Action Plan. Though within acceptable ranges, we also note the lower scores assigned to timing of activities for each of the levels, with item *h* for 4th year of secondary rated lowest of the three. Practically speaking, it is also justified because of reasons stated above. It is difficult to implement any Guidance Action Plan in the 3rd and 4th years of Secondary, especially when it means extra activities added to the curriculum. Finally, in 6th year Primary and 2nd year Secondary, we note lower scores, though also within the acceptable range, for item *e*, referring to the evaluation instrument included for student evaluation of the program. This seems to indicate that a different instrument should have been prepared for each level, and not, as appears in the Guide, a single questionnaire for all three levels.

Aside from these observations, the judges assess technical quality of the design of the Teacher's Guide as acceptable. To empirically support these results, we tested these opinions to better determine the reliability of the procedure used. To test for H_0 , with an $\alpha= 0.005$, we used Kendall's coefficient of concordance W , allowing us to perceive concordance among judges and the substantiveness of the agreement attained. Data obtained in this analysis are as follows:

- 6th year of Primary: $W= 0.7138$ with a significance level of 0.0003.
- 2nd year of Secondary: $W= 0.7138$ with a significance level of 0.0001.
- 4th year of Secondary: $W= 0.8424$ with a significance level of 0.0000.

These data allow us to claim agreement among the judges, as they all concurred in their positions with respect to the value of the different components of the program. Ratings were not the result of chance.

To reinforce our affirmations we calculated Cronbach's reliability coefficient, obtaining the following scores.

- 6th year of Primary: $\alpha = 0.6609$.
- 2nd year of Secondary: $\alpha = 0.8967$.
- 4th year of Secondary: $\alpha = 0.8284$.

Data indicate a covariation in the judges which is not very high for 6th year of Primary, and which is very high for 2nd and 4th year of Secondary.

Program viability

To determine program viability we made use of the opinions of the homeroom teachers/ program implementers. This evaluation was carried out at the end of program application.

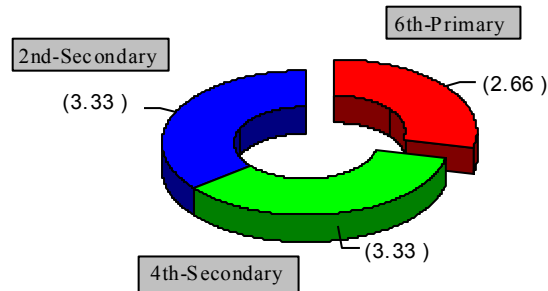
Using the Implementers' Questionnaire (Appendix II), these teachers evaluated program viability and other aspects through two groups of items, addressing respectively: (a) program suitability to the students, and (b) program suitability to the school.

** Program suitability to students*

Program suitability to the students is addressed in items 1, 2, and 8 of the CPA (Implementers' Questionnaire), whose results are shown in Chart 3. Results indicate that for 10 implementers, program suitability to the students is between sufficient and very much, though it must be noted that the lowest scores are given for students in 6th year of Primary. Recall that these are students between 11 and 12 years of age, and as reflected in the literature on developmental stages in vocational maturity, at this age interest in professional development is still far off; from this we derive that students show little interest in activities related to this subject. However, research should address what aspects of the material

intended for 6th year of Primary could increase student interest, which on the other hand is not low.

Chart 3
Suitability to Students
Average Score



To analyze whether differences observed in the degree of program suitability to the students are really significant, we checked scores obtained on three items for the three levels, at a significance level of $\alpha= 0.005$ for 10 cases, checking for the null hypothesis using the *Kruskal-Wallis H test*.

- In the case of item 1 (the students shows interest) it is advisable to accept the null hypothesis: there do not exist differences among the three levels with a $H= 3.7500$ for 2 degrees of freedom, producing a significance level of $\alpha= 0.1534$. The lowest rank was obtained for the level of 6th year Primary, the average rank being 3.5.

- In the case of item 2 (degree of participation), it is advisable to accept the null hypothesis, there do not exist differences in the degree of student participation in the three levels, with an $H= 2.6250$ for two degrees of freedom, with an $\alpha= 0.2691$. The lowest rank was obtained for the level of 6th year Primary, the average rank being 4.38.

