

Sustaining Excellent Performance In The Criminologist Licensure Examinations Of UB Criminology Review Programs

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ABSTRACT

This study assessed the effectiveness of the Criminology Review Program at the University of Baguio (UB) in preparing graduates for the Board Licensure Examination for Criminologists. This study also identified challenges faced by UB graduates in the Criminology program, and proposed a plan to address these challenges. Utilizing the quantitative-descriptive approach, this study surveyed 67 examinees who took the board exam from June 2019 to December 2022. A validated researcher-constructed questionnaire was employed to gather data. The results showed that the Criminology Review Program is highly effective with a mean rating of 3.63, indicating a well-designed and well-implemented program. Enhancement programs such as mentoring, orientation of the reviewees, and having reviewers of high caliber made the program highly effective. However, the study also revealed several key challenges faced by reviewees including outdated review materials, lack of a defined time frame or organization for the review process in each subject area, limited distribution and availability of review materials, not summarized or incomplete review notes, changes to the schedule without prior notice, and late distribution of review materials. These findings highlight areas for improvement in the planning, organization, and execution of the Criminology Review Program to better meet the needs of the reviewees. These results have implications for the development of more effective review programs, ultimately enhancing the success of criminology graduates in the licensure examination.

Key words: *Sustaining excellent, board exam, review program, board performance*

INTRODUCTION

Excellent performance in the board examinations is taken as one of the yardsticks to measure the quality education program of a college or University, especially if the school is ranking from the national rank performance. The board examination or licensing examination is a standardized test for any baccalaureate degree holder who wanted to become a certified practitioner from his/her field. The board of examiners ensure that the examination meets technical, professional, and legal standards, and credible examination. Once a candidate has passed a licensing board examination, the board of examiners will grant the license to practice and assuring that the public that the licensee is very much qualified to practice his/her profession.

Today, RA 11131, also known as "The Philippine Criminology Profession Act of 2018" repealed RA 6506 or the "An Act Creating the Board of Examiners for Criminologists in the Philippines and for Other Purposes." The purpose of the board is to develop and nurture competent, virtuous, productive and well-rounded criminologists whose standards of professional practice and service shall be excellent, qualitative, world-class and globally competitive through sacred, honest, effective and credible licensure examinations, coupled with programs and activities that would promote professional growth and development (sec.2 RA11131).

The examination is administered for twice a year every June and December with a given time frame result for 29 days working days from the last day of examination. The PRC releases Performance of Schools, List of successful examinees who garnered the ten (10) highest place and the list of successful examinees (PRC).

The University of Baguio is the first school in the Northern Luzon which first offered BS Criminology in 1967. It maintained its status as one of the best Criminology School in Northern Luzon or nationwide, as Center of Excellence, Autonomous School and Top Performing School Board Examination for more than 30 years.

Last June 2019 Board examination, the University of Baguio is in the top five performing school nationwide: 59 passed while eight failed, with 88.06% for first taker; five passed and eight failed with 38.46%, for second takers; and at 80% national passing rate, with one board topnotcher. This results to a general average of 89.85, placing the University of Baguio at 4th place for June 2019 board examination.

For the December 2021 Board exam, the University ranked as a top-performing school with a general average of 79.41%. This is a consistent trend every December, as the chances of success are lower due to the poor performance of our second-time takers. However, this June 2022 board performance is alarming, with a general average of 65.67% and 11 out of 49 fresh graduates failed. Despite this, it is part of culture and tradition that the UB School of Criminal Justice Education is always included among the top-performing schools nationwide in every June Board exam

Albina et al. (2021) explored the factors that contribute to the performance of examinees. While it is home and family highly influenced the performance of examinees, there is the average influence of some factors surrounding the student, school, and the review center. Factors such as these contribute to the results of 2021 and 2022 board performance of the examinee.

Based on observations, there is a problem in the school instructions. According to Brook Hart (2004), "classroom assessment information should be the basis for important classroom processes and outcomes: students' study and work patterns, students understanding of what they are learning, and teachers instructional and grading decisions. Attention to principles of assessment quality, especially validity and reliability, increases confidence in the quality of assessment information."

The behavioral learning theory is significant in understanding how to motivate and assist students in the classroom. It involves the transfer of information from teachers to learners through a response to the appropriate stimulus. Students are passive participants in this theory, as teachers provide information as a stimulus-response element. Teachers use behaviorism to demonstrate to students how they should react and respond to certain stimuli in a repetitive manner to reinforce the desired behavior. Positive reinforcement is crucial in this theory, as it encourages students to continue with their responses. Without it, students may stop responding because they do not see the behavior as being connected to a reward (Huitt, 2009).

On the other hand, the social learning theory can explain complex social behaviors, such as gender roles and moral behavior, which are not accounted for by models based on simple reinforcement. However, it cannot fully account for the development of human behavior, including thoughts and feelings. Therefore, Bandura modified his theory and renamed it Social Cognitive Theory (SCT) in 1986, which better describes how we learn from our social experiences. Despite its ability to explain some behaviors, social learning theory has been criticized for limiting behavior to environmental influences only. This approach underestimates the complexity of human behavior, which is more likely to be influenced by an interaction between biology and environment. Additionally, social learning theory may not fully explain behavior when there is no apparent role model to imitate (Cherry, 2021).

Literature Review

This Literature Review gives the researcher a better insight in his present research on Criminology Review Program, regarding their board performance in the recent board exam, to propose plan of action to enhance and sustaining excellent performance of the School Criminal Justice and Public Safety under Criminology Program.

The research article titled "Factors affecting the performance of education graduates in the Licensure Examination for Teachers" by Bala and Bautista (2019) focused on identifying the factors that influence the performance of education graduates in the Licensure Examination for Teachers. The study aimed to provide a basis for program strategy and development to enhance the quality of education and prepare graduates for their future careers. The findings of the study can contribute to the sustainability of the university's education programs and help improve the employability of its graduates.

In addition, the research article titled "Performance in the Criminology Licensure Examination as basis for improving one private school in the Philippines" by Magsino and Espiritu (2017) examined the performance of criminology graduates from one private school in the Philippines in the Criminology Licensure Examination. The study aimed to identify the strengths and weaknesses of the criminology program and provide recommendations for program improvement and sustainability. The findings of the study can contribute to the enhancement of the criminology program and ensure that it meets the standards set by the regulatory board.

Based on the study by Manwong (2008), different preparation or strategies were identified to increase the likelihood of passing the licensure examination. The study aimed to provide insights into the effective methods of preparing for the exam and to help students develop strategies to enhance their performance. The identified strategies may include but are not limited to, attending review classes, taking practice exams, developing study plans, and utilizing various learning resources. The findings of the study can serve as a guide for students in creating a personalized and effective study plan to increase their chances of passing the licensure examination.

Nabe et al. (2009) revealed in their study, that there is a significant relationship existed between performance in the Pre-review and licensure examination. The Criminology graduates have poor performance in all their subjects based on their computed general weighted mean. For example, in Criminal Jurisprudence and Procedure was 66.16; Law Enforcement Administration subject was 69.25; Crime Detection, Investigation and Prevention subject was 72.2; the Criminalistics subject was 69.47; Ethics and Human Relations was 66.9; and the Correctional Administration and Jail Management subject has a mean grade of 70.43. The Pre-review subject has

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influenced the Criminology Licensure Examination performance. When the significant relationship using t-test at 0.05 significance was tested, the outcome shows a value of 3.60. This result leads to the rejection of the null hypothesis which states that there is no significant relationship between the levels of performance in the Pre-review subject and the Criminologists Licensure examination. It was also observed that the higher their grade in the Pre-review subject, the higher is their rating in the licensure examination.

According to the study by Espino et al. (2011), suggested a low positive correlation between academic performance and licensure examination scores. However, a marked and substantial positive and significant relationship was found between academic performance and teaching performance. This means that while a good academic performance does not necessarily guarantee a high score in the licensure examination, it is significantly associated with good teaching performance. The study highlights the importance of focusing on developing teaching skills and abilities in addition to academic performance to improve the quality of education. Tan (2014) studied on academic performance, aspirations, attitudes, and study habits as determinants of the performance in licensure examination, it revealed that the respondents had good academic performance, high level of aspiration and favorable attitude. Academic performance, attitudes towards accounting and study habits are significantly related to the performance in the examination while level of aspirations was not related.

Mangusan (2004) assessed the performance in the Criminology Licensure Examinations of graduates of University of the Cordilleras, the average grades for the board examination range from 74.18 percent to 79.28 percent with the overall mean of 77.15 percent. Faculty competence, method of instruction, contents of syllabi and curricula, facilities and equipment for teaching, and conduct of board review contributed to the performance of Criminology examinees in the board examinations. The academic grades have significant relationship with the board examination grades.

King-eo (2003) found out that failures in the licensure examinations were attributed to examinees who are repeaters. Accordingly, of the 16% failures of the University of Cordilleras from April 1997 to September 2001 board examinations, 11.8 percent are repeaters. Ali et al. (2013) revealed that age, father/guardian's social economic status, and daily study hours significantly contribute the academic performance of graduate students.

Pacheco and Allaga (2013) determined the academic predictors of licensure examination for teachers and disclosed that there is a very weak relationship between the performance of the students in the said exam and their academic grades. The assessment of licensure performance is very significant because this provides a basis for the Higher Educational Institutions (HEIs) to discover new trends and strategies in improving the operations of the academic programs to ensure the delivery of quality education. This study would also have a big impact in motivating the graduates to aim in passing the licensure examination.

Furthermore, it has been recognized that Northwestern University is one of the producers of the most numbers of board passers in the different licensure examinations. With its mission of attaining academic excellence, the institution is making the most of it in providing quality education. This study projects its significance to the vision of the College of Criminal Justice Education (CCJE). It envisions to be a dynamic and globally oriented college with sustained quality education in partnership with local, national, and international institutions for the cultivation of safe and peaceful environment. As regard to its mission, the college is geared to prepare the students to become principled and dignified professionals through quality education, provide broad knowledge and experience in the enforcement of laws, prevention and control of crimes and to ensure public safety and internal security with active involvement of the community aiming for global recognition, hence the licensure performance in Criminology Board Examination plays a vital role in this endeavor.

The SCJPS graduates who took their examination from June 2019 Board Exam to December 2022 Criminology Board Exam were performance levels become critical, from the top performing to non-top performing. Reason for this may be attributed to graduates of the UB SCJPS not enrolling to the University of Baguio Review Center. These graduates chose to enroll in other review centers or opted to self-review. This decision taken by the SCJPS graduates to enroll in other review centers or reviewing on their own generally impact the Criminology Board Exam performance of SCJPS graduates. While the UB Criminology Review program is offered, several graduates of SCJPS seemed to be not interested with all the programs. This is especially observed from the graduates of 2021 to 2022. This drastic move affects the UB SCJPS if they fail the board exam.

The institution aims to sustain its academic performance and increase its board examination performance and to be recognized as a Center of Excellence in offering Bachelor of Science in Criminology. The researcher envisions an active engagement of internal and external stakeholders, implementation of well-planned programs, relevant curriculum alignment, retention policies, and enhancement programs, including mock board examinations. To achieve these goals, this study aims to assess the effectiveness of the Criminology Review Program in preparing UB Criminology graduates for the Board Licensure Examination for Criminologists. Also, to identify the challenges encountered by the reviewees. Finally, the study proposes a plan of action to address the identified areas for improvement and enhance the board performance of UB Criminology graduates.

Objectives of the Study

The main objective of this study was to assess the Criminology Review Program in preparing UB Criminology graduates for the Board Licensure Examination for Criminologists. Specifically, it aimed to answer the following:

1. to assess the effectiveness of the Criminology Review Program in preparing UB Criminology graduates for the Board Licensure Examination for Criminologists;
2. to identify the challenges encountered by the UB graduates in the Criminology program; and
3. to propose a plan of action to address the identified challenges encountered by the UB graduates in the Criminology Review Program.

METHODOLOGY

Research Design

The researcher employed a quantitative-descriptive research design to assess the effectiveness of the Criminology Review Program at the University of Baguio (UB) in preparing its graduates for the Board Licensure Examination for Criminologists. This design enables the collection and analysis of numerical data to provide a detailed description of the program's effectiveness and the challenges faced by UB Criminology graduates.

Population and Locale of the Study:

The target population for this study was the UB Criminology graduates who took the Board Licensure Examination for Criminologists from June 2019 to December 2022. During this period, a total of 324 UB Criminology graduates passed the licensure exam.

With Raosoft sample size calculator, computed at 5% margin of error (or 95% confidence level), and at 50% distribution, the recommended target sample size was 277 participants. However, despite the researcher's efforts to reach the entire population, only 67 UB Criminology graduates voluntarily participated in the survey. While this final sample size fell short of the recommended 277 total of sample, the 67 respondents still represented a significant portion (20.7%) of the total 324 UB Criminology graduates who passed the licensure exam during the study period.

The researcher acknowledges the limitations of the smaller-than-ideal sample size, but believes the data collected provides valuable insights into the effectiveness of the UB Criminology Review Program and the challenges faced by the graduates.

Table 1 shows a summary of the frequency and percentages of takers, passers, and those failed per school year.

Table 1. Criminology Board Takers of 2019 to December 2022

School Year	Total No. of Takers	No. of Passers	No. of Failed	Obtained Sample
June 2019	80	64 or 80%	16 or 20%	10
December 2019	105	91 or 86.67%	14 or 13.33%	12
December 2021	102	81 or 79.41%	21 or 20.59%	15
June 2022	67	44 or 65.67%	23 or 34.33%	15
December 2022	61	44 or 72.13%	17 or 27.87%	15
TOTAL	415	324 78%	91 22%	67 (20.7% of the total passers)

Notably, the highest passing rate was observed in December 2019, with 91 examinees (86.67%) achieving success. In contrast, the period from December 2021 to December 2022 saw a significant decline in passing rates, with a higher percentage of examinees failing, likely due to the restrictions and challenges posed by the COVID-19 pandemic. Interestingly, despite the higher failure rates in December 2021 to December 2022, 15 passers from each of these school years volunteered to share inputs for this study's data.

Data Gathering Tools

The primary data gathering tool was a self-made questionnaire, designed in accordance with the objectives of the study and the programs of the Criminology Review. The questionnaire was in two parts: the first part was a 4-Likert questionnaire that focused on the different Criminology Review programs; while the second part was an open-ended question that solicited the challenges encountered by the reviewees. The questionnaire was subjected for tool validation by the process required by the Research Extension Innovation and Community Outreach (RIECO) Office of the University of Baguio before its actual administration.

Data Gathering Procedures

Prior to the data gathering, the researcher prepared a letter addressed to the Dean and Program Chair of the School of Criminal Justice and Public Safety. This letter sought approval to conduct the survey and gather data from the Criminology graduates.

Upon receiving the necessary approval, the researcher then requested the list of Criminology graduates who took the Board Licensure Examination for Criminologists from June 2019 to December 2022. This list was obtained from the Dean's Office.

Additionally, the researcher requested the detailed results of the Board Licensure Examination for Criminologists from the UB Review Center. This information was crucial, as the Review Center maintains the records and performance data for the UB Criminology graduates who took the licensure exam.

With the list of graduates and their exam performance data in hand, the researcher was then able to identify and reach out to the target population to invite them to participate in the survey. The survey questionnaire was administered through their personal e-mail and the Group Chat. After data gathering, the data was computed, analyzed and interpreted per objective.

Treatment of Data

For Objective 1, the mean score was used to determine the level of effectiveness of the Criminology Review Program in preparing UB Criminology graduates for the Board Licensure Examination for Criminologists.

The 4-Likert scale used for the interpretation is as follows:

Range	Verbal Description	Interpretation
3.26 to 4.00	Highly Effective	The Criminology Review Program was very effective in preparing the respondent for the Board Licensure Examination for Criminologists. The respondent found the program to be comprehensive, relevant, and useful in achieving a high score in the examination.
2.51 to 3.25	Moderately effective	The Criminology Review Program was somewhat effective in preparing the respondent for the Board Licensure Examination for Criminologists. The respondent found the program helpful but felt that there were areas for improvement in the program.
1.76 to 2.50	Somewhat effective	The Criminology Review Program was not very effective in preparing the respondent for the Board Licensure Examination for Criminologists. The respondent found the program to be lacking in certain areas and may have struggled to pass the examination.
1.00 to 1.75	Not effective	The Criminology Review Program was not effective in preparing the respondent for the Board Licensure Examination for Criminologists. The respondent felt that the program did not adequately cover the necessary topics and may have performed poorly in the examination.

To identify the challenges encountered by the UB Criminology graduates in the program, the researcher employed a coding.

The survey questionnaire included an open-ended question that allowed participants to describe the key challenges they faced during the Criminology Review Program. The researcher carefully reviewed the responses provided by the 67 participants and identified common themes or patterns in the challenges they reported.

Through a systematic coding process, the researcher was able to group the participants' responses into broader thematic categories. This allowed the researcher to distill the most salient and frequently mentioned challenges encountered by the UB Criminology graduates.

Ethical Consideration

Prior to the data gathering, the participants were informed about the details of the informed consent form, specifically the purpose of the study, their voluntary participation and provision to withdraw at any time without any consequences. In addition, the researcher ensured the privacy of the participants by keeping their identities anonymous and the information they shared to be confidential. The participants' names or any other identifying information were coded and were not disclosed in any reports in this research paper. The data collected was stored securely and only the researcher has access to it. The results of the study will be shared in the School of Criminal Justice and Public Safety, and in any research forum organized by the University of Baguio.

RESULTS AND DISCUSSION

This section presents the analysis and interpretation the level of effectiveness of the Criminology Review Programs and the challenges encountered by the criminology reviewees.

Level of Effectiveness of the Criminology Review Programs

Criminology review programs are designed to enhance the knowledge and skills of individuals in the field of criminology. These programs are crucial in preparing students for board exams and future careers in law enforcement, corrections, and other related fields.

As gleaned in Table 2, the criminology review programs offered by UB have been rated highly effective, with an overall weighted mean of 3.63. This indicates that the majority of reviewees found the programs to be beneficial and helpful in preparing for their board exam. The effectiveness of these programs can be attributed to various factors. Firstly, the availability of comprehensive study materials ensures that reviewees have access to the necessary resources to adequately prepare for the licensure examination. Additionally, the presence of experienced and knowledgeable instructors contributes to the effectiveness of the programs. Their expertise allows them to provide valuable insights and guidance to reviewees, enhancing their understanding of the subject matter.

Furthermore, effective teaching methodologies employed in these programs play a significant role in facilitating reviewees' learning and exam preparation. These methodologies include interactive lectures, practical exercises, group discussions and mock board exams. Such approaches engage reviewees actively and help them to apply their knowledge in a practical context, which can lead to improved performance in the licensure examination.

Table 2
Criminology Review Programs

Criminology Review Programs	Weighted Mean	Verbal Description
Enhancement Program: Mock board	3.63	Highly Effective
Enhancement Program: Mentoring	3.81	Highly Effective
Enhancement Program: Group Discussion	3.61	Highly Effective
Orientation of UBian Graduates	3.79	Highly Effective
General Orientation of Reviewees	3.76	Highly Effective
Regular Review: Pre-Evaluation Assessment	3.67	Highly Effective
Regular Review: Post-Evaluation Assessment	3.64	Highly Effective
Giving of Review Materials	3.55	Highly Effective
Reviewers/Speakers	3.77	Highly Effective
Crash Review	3.66	Highly Effective

In-house Review	3.27	Highly Effective
Overall Mean	3.63	Highly Effective

Based on Table 2, mentoring as an enhancement program has the highest weighted mean score of 3.81, indicating that it is highly effective in achieving its objectives. This program provides one-on-one guidance and support to students, which is essential in helping them understand complex concepts and develop critical thinking skills. Mentoring is a collaborative relationship between an experienced expert and a novice individual, where the former shares their knowledge and expertise to support the latter's growth and development. For fresh graduates facing the daunting challenge of passing the board examination, mentoring can provide essential social support to alleviate stress and anxiety. Gehreke et al. (2024) highlights the effectiveness of mentoring as a support mechanism for academic and social integration.

Mentoring in the UB SCJPS is more of guardianship. This is done by grouping the reviewers and assigning them to faculty members with whom they report to during the duration of the review. The self-reviewer, the second time takers, and reviewers whose scores are low in the mock board are placed under the watch of the dean. The faculty members and the dean as mentors ensure positive learning environment, provide feedback and constructive criticism, provide availability during consultations, evaluate the mentee's progress, and have to model professional behavior.

Also, as mentors, the faculty members offer valuable guidance on test-taking strategies, provide insight into what to expect during the examination, and help the examinee prepare for the experience. By sharing their expertise and experience, the mentors can give the examinee a comprehensive understanding of the examination process, and also empowering them to approach challenges. With this, the reviewers have the privilege to discuss with their mentors their concerns, most especially concerning criminology concepts.

The orientation of UBian graduates and the general orientation of reviewees also have high weighted means scores of 3.79 and 3.76, respectively. The orientation process introduces the students the overview of the curriculum and the review program. The high mean scores indicate that these programs are effective in preparing the graduates for the review process, and informs the expectations from them. In Shan (2024), he established in his study that the transition of being a college graduate to a member of the working force are significantly influenced by the attitudes and expectations from the graduates. As such, setting the perspectives and objectives to the upcoming working individuals is significantly related to country's growth, institutional strategies, and personal plan to success. Orienting the criminology graduates during the review program will give these expectations from them, and encourage them to perform better in the board examination.

The pre-evaluation assessment and post-evaluation assessment obtained 3.67 and 3.64, respectively, suggesting highly effective ways during the review. These pre and post-test evaluation programs are designed to assess the reviewers' knowledge or skills before and after the review process. The weighted means obtained for these indicators are similar with the study of Malik and Alam (2019) which proves that this program are effective in achieving the learning outcomes. Similarly, this strategy helps the department identify reviewers who need more close monitoring than others because of their low scores. Also, this helps the school identify which subject area needs more time for review based on the scores of the reviewers. In the UB SCJPS, this helps the faculty members as mentors focus for emphasis. Additionally, the reviewers with the low scores are placed in close monitoring of the Dean.

In Table 2, the giving of review materials and having reviewers and speakers obtained high mean scores of 3.55 and 3.77, respectively, showing highly effective methods in the UB Criminology Review Program. Tuimir and Chemwei (2015) presents that the resource materials are not ends in themselves but they could be means to an end. This indicates that the resource materials can help the reviewers pass the board exam but it is not the lone factor of passing. The Illinois Library (2020) and Mahendra (2022) describe instructional materials supplement visual presentations to the audio-delivered lectures; and empower the students to actively learn a subject.

The crash review program has a weighted mean of 3.66 indicating a highly effective method in the UB Review program. It is designed to provide students with a comprehensive review of the curriculum, preparing them for board exams. The crash review program in the UB SCJPS gives overall picture of the subjects covered in the Criminology board exam, which are Jurisprudence and procedure, Law Enforcement Administration, Crime Detection and Investigation, Forensic Science, Correctional Administration, and

Criminology. It gives the reviewees orientation on what to expect in the review and actual examination, and on areas with more weight.

Overall, the respondents' mean ratings indicate that the review programs were highly effective in helping them prepare for the board exam. The results with a mean rating of 3.63 suggest that the programs employed were highly effective. A closer examination of the data reveals that while all programs were rated to be highly effective, the In-house Review program was rated lowest among the indicators (3.27).

In-house reviews also provide a platform for social support among board takers. Through group studies and collaborative learning, In-house reviews foster a sense of teamwork and camaraderie among reviewers, leading to a more focused and effective review process. While this obtained the lowest mean rating among the indicators in this study, in-house can still be highly effective. In Arce and Belen (2011), their study showed a significant relationship of an In-house review to the results of the Licensure Examination for Teachers (LET). In their study, in-house review is conceptually defined as orientation about prior and during the actual examination. Their study's prior preparation is the same as mastering the subject matter by reviewing and giving the students a comprehensive exam on the subject areas. In case of UB SCJPS, as per the comment of a reviewer, "*No in-house to brainstorm with fellow reviewees*", indicates that there was no in-house review experienced by the reviewer. The graduate who wrote this may have taken his/her review during the limitations imposed by the COVID 19 in 2019 to 2022.

Similarly, King-eo (2003) which proposed in his study the enhancement of the quality of instructions and review programs including academic performance because all these play a crucial role in the licensure examination outcomes. Additionally, addressing the specific needs of repeater examinees can contribute to overall improvement in passing rates. This supported by the study of Pacheco and Allaga (2013) that other factors, such as teaching preparations and subject mastery also contribute to performance on the licensure exam. This study states that Criminology licensure performance is crucial for educational institutions, and efforts to enhance instruction and programs can lead to better outcomes for graduates. The study by Espino et al. measures to sustain quality instruction and review programs. These implies the need for reliable, validated interventions to enhance both academic preparation and exam readiness.

Challenges encountered by the UB graduates in the Criminology Review program

Based from the gathered data, the challenges encountered by the UB graduates are categorized as internal or external factors. The internal factors are within the control of the reviewee, while the external factors are those outside of the reviewees such as their environment, the resources, and even the reviewers. While majority of the respondents were being challenged, one of them indicated, "*The mock board is very useful, serves as my review and enhanced my critical thinking.*" This respondent expressed that the mock board helped prepared him/her passing the board examination. The Ed Research and Classroom Practice (2023) explains that the kindest thing to do for students is to prepare them the most stressful experience to create that behavior expected from them on how exams happen. Along this are following exam regulations, how to accomplish the forms, and exposure to possible questions that could be asked in the real exam.

Table 3 presents a summary of challenges and frequency of the reviewees who indicated their struggles. The identified external factors contributing to the challenges faced by the reviewees can be effectively addressed by leveraging the support and resources of external stakeholders who are the Dean's team namely the program chair, the faculty members, and the University management as a whole can play a crucial role in mitigating these challenges. Most reviewees have taken note of the resources needed such as the review materials. Several reviewees noted that the review materials were outdated, lengthy, and not summarized, which made them difficult to work with. Additionally, some reviewers did not receive the materials on time or at all, which further hindered their preparation. The review materials, which indicate high effectiveness presented in Table 2, provide emphasis and supplement on concepts that need to be learned and remembered (Tuimir & Chemwei, 2015; The Illinois Library, 2020; Mahendra, 2022). Also, challenges require resilience due to the repeal of RA 6506 to RA11131, and to determine the right and effective strategies to maintaining a healthy communication and balance program to the reviewees and provide self-care which are essential for success in licensure examinations.

Other challenges mentioned were about the place of review. The physical review room environment in itself distract the students, with many of the reviewees found the rooms to be unfriendly, unavailable, or too small to accommodate everyone. Other concerns of the reviewees were schedule's sudden change, unavailability of speakers, and sometimes late distribution of review materials due to the late submission by the review speaker. In Closs et al. (2022), a review room is a factor in learning. As shown in Table 3, external distractions such as noise and personal phone use also affected the reviewers' focus.

Natividad and Dulipas (2006) identified several factors were presented as contributory to the reviewees’ Board exam results. These are giving of review materials late; inadequate textbooks in library; lack of reference books; materials are not updated; and outlines and handouts are inadequate. Moreover, the same study found that the reviewees regarded the lack of support of the reviewers in supplying review materials as a very serious problem. Other moderately serious problems are non-maximization of review hours, subjects are not fully covered or discussed, and lack of expertise of the reviewers. Whether or not these same factors had contributed to the low performance of the reviewees in the mock board exam in one way or the other, there is evidence that the reviewees lack familiarity on the topics and issues presented in the test.

Table 3. *The Encountered Challenges of the Reviewers in UB Criminology Review Program-External Reasons*

Challenges encountered	Consolidated Responses	Freq.
External Reasons		
1.Limited Resources	Limited review materials	2
	Lack of distributed materials	2
	No in-house to brainstorm with fellow reviewees.	2
2.Review Materials	Quality of review material and hand-outs	2
	Too much review materials	2
	Specific review materials	1
	<i>Unsummarized</i> review notes	1
	Difficult to find updated summarization of area/subject.	1
	Some review materials are outdated	1
	3.Reviewer- related Issues	Specific reviewer, I guess because too many reviewers not included to the board exam is pressuring the reviewee
	Very nice but some lecturer is not giving material review	1
	Delaying of hard copy given	1
	Instructor is late sometimes	1
4.Distractions and Interruptions	The noises during the review...some construction noises	1
	Distractions... students can’t focus if they have their phones ...during review	1
	No exact time frame for every area	1
5. Review Rooms/ Environment	Unreasonable temperature and unfriendly atmosphere for review rooms	1
	Venue becomes unavailable and there is a need to transfer to another venue to accommodate the numbers of reviewers	1

The unpreparedness of the reviewees, inadequate time management and poor concentration were perceived as very serious problems. Between the reviewees and reviewers’ attitudes, the study concluded that the former was perceived by the respondents as more serious contributory factors to mock board test results (Natividad & Dulipas, 2006).

Table 4 highlights internal challenges faced by the reviewers, including poor time management, lack of focus, low motivation, and personal stressors. These issues could be addressed during the general orientation of the review where reviewees can be better informed for what to expect during and after the review process (The Ed Research and Classroom Practice, 2023). In the general orientation of reviewees, the reviewees can be informed about commitment and discipline to achieve one’s goals; boosting their morale, and redirecting them the purpose of having to graduates as Criminology.

Table 4. *The Encountered Challenges of the Reviewers in UB Criminology Review Program – Internal Reasons*

Internal Reasons		
Poor time management	<i>Time management</i> Time organization for review in each subject.	8
	During my review, I failed to make my review schedule	1
	Procrastination, My own laziness	3
Stress, pressure	Low morale and stress	4
No focus	Lack of focus	2
	Didn't focus on my weakness subjects	1
	Mental and physical endurance	1
Lack of motivation		1
Food		1
Hard Question		1

Proposed Action Plan

Based from the results of the study, this action plan is conceptualized to address the challenges encountered by the reviewees. This action plan guides to identify areas for improvement on the present programs which was practiced. Learning outcomes will be reviewed based on PRC Syllabus, TOS to ensure alignment with program goals. This is essential for maintaining the program quality and ensuring that reviewees receive the best possible services given by the SCPS Review Team and UB Review Center. The graduates should be required to participate in this program.

Key Area	Objectives	Activities	Person Responsible
Review Orientation	To Capture and gain the Reviewees' commitment and interest.	Discussion of the review program, schedule, Board exam TOS, role of the Review Coordinator, Program Chair, Dean, and UB Review Staff.	SCJPS Faculty, Coordinator, PC, Dean, and UB Review Center Staff.
Pre-test and Mock Board Exam	To let the examinee experience what will happen during the actual board examination and serve as individual assessment.	Use of recently used and previous PRC Questions, and patterned the actual activity during the Board examination.	Review Coordinator, SCJPS Secretary and UB Review Center Staff.
Regular Review	To improve the Criminology Board Examination Performance by strict implementation of a schedule for each subject, giving more time to subjects with more time allotted in the Board Examination.	Inviting National Review Speakers, and Board Topnotchers, as Speakers	SCJPS Coordinator, PC, and UB Review Center
Enhancement Review Mentoring	Familiarization, Improve, and strengthen their weakness	Conduct Mock Board, Group Discussion, SCJPS Review Room, and with 10 days free review organized by the office of the Dean.	SCJPS PC, Coordinator, Faculty, Dean and Staff.

Crash Review	To enhance the subject area that needs to be reinforce during the formal review.	Inviting National Review Speakers, Book Authors and Board Topnotchers, as Speakers.	SCJPS PC, Coordinator, Dean and UB Review Center Staff.
In-house Review	To supervise the board examinees and for final coaching	Question and Answers Discussion conducted by UB SCJPS Faculty and Outside speakers.	SCJPS PC, Coordinator, Faculty, Dean and Staff.
Materials for Review	To be aligned with the PRC area subject To update and distribute review materials	Prepared manuals/modules for the reviewers based on the latest curriculum	SCJPS PC, Coordinator, Faculty, Dean and Staff.
Monitoring and Evaluation of the different areas	To assess the various areas of the UB SJCPs Review Program	Conduct feedback assessment, and address concerns using SWAT	SCJPS PC, Coordinator, Dean and UB Review Center Staff.

CONCLUSION

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

The University of the Baguio SCJPS (UB) offers criminology review programs that have been rated highly effective by reviewees, with an overall weighted mean of 3.63. The programs' effectiveness can be attributed to various factors, including comprehensive study materials, experienced instructors, and effective teaching methodologies such as interactive lectures and mock board exams. Mentoring, in particular, has been found to be highly effective, with a weighted mean score of 3.81, as it provides one-on-one guidance and support to students. The orientation of UBian graduates and general orientation of reviewees also received high weighted mean scores, indicating their effectiveness in preparing graduates for the review process. Overall, the review programs employed by UB have been found to be highly effective in helping reviewees prepare for the board exam, with the exception of the In-house Review program, which received the lowest mean rating among the indicators.

The challenges faced by UB graduates in the criminology review program can be categorized into internal and external factors. External factors include limited resources, poor review materials, reviewer-related issues, distractions, and unfavorable review room environments, which can be addressed by the UB SCJPS. Internal factors, on the other hand, include poor time management, lack of focus, low motivation, and personal stressors, which can be addressed during the general orientation for the review. The study highlights the importance of addressing these challenges to ensure the success of reviewees in the licensure examination.

RECOMENDATIONS

In the light of the findings of this study, the following recommendations were formulated:

1. To strengthen the review programs, teachers in charge specially on internship program will improve the academic preparations, skills, and ethical conduct contribute to their effectiveness as graduates of SCJPS.
 - 1.1 to pass all the academic requirements and mock board exam as requirements for graduation;
 - 1.2 the Program Chair needs to checks faculty discussion every week aligning to the PRC Syllabus and VMO.
 - 1.3 Requires a 100% enroll the review program, and close monitoring of performance of the reviewees;
 - 1.4 UB review center to offer an all-in-one review (a combination of face-to-face review and in-house reviews)
2. To provide Pro-active and Intervention Measures.
 - 2.1 Program Design two (2) months before the review program.
 - 2.2 Program Chair to always check the updated review materials and Q&A;
 - 2.3 Review Coordinator