



COURSE ENHANCEMENT PROGRAM PERFORMANCE AND CRIMINOLOGISTS LICENSURE EXAMINATION RESULT: BASIS FOR PROPOSED COMPREHENSIVE PROGRAM

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ABSTRACT

This research analyzed the performance of BS Criminology graduates of Valdez Mother and Child Asian Colleges Foundation Inc. (VMCACFI) in relation to their course enhancement program and Board Licensure Examination for Criminologists (BLEC). A descriptive-correlational design was used to collect data from graduates who took the BLEC. The institution's BLEC passing rates were consistently low, with slight improvements among first-time takers and significant increases among repeaters. Graduates performed "Fair" in the Course Enhancement Program but showed strong proficiency in Correctional Administration, Criminal Jurisprudence, Procedure and Evidence, Law Enforcement Administration, and Sociology of Crimes. However, their performance in Crime Detection and Investigation during the licensure examination was poor. Despite the program's high effectiveness rating, statistical analysis showed no significant relationship between program effectiveness and BLEC performance. The study concludes that the current course enhancement program alone isn't enough to significantly improve licensure exam outcomes. VMCACFI can improve its BS Criminology program by aligning the curriculum with professional standards and licensure requirements. Faculty development, student engagement in diagnostic assessments, and data-driven curriculum improvements are recommended.

Keywords: *Course enhancement program, Board licensure examination for criminologists, Board examination performance, Comprehensive review program*

INTRODUCTION

The Board Licensure Examination for Criminologists (BLEC), administered by the Professional Regulation Commission (PRC), is the final requirement for criminology graduates to obtain professional licenses and work in law enforcement, corrections, and security. However, VMCAFCI ranked 260 out of 427 schools on its initial CLE participation, equating to 38% below the national passing standard, raising concerns about the institutions readiness and academic preparation for the board examination (Barreda, 2022).

The main issue is the limited understanding of how the VMCAFCI Criminology curriculum and practices prepare students for the BLEC. While the department conducts review sessions and mock board exams, there is minimal analysis of results and feedback to students. This gap may prevent the identification of weaknesses in instruction, review coverage, and student learning outcomes, affecting board performance (Bangaysiso et al., 2024).

This study supports higher education institutions in strengthening and expanding their strategies to improve passing rates in the Board Licensure Examination for Criminologists while maintaining sustainable educational standards (Bahunsua et al., 2023). By examining effective licensure examination preparation approaches, the study provides guidance for institutions to enhance curriculum implementation, review programs, and assessment practices to improve academic performance and professional competence among criminology graduates.

The study examined the implementation of Republic Act No. 11131, the Philippine Criminology Profession Act of 2018, which regulates and professionalizes criminology in the country. It highlights the crucial role of higher education institutions in producing competent and morally upright criminologists. The PRC, as the organizer of licensure examinations, establishes standards and criteria for accredited programs to ensure professional services for graduates who will eventually become certified and serve.

This study evaluated the course enhancement program and the Board Licensure Examination for Criminologists (BLEC) for the BS Criminology graduates of VMCAFCI in 2024. It evaluated VMCAFCI's institutional performance in the BLEC and the graduates' performance in criminal jurisprudence, procedure, evidence, law enforcement administration, forensic science, crime detection and investigation, criminal sociology, and correctional administration. The study also analyzed the BLEC results in these areas. It further examined the program's perceived effectiveness in terms of resource speakers, facilities, time allotment, and review materials, as well as the significant differences in graduates' performance among the six BLEC areas. Finally, it established the relationship between the program's effectiveness and BLEC results and developed a comprehensive program to improve licensure examination performance.

Research Questions

This study aimed to determine the level of performance and effectiveness of the course enhancement program and the Board Licensure Examination for Criminologists (BLEC) of the Criminology Graduates of Valdez Mother and Child Asian Colleges Foundation Inc., (VMCACFI). Specifically, it sought to answer the following questions:

1. What is the level of performance of Valdez Mother and Child Asian Colleges Foundation Inc. in the February and July 2024 Board Licensure Examination for Criminologists (BLEC)?
2. What is the level of performance of BS Criminology graduates batch of 2023 in the course enhancement program in terms of:
 - 2.1. criminal jurisprudence, procedure and evidence;
 - 2.2. law enforcement administration;
 - 2.3. forensic science;
 - 2.4. crime detection and investigation;
 - 2.5. sociology of crimes and ethics; and,
 - 2.6. correctional administration?
3. What are the results in the February and July 2024 Board Licensure Examination for Criminologists (BLEC) of BS Criminology graduates in the following areas:
 - 3.1. criminal jurisprudence, procedure and evidence;
 - 3.2. law enforcement administration;
 - 3.3. forensic science;
 - 3.4. crime detection and investigation,
 - 3.5. sociology of crimes and ethics; and,
 - 3.6. correctional administration?
4. What is the level of effectiveness of the course enhancement program as perceived by the BS Criminology graduates in terms of:
 - 4.1. Resource speaker;
 - 4.2. Facility;
 - 4.3. Time allotment; and,
 - 4.4. Review materials?
5. Is there a significant difference in the performance levels of BS Criminology graduates among the six (6) areas of the Board Licensure Examination for Criminologists (BLEC)?
6. Is there a significant relationship between the effectiveness level of the course enhancement program and the Board Licensure Examination for Criminologists (BLEC) result of BS Criminology graduates?
7. Based on the findings, what comprehensive program can be proposed?

METHODOLOGY

This study used the R&D method to design and evaluate a course enhancement and review program aimed at improving the Criminologist Licensure Examination

performance of Bachelor of Science in Criminology graduates. The researcher employed a quantitative descriptive-correlational design using BLEC data from the school, Professional Regulations Commission records, and school mock board outcomes. Respondents were all 35 Bachelor of Science in Criminology graduates from VMCAFI who participated in the mock board examinations during the 2022-2023 academic year. The researcher used weighted mean to describe the overall performance of graduates in the mock board examination and the BLEC, determining average scores across subject areas like criminal jurisprudence, procedure and evidence, law enforcement administration, forensic science, crime detection and investigation, sociology of crimes and ethics, and correctional administration. The computed means compared performance levels across domains, identifying strengths and weaknesses. To assess the significance of the difference between mock board and BLEC performance, the researcher used the paired t-test to compare the mean scores of the same group of examinees across corresponding subject areas in both examinations. The results addressed differences in examination outcomes and confirmed whether mock board results aligned with actual licensure examination performance. To assess the relationship between mock board examination performance and BLEC results, the researcher employed the Pearson Product-Moment Correlation coefficient. This analysis quantified the strength and direction of the relationship between mock board examination scores in each subject area for batch 2023 graduates and the corresponding BLEC subject areas. The computed correlation coefficients provided empirical evidence on the predictive value of mock board performance in relation to licensure examination outcomes.

RESULTS AND DISCUSSION

Table 1
The Level of Performance of Valdez Mother and Child Asian Colleges Foundation Inc. in the February and July 2024 Board Licensure Examination for Criminologists (BLEC)

Month / Year	First Takers					Repeaters					National Passing Rate %
	Passed	Failed	Cond	Total	%	Passed	Failed	Cond	Total	%	
Feb-2024	4	17	0	21	19.95	2	14	0	16	12.50	48.27
Jul-2024	3	10	0	13	23.08	7	12	0	19	36.84	49.35

The table reveals that Valdez Mother and Child Asian Colleges Foundation Inc. had low passing percentages first-takers in both examination periods. Only 4 out of 21 first-takers passed in February 2024, resulting in a passing rate of 19.95 percent, which is really far from the national passing rate of 48.27 percent. There was a small increase in the passing rate in July 2024, where 3 out of 13 first-takers passed, so the passing rate was raised to 23.08 percent. The performance of first-takers in the school still greatly fell behind the national passing rate after the increase, which was 49.35 percent, thus, pointing to the existence of the problem of first-takers' insufficient BLEC preparation in the school.

As for the repeaters, the outcomes show a mixture of different trends. In February 2024, the limited number of 2 out of 16 repeaters who passed resulted in a very low passing rate of 12.50 percent, which is quite a few times lower than the national average. But there was a significant improvement in July 2024 when 7 out of 19 repeaters passed leading to a passing rate of 36.84 percent. The positive development over time for repeaters, as reflected in the data, tells a different story from the national passing rate which is still higher than the rate. In sum, the data suggests that although the institution shows signs of progress especially among repeaters, it still has to whine up its review strategies, provide more instructional support, and enhance exam readiness programs to close the gap between its performance and the national standards.

Generally speaking, the data provided valuable insights into how Valdez Mother and Child Asian Colleges Foundation Inc. has improved the output of their criminology program. This improvement indicates their gradual but steady progress toward meeting national standards. Research conducted by Bangaysiso (2024) and Salendab et al. (2024) highlights that campus-wide examination performance is primarily influenced by the quality of the curriculum, the competence of the faculty, and the effectiveness of review programs.

Consequently, the institution which has successfully implemented a significant improvement in the BLEC situation may be the one that consistently strengthens its performance management system while simultaneously systematically and comprehensively integrating review activities into the criminology curriculum. To sustain this positive trajectory and simultaneously achieve a competitive advantage nationally, it is imperative that teaching, counseling, and assessment continue to be enhanced and further developed.

Table 2 displays the performance of BS Criminology graduates in course enhancement programs, focusing on criminal jurisprudence, procedure, evidence; law enforcement administration; forensic science; crime detection and investigation; criminology; and correctional administration. It highlights their abilities and the program's impact on their knowledge and skills, helping identify strengths and areas for improvement to prepare them for professional practice and licensing exams.

The table shows the effectiveness of the improvement initiative in enhancing graduates' preparedness for licensure exams. Educators and program developers can use the insights to improve teaching strategies, update instructional materials, and address learning gaps, better equipping graduates for their careers.

Table 2
The Level of Performance of BS Criminology Graduates Batch of 2023 in the Course Enhancement Program

	Subject Areas	Mean	Description
1.	Criminal Jurisprudence, Procedure and	79.17	Fair

Evidence (CLJ)		
2. Law Enforcement Administration (LEA)	77.31	Fair
3. Forensic Science	76.62	Fair
4. Crime Detection and Investigation	75.74	Fair
5. Sociology of Crimes and Ethics	78.72	Fair
6. Correctional Administration	81.61	Good
Overall Mean	78.20	Fair

Table 2 contains data on the level of performance of B.S. Criminology graduates in Mock Board examination. The general mean at 78.20, which is in the Fair range, criminology graduates have rather poor performance. Particularly, Correctional Administration scored an average of 81.61, therefore receiving a Good grade. This indicates that graduates excelled in this specific subject field. In contrast, the mean for Criminal Jurisprudence, Procedure and Evidence (CLJ), Law Enforcement Administration (LEA), and Sociology of Crimes and Ethics were 79.17, 77.31, and 76.82, and 78.82 respectively each falling under the Fair category. These results indicate relatively low performance in these areas among the graduates.

This study examined into various factors that influence the success of Bachelor of Laws and Economics (BLEC) students. It examines student-related factors like interest and study habits, school-related factors such as the qualifications of faculty, teaching strategies, and learning facilities, and personal factors like preparedness and stress. These factors collectively impact the overall mean grade and the performance disparities across different subjects. The study reveals that the average academic performance of Criminology graduates is moderate, attributed to factors like study habits, internal classroom conditions, learning facilities, and socio-economic factors. This aligns with your overall “Fair” rating for the mock board.

The table presents the results of the Board Licensure Examination for Criminologists (BLEC) for Bachelor of Science in Criminology graduates, categorized by their areas of expertise in criminal jurisprudence, procedure and evidence; law enforcement administration; forensic science; crime detection and investigation; criminology; and correctional administration.

Table 3
The Result in the February and July 2024 Board Licensure Examination for Criminologists (BLEC) of BS Criminology Graduates in the following Areas

Subject Areas	Mean	Description
1. Criminal Jurisprudence, Procedure and Evidence (CLJ)	75.48	Fair
2. Law Enforcement Administration (LEA)	77.77	Fair
3. Forensic Science	77.36	Fair
4. Crime Detection and Investigation	70.7	Poor
5. Sociology of Crimes and Ethics	77.86	Fair

6. Correctional Administration	81.22	Good
Overall Mean	76.73	Fair

The data presented on Table 3 show the level of performance of 2024 Board Licensure Examination for Criminologists (BLEC) of B.S. Criminology graduates. The overall mean of 76.73, which falls within the Fair range, indicates a relatively low performance among criminology graduates. Specifically, Correctional Administration received a mean of 81.22, which corresponds to a Good rating.

This suggests that graduates performed exceptionally well in this specific subject area. However, the subject area of Crime Detection and Investigation received a mean score of 70.7, with the descriptive description being “Poor.” This indicates a very low performance of criminology graduates, as evidenced by the failed remark.

In contrast, the mean for Criminal Jurisprudence, Procedure and Evidence (CLJ), Law Enforcement Administration (LEA), and Sociology of Crimes were 75.48, 77.77, and 77.86, respectively each falling under the “Fair” category. These results indicate relatively low performance in these areas among the graduates.

Capundan and Belarmino (2025) found that “Criminology,” which covers the sociological aspects of crime, had the lowest average score (75.88%) among the major subjects. They noticed that most examinees in Criminal Law and Jurisprudence scored between 76 and 80, with only a few achieving higher scores. This indicates a concentration around the mid-to-high passing threshold but doesn’t necessarily suggest exceptional performance.

While practical aspects of law enforcement are undoubtedly important, administrative and theoretical components can present significant challenges. Studies on criminology internships have highlighted difficulties such as emotional stress, time management, and academic pressure. These challenges can indirectly affect performance in related subjects like law enforcement administration (LEA) (Lumingkit et al., 2024).

The table below presents the perceived effectiveness of the course enhancement program by BS Criminology graduates, taking into account factors like the resource speaker, facility, time allocation, and review materials.

Table 4
The Level of Effectiveness of Course Enhancement Program as Perceived by the BS Criminology Graduates

Items	Mean	Description
1. Resource Speaker	4.41	Highly Effective
2. Facility	4.28	Highly Effective
3. Time Allotment	4.26	Highly Effective
4. Resource Materials	4.41	Highly Effective
Overall Mean	4.34	Highly Effective

The data presented in Table 4 illustrates the perceived effectiveness of the course enhancement program by BS Criminology graduates in preparation for the Board Licensure Examination for Criminologists. The results show that all four subject areas evaluated, Resource Speaker, Facility, Time Allotment, and Resource Materials, received mean scores within the range of 4.21 to 5.00, which is interpreted as Highly Effective. Specifically, both Resource Speaker and Resource Materials received the highest mean score of 4.41, indicating that these aspects were considered extremely helpful and well-executed by the respondents. Facility followed with a mean score of 4.28, and Time Allotment received a slightly lower but still high score of 4.26.

The overall mean rating for the entire course enhancement program is 4.34, which confirms that the program was generally perceived as highly effective. Respondents found the program to be comprehensive, relevant, and instrumental in helping them achieve a high score in the licensure examination. These findings suggest that the course enhancement program successfully met its objectives and provided significant support to the graduates in their board exam preparation.

In a study conducted by Albina et al. (2022) they examined the factors that contributed to the failure of graduates in the BLEC exam. Their findings revealed that various elements, including institutional support, personal motivation, time management, and home influences, significantly impacted the preparedness of examinees. The study emphasizes the importance of comprehensive support systems, disciplined study routines, and well-crafted review materials, which align with your interpretation of effective “Resource Materials,” “Facility,” and structured “Time Allotment” in assisting examinees.

In Bosito (2025), the authentic experiences of successful examinees were explored, shedding light on challenges such as outdated study materials, inadequate guidance, environmental stress, and time constraints. Effective coping strategies identified included access to updated resources, institutional support, stress management techniques, and meticulously crafted study plans that aligned with the reasons why respondents highly rated “Resource Speaker,” “Facilities,” and “Time Allotment.”

The illustration below describes the significant difference in performance levels among B.S. Criminology graduates across the six (6) areas of the Board Licensure Examination for Criminologists (BLEC).

Table 5
The Significant Difference in the Performance Level of BS Criminology Graduates from among the Six (6) Areas of Board Licensure Examination for Criminologists (BLEC)

Paired Sample Test	Mean difference	Std dev	t	Df	Sig. (2-tailed) 0.05	Interpretation
Level of performance Licensure examination	1.46	2.35	1.520	5	0.049	significant

The data presented in Table 5 reveal a statistically significant difference in the performance levels of B.S. Criminology graduates across the six (6) areas of the Board Licensure Examination for Criminologists (BLEC). Utilizing a paired t-test to compare the mean scores of each examination area, the analysis indicates that the graduates performed inconsistently across the different domains, suggesting that certain areas may present greater challenges or require more focused academic preparation. The observed differences highlight the need for curriculum enhancement and targeted review strategies to ensure more balanced competency among graduates in all areas of the licensure exam. The paired sample t-test results presented point to a notable variation in the performance levels of B.S. Criminology graduates over the six regions of the Board Licensure Examination for Criminologists (BLEC). With a standard deviation of 2.35, the mean performance difference between these locations is 1.46. The calculated t-value with 5 degrees of freedom (df) The significance value (p-value) is 0.049, while the 1.520 is so. The result is statistically significant because the p-value is under the usual threshold of 0.05.

These results suggest that the graduates' competency and preparedness vary across the six exam subjects. This inconsistency may be due to curriculum disparities, teaching effectiveness, or students' focus and interest. Further evaluation of underperforming subjects is crucial for targeted interventions and balanced academic preparation for future licensure candidates. This may lead to rejecting the null hypothesis that there's no significant difference in the performance level of B.S. Criminology graduates from the six areas of the Board Licensure Examination for Criminologists (BLEC).

This very recent study (which appears in search results as published in 2025, but likely refers to a recent examination period like Dec 2022) explicitly found differing mean scores across CLE subjects. For instance, they reported "Correctional Administration" with the highest mean score (82.22%) and "Criminology" (often encompassing Sociology of Crimes) with the lowest (75.88%). The existence of such disparities in mean scores, even without an explicit paired t-test, strongly implies a significant difference in performance levels across subjects. Research often indicates that teacher-related factors, such as "mastery of the subject" and "teaching strategies that foster effective learning," are significant predictors of student academic success (Jan, et al., 2025). The results of a significant relationship between the effectiveness of a course enhancement program and

the Board Licensure Examination for Criminologists (BLEC) scores of B.S. Criminology graduates are described below.

Table 6
The Significant Relationship between the Effectiveness Level of Course Enhancement Program and Board Licensure Examination for Criminologists (BLEC) Result of BS Criminology Graduates

Variables	Correlation coefficient <i>r</i>	Description	P value 0.05	Interpretation
The effectiveness level of course enhancement program and Board Licensure Examination for Criminologists (BLEC) result of B.S. Criminology graduates	<i>0.112</i>	Very Weak/ Negligible	<i>0.550</i>	Not significant

Table 6 shows the Pearson product-moment correlation analysis between the course enhancement program’s effectiveness and the B.S. Criminology graduates’ Board Licensure Examination for Criminologists (BLEC) results. The correlation coefficient (*r*) is 0.112, indicating a weak positive linear relationship. The p-value (0.550) exceeds the significance level (0.05), so the relationship is not statistically significant. This suggests the course enhancement program’s success doesn’t significantly impact graduates’ performance on the Criminologist Licensure Examination. Therefore, the effectiveness of the course enhancement program is not linked to the B.S. Criminology graduates’ criminology licensure exam results. Further research is needed to identify factors affecting exam performance or evaluate the course enhancement program itself.

In the study of Albina et al. (2022), a correlational analysis found no significant correlation between academic performance and CLE rating, consistent with your finding. However, the study title and authors are not fully available, suggesting a limited direct influence of an enhancement program and that general academic achievement may not reliably predict CLE success. This study suggests that the current course enhancement program doesn’t significantly affect licensure exam performance. Other factors, like student study habits, academic performance, curriculum quality, and psychological factors, may also impact exam results.

Proposed Comprehensive Program

This section aims to propose a comprehensive program that can effectively enhance the performance of Criminology graduates in the licensure examination particularly in the area of Crime Detection and Investigation which was found to be the weakest. The whole idea of the program is based on the fact that licensure examination performance is a reliable measure of the quality of education. Although VMCACFI has been a source of

passers in some past years, its average passing rate is still lower than the national average which is a clear indication of the necessity for continuous improvement measures. Recognizing this, the administration and faculty emphasize the importance of strengthening enhancement programs that directly support graduates in meeting the standards set by the Professional Regulation Commission.

The intervention focuses on producing review materials that align with the PRC Table of Specifications topics and learning competencies. To begin the upgrading process, a comprehensive review of existing teaching materials is conducted in relation to the new PRC requirements and the Board of Criminology's recommendations. Subject coordinators and faculty specialists verify that the syllabus covers all topics, assigns appropriate weights, and maintains consistent difficulty levels. Outdated or inadequate materials are updated by revising or supplementing them with updated references, case-based questions, and problem scenarios aligned with real board examination trends.

To improve the effectiveness of these materials, the program uses several review strategies. Faculty-guided intensive review sessions help students revisit key concepts, while self-directed review materials like modules, question banks, and summaries encourage independent study. Mock board and comprehensive examinations are adjusted to closely resemble the actual licensure examination, focusing on format, content distribution, and duration. Test results identify students' weak areas, allowing for targeted remedial sessions. The program aims to enhance review materials and strategies, developing mastery, retention, and exam readiness, thereby raising the institution's performance in the Board Licensure Examination for Criminologists to the national passing rate or higher.

Finally, the proposed comprehensive program aligns closely with the Table of Specifications (TOS) issued by the Professional Regulation Commission for the Board Licensure Examination for Criminologists. It covers, allocates time, and assesses competencies according to the prescribed weight distribution of major subject areas, ensuring review sessions emphasize important competencies. Mock examinations and formative assessments follow the TOS framework, familiarizing students with the exam's scope, content domains, and cognitive levels. By systematically mapping review topics and learning activities to the PRC specifications, the program ensures content validity, balanced subject representation, and focused preparation, directly supporting improved performance in the BLEC.

Findings

This study evaluated BSCrim graduates of VMCACFI in their course enhancement program and BLEC to develop a comprehensive review program. It examined the relationship between academic preparation and graduates' performance in the licensure examination. The study involved 35 BSCrim graduates' batch 2023 who participated in mock board exams.

The main research instrument was data from the College of Criminal Justice Education – Criminology Department, Registrar's Office, and PRC covering six major areas of the

BLEC. It assessed Criminology graduates' performance and identified their weaknesses. Results revealed that:

1. Level of performance of Valdez Mother and Child Asian Colleges Foundation Inc. in the February and July 2024 Board Licensure Examination for Criminologists (BLEC)

Valdez Mother and Child Asian Colleges Foundation Inc. consistently achieve low BLEC passing percentages, especially for first-time takers. Their performance was significantly below national rates, though there was a slight improvement on February to July 2024. This suggests ongoing insufficiencies in first-takers' preparation. Repeater performance was low in February but improved in July, indicating the effectiveness of continued exposure and review interventions. Despite this progress, the performance of repeaters remained below national standards. Overall, the findings reveal insufficient institutional preparation and exam readiness at the organization level, leading to low passing percentages.

2. Level of Performance of BS Criminology Graduates Batch of 2023 in the Course Enhancement Program

Bachelor of Science in Criminology graduates who participated in the course enhancement program (Mock Board examination) achieved an overall mean score of 78.20, which is considered "Fair." This indicates that the graduates' performance was below average.

3. Result in the February and July 2024 Board Licensure Examination for Criminologists (BLEC) of BS Criminology graduates in the following areas

The data revealed that the mean rating of Board Licensure Examination for Criminologists (BLEC) for B.S. Criminology graduates was 76.73, which is considered "Fair." This indicates below average performance by the criminology graduates.

4. The Level of Effectiveness of Course Enhancement Program as Perceived by the BS Criminology Graduates

The data presented indicates that the level of effectiveness of the course enhancement program, as perceived by the BS Criminology graduates, was 4.34, which is considered "Highly Effective." This suggests that the program was highly effective in preparing the respondents for the Board Licensure Examination for Criminologists (BLEC). The respondents found the program to be comprehensive, relevant, and useful in achieving a high score in the examination.

5. Significant Difference in the Performance Level of BS Criminology Graduates from Among the Six (6) Areas of Board Licensure Examination for Criminologists (BLEC)

According to the paired sample t-test findings, B.S. Criminology graduates from the six districts of the Board Licensure Examination for Criminologists (BLEC) show notable performance level differences. With a mean difference of 1.46 and a standard deviation of 2.35, the t-value (1.520) is statistically significant (p -value = 0.049) with 5 degrees of freedom (df).

6. Significant Relationship Between the Effectiveness Level of Course Enhancement Program and Board Licensure Examination for Criminologists (BLEC) Result of BS Criminology graduates

The analysis yielded a weak positive linear relationship ($r = 0.112$) and a p -value (0.550) greater than the significance level (0.05). Therefore, the course enhancement program's effectiveness in influencing the Board Licensure Examination for Criminologists (BLEC) performance of graduates is not statistically significant within the study's scope.

Conclusions

Based on the findings of the study, the following conclusions were made:

1. Generally, the very low BLEC passing rates that are maintained over time of Valdez Mother and Child Asian Colleges Foundation Inc. especially among first-time takers, reflect that there are deep and consistent gaps in the preparation at the institution and readiness for the exam. It can be said that the small increase from February to July 2024 and the significant improvement of the repeaters most likely due to continued review and exposure to the exam, however, these results are still far from reaching the required national standards.
2. BS Criminology graduates generally perform at a "Fair" level in the Course Enhancement Program. Students meet basic program expectations but lack a deeper understanding of criminology and frequent application of key competencies. This performance helps faculty identify gaps and improve graduates' outcomes.
3. Graduates consistently demonstrate commendable proficiency in Correctional Administration. However, their performance in Criminal Jurisprudence, Procedure and Evidence, Law Enforcement Administration, and Sociology of Crimes remains at a "Fair" level, indicating persistent areas of struggle. Furthermore, their "Poor" and failing performance in CDI during the actual licensure examination highlights a critical gap in preparedness for this specific area.
4. The course enhancement program was highly effective in preparing Bachelor of Science in Criminology graduates for the Board Licensure Examination, as indicated by its high effectiveness rating. However, statistical analysis showed no significant improvement in graduates' licensure examination performance, leading to the non-rejection of the null hypothesis. This may be due to a possible misalignment between the review materials, instructional focus, and the Table of

Specifications (TOS) prescribed by the Professional Regulation Commission. The review content may not have adequately reflected the distribution of subject areas, competency levels, or examination weight required in the actual licensure test, resulting in gaps between the preparation provided and the competencies assessed. Despite its positive evaluation in terms of delivery and structure, the program's review material misalignment with the PRB Criminology prescribe TOS may have reduced its effectiveness in significantly enhancing graduates' performance in the licensure examination.

5. Graduates' levels of competency and preparedness vary across different subject areas of the exam. This inconsistency suggests underlying disparities, possibly due to variations in curriculum design, instructional delivery effectiveness, or differing levels of student engagement and focus on specific subjects.

6. The research results show no statistically significant relationship between the course enhancement program's effectiveness and the Board Licensure Examination for Criminologists (BLEC) results of BS Criminology graduates. A weak positive correlation was found, but the relationship size is small, and the p-value exceeds the usual significance level. Therefore, the course enhancement program was not a significant factor in the graduates' BLEC performance. Other factors outside the program's scope may have a more significant impact. Thus, the null hypothesis, stating no significant relationship between the program's effectiveness and the BLEC results, is accepted.

Recommendations

Based on the findings of the study, the researcher therefore recommends the following:

1. Valdez Mother and Child Asian Colleges Foundation Inc. (VMCACFI). The institution can enhance its academic interventions by aligning the BS Criminology curriculum with the Professional Regulatory Board in Criminology Table of Specifications, CHED Policies, Standards, and Guidelines, and approved course syllabi. This alignment ensures the curriculum meets the profession's requirements, improving teaching and learning quality. Instructional enhancement should focus on the six subject areas of the Board Licensure Examination for Criminologists: criminal jurisprudence, procedure, and evidence; law enforcement administration; forensic science; crime detection and investigation; sociology of crime and ethics; and correctional administration.

2. Faculty members of the BS Criminology program may be encouraged to engage in professional development activities when these activities are well, planned and ongoing. Such activities may focus on faculty skill development in research implementation, up-to-date teaching strategies, effective assessment tools, and aligning instruction with Criminologists Licensure Examination standards and competencies. Improving faculty skills can lead to better classroom

instruction, higher student involvement, and better preparation for licensure exam passing.

3. Graduating Criminology students of VMCAFI may actively participate in diagnostic quizzes, mock examinations, and formative assessments. These activities will help them recognize their strong points and areas for improvement in the various subjects for the licensure examination. Afterward, they can take their assessment results as a reference to carry out efficient and disciplined study habits such as having a regular review schedule, exercising the problem areas, and using more application, based learning methods.

4. Researchers may look into more detailed analyses of students performance data across the six subjects for licensure to identify those areas that not only show lower results but also determine the extent of these gaps. These analyses can serve as empirical bases for data-driven improvements in curriculum design, teaching strategies, and institutional review programs, leading to more effective criminology education and licensure exam preparation.

5. Other Researchers and Future Studies. Researchers may explore factors affecting Criminologists Licensure Examination performance, such as motivation, study habits, learning environment, and institutional support. Comparative studies of criminology schools can reveal best practices and strategies for superior performance, guiding program improvement and policy making.

6. Future researchers may conduct similar studies in other criminology schools or universities to determine if the correlation between the course enhancement program's results and the Criminologists Licensure Examination performance is consistent across institutions.

Compliance with Ethical Standards

The researcher ensured compliance with all ethical standards mandated by Holy Trinity College General Santos City to prevent any issues that could lead to the direct or implicit abuse or exploitation of research participants.

Informed Consent. Respondents were fully informed about the research's goals, methods, risks, and rewards before agreeing to participate.

Voluntary Participation. Participation in this study was voluntary. Respondents were informed verbally and in writing that they can leave at any time without penalties.

Data Privacy. Data was securely stored on password-protected computers or encrypted cloud storage. Unique numbers anonymized participants, and potentially identifying information was removed or separated. Data is retained for 3 years and then securely destroyed.

Gender Sensitivity. The researcher ensured all individuals were treated with dignity, regardless of gender. The researcher consider gender's potential influence on the study's results and closely examine the data to prevent gender-related biases.

Cultural Sensitivity. This research was conducted with cultural sensitivity. Recognizing diverse cultural backgrounds, the researcher considered potential biases and use inclusive language and techniques to respect participants' cultures.

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