- In the case of item 8 (suitability of activities, etc.), it is advisable to accept the null hypothesis, there do not exist differences between the degree of suitability of activities for students in the three levels, with an $H= 3.8304$, for 2 degrees of freedom, producing a significance level of $\alpha= 0.1473$. 6th year of Primary obtained the lowest average rank with a score of 3.63.

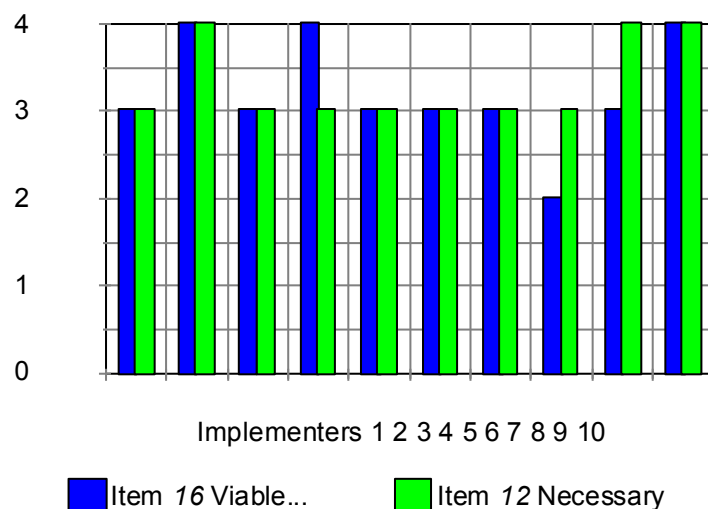
As for the reliability of the scale for these three items, the Cronbach coefficient α obtained from the sum of the variances of the data from these three items produces a value of $\alpha= 0.6818$, which we consider significant given the small number of cases.

** Program suitability to the school.*

To determine the degree of program suitability to the characteristics of the schools, teachers were asked, using items 16 and 12, to evaluate the feasibility of introducing this program into the school dynamic, and the needfulness of such an educational activity as this program offers.

As reflected in Chart 4, the implementers assigned high scores for program viability and needfulness of the program "Making up my Mind..."

Chart 4



Results obtained are reflected in Chart 5, which confirms that the program is viable for Primary and Secondary Schools.

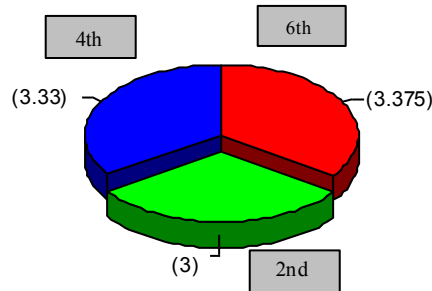
As can be observed, the 2nd year of Secondary shows average scores somewhat lower than the other levels, though within the context of all three levels having very high scores.

Although results thus far seem to justify intervention using the vocational guidance program "Making up my Mind...", inasmuch as it is needful and viable, we thought it of

interest to check whether there were differences between the levels and the schools. When checking differences in scores among the three levels and for both items with the non-parametric Kruskal Wallis H test, at a significance level of $\alpha= 0.05$, in no case could we reject the null hypothesis, therefore we did not find significant differences between the educational levels regarding the needfulness and viability, with $\alpha= 0.2312$ for item 12 and $\alpha= 0.4696$ for item 16, of intervening with this program. These same conclusions were obtained when comparing to see if significant differences existed among the schools, with an $\alpha= 0.4028$ for item 12 and $\alpha= 0.6795$ for item 16.

Chart 5

Suitability to the school



As for reliability of the scale for these two items, Cronbach’s coefficient α produced from the sum of the variances of the data from these two items a value of $\alpha= 0.6588$, which we consider acceptable given the small number of cases.

Discussion

The design evaluation of the intrinsic quality of the program “Making up my mind...” was determined overall by looking at two perspectives. On one hand coherence and technical quality of the materials were determined from the assessments of a group of judges regarding the materials’ suitability to the students and to the homeroom teacher’s guidance function. On the other hand, program viability was determined at the schools where we performed our research; for this we used the implementers’ assessments of program suitability to the students it targets, as well as the feasibility of introducing it into the school dynamic in a useful fashion.

The judges' affirmations regarding both the students' work material and the teacher's guide lead us to think that the vocational guidance program "Making up my mind..." is coherent with the theoretical model of vocational development, and additionally on a technical level the documents are well suited to the student and to possibilities of implementation within the homeroom function.

This much said, although results obtained for both the student handbooks and the teacher's guide allow us to claim program coherence and quality, as well as that the procedure has been rigorous, we still cannot prove to what extent this program is coherent with vocational development indicators, among other considerations because the very construct of vocational maturity is not yet closed. These data can be used in the future for comparison with other programs based on the same model and that have proven effectiveness.

The judges' evaluation of program objectives and content and the agreement existing among the judges give us an appreciation of content validity, since it involves a positive judgment of program suitability to the students, as well as to the planning and scheduling characteristics of the homeroom function.

The implementers' scores on program viability leave no room for doubt as to the program's suitability to student characteristics; however, it is noted that at 6th year of primary the students show less interest or responsibility in carrying out the program. As for feasibility and needfulness of intervention using the program "Making up my mind...", scores are very high and significant, leading us to think that the program design is well adjusted to the design of educational intervention being undertaken in these schools.

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ATTACHMENT I

JUDGES' QUESTIONNAIRE CDJ (A) (*We show the one for sixth grade, the others are similar*)

- Intrinsic program quality.

- *Technical quality of the student handbook for 6th year of Primary* (Rating on a scale from 1 to 4. Suitability to the developmental age of the students in the following: objectives, content, activities, methodology)

	Legend: 1. Not at all 2. A little 3. Mostly 4. Very Much
a- The objectives of Chapter I "Self-knowledge" seem suitable to the developmental age of students in 6th year of primary.	1 2 3 4
b- The objectives of Chapter II "Academic information" seem suitable to the developmental age of students in 6th year of primary.	1 2 3 4
c- The objectives of Chapter III "Decision making" seem suitable to the developmental age of students in 6th year of primary.	1 2 3 4
d- The content of Chapter I "Self-knowledge" seems suitable to the developmental age of students in 6th year of primary.	1 2 3 4
e- The content of Chapter II "Academic information" seems suitable to the developmental age of students in 6th year of primary.	1 2 3 4
f- The content of Chapter III "Decision making" seems suitable to the developmental age of students in 6th year of primary.	1 2 3 4
g- The activities of Chapter I "Self-knowledge" seem suitable to the developmental age of students in 6th year of primary.	1 2 3 4

h- The activities of Chapter II “Academic information ” seem suitable to the developmental age of students in 6th year of primary.	1	2	3	4
i- The activities of Chapter III “Decision making ” seem suitable to the developmental age of students in 6th year of primary.	1	2	3	4
j- The methodology of Chapter I “Self-knowledge” seems suitable to the developmental age of students in 6th year of primary.	1	2	3	4
k- The methodology of Chapter II “Academic information” seems suitable to the developmental age of students in 6th year of primary.	1	2	3	4
l- The methodology of Chapter III “Decision making ” seems suitable to the developmental age of students in 6th year of primary.	1	2	3	4
m- The objectives of the student handbook for sixth year are coherent with what the literature proposes for development of vocational maturity.	1	2	3	4
n- The content of the student handbook for sixth year is coherent with what the literature proposes for development of vocational maturity.	1	2	3	4

JUDGES’ QUESTIONNAIRE CDJ (B) *(We show the one for sixth grade, the others are similar)*

- **Technical quality of the teacher’s guide** (Rating by means of a registry scale from 1 to 4. How well does the content of the teacher’s guide (objectives, content, methodology, resources, evaluation) adapt to the characteristics of the homeroom function.)

6th year of Primary

TEACHER’S GUIDE	Legend: 1. Not at all 2. A little 3. Mostly 4. Very Much
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A-The objectives of the Vocational Guidance Program “Making up my mind” at the primary level are reachable in the context of the homeroom function.	1	2	3	4
B-The content of the Vocational Guidance Program “Making up my mind” at the primary level is accessible within the context of the homeroom program at your school.	1	2	3	4
C-The activities of the Vocational Guidance Program “Making up my mind” at the primary level can be carried out within the context of the homeroom program at your school.	1	2	3	4
D-The methodology of the Vocational Guidance Program “Making up my mind” at the primary level can be carried out within the context of the homeroom program at your school.	1	2	3	4
E- The evaluation proposed for the student is adapted to the characteristics of the student’s psychological development.	1	2	3	4
F- The evaluation proposed for the teacher addresses the minimum aspects needed to facilitate understanding of the Teaching-Learning process.	1	2	3	4
G- Evaluation of activities is sufficient for this level.	1	2	3	4
H- The timing proposed is adaptable to the homeroom function.	1	2	3	4
I- There is agreement between the objectives and content of the teacher’s guide and those presented in the student handbook.	1	2	3	4
J- There is agreement between the activities described in the teacher’s guide and those presented in the student handbook.	1	2	3	4

K- The CUDOP questionnaire is well suited to the ages of the students.	1	2	3	4
L- The CUDOP questionnaire is coherent with the model of developing vocational maturity that the program proposes.	1	2	3	4

ATTACHMENT II

IMPLEMENTERS' QUESTIONNAIRE. (CPA)

(Homeroom teachers/implementers)

During this schoolyear you have carried out various activities which together constitute a program of vocational guidance. In order to improve these activities we ask that you complete the following questionnaire.

_____SCHOOLYEAR_____SCHOOL_____

1. The students showed interest in the activities.

NONE (1)	A LITTLE (2)	SUFFICIENT (3)	VERY MUCH (4)
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2. The degree of participation in the activities was:

VERY LOW (1)	LOW (2)	HIGH (3)	VERY HIGH (4)
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3. In this program there are 3 chapters, on a scale of 1 to 4 rate the chapter which seemed to you most helpful for your students (1= None, 2= A little, 3= Sufficient, 4= Very Much)

- CHAPTER I: Self-knowledge..... 1..2..3..4
- CHAPTER II: Academic-professional knowledge..... 1..2..3..4
- CHAPTER III: Decision-making..... 1..2..3..4

4. Why does this chapter seem to you the most helpful?.

5. The classroom atmosphere created when implementing this program is:

POOR (1)	SO-SO (2)	GOOD (3)	VERY GOOD (4)
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6. Students request information about:

7. During group activities the degree of participation was:

VERY LOW (1)	LOW (2)	HIGH (3)	VERY HIGH (4)
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8. Activities carried out by the students seem well suited to their age and to the objectives being pursued:

NOT AT ALL (1)	A LITTLE (2)	SUFFICIENTLY (3)	VERY MUCH (4)
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9. The students respond thoughtfully to the questions being proposed.

NOT AT ALL (1)	A LITTLE (2)	SUFFICIENTLY (3)	VERY MUCH (4)
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10. The degree of responsibility perceived in the students when working with the program was:

VERY LOW (1)	LOW (2)	HIGH (3)	VERY HIGH (4)
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11. To what extent do you think that this program favors vocational maturity in the students.

NOT AT ALL (1)	A LITTLE (2)	SUFFICIENTLY (3)	VERY MUCH (4)
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12. Do you believe it is necessary at this level (grade in school) to intervene with a guidance program?

1. UNNECESSARY 2. NOT VERY NECESSARY 3. NECESSARY 4. QUITE NECESSARY

13. To what degree were program objectives reached:

NOT AT ALL (1)	A LITTLE (2)	SUFFICIENTLY (3)	VERY MUCH (4)
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- * Favors vocational maturity and especially all aspects involved in decision making 1..2..3..4
- * Integrates Vocational Guidance in the educational process. 1..2..3..4
- * Makes the teacher aware of the importance of Vocational Guidance to the personal development of the student 1..2..3..4
- * Considers vocational guidance a fundamental activity in the homeroom program 1..2..3..4
- * Makes fathers and mothers aware of the important role they play in the vocational advising of their children..... 1..2..3..4
- * Makes students obtain a better understanding of themselves, their abilities, interests, tastes, values, personality, attitudes, etc..... 1..2..3..4
- * Provides understanding of personal, academic, professional and labor reality 1..2..3..4
- * The students learn to make decisions 1..2..3..4

14. In what aspects do you feel the program can be improved.

15. Does the time shown in the teacher's guide under methodology suggestions match the real implementation time?

NOT AT ALL (1)	A LITTLE (2)	SUFFICIENTLY (3)	VERY MUCH (4)
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16. Would it be possible to introduce this program in your school, either through multi-classroom implementation, or as part of homeroom?

NOT AT ALL (1)	A LITTLE (2)	SUFFICIENTLY (3)	VERY MUCH (4)
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17. Observations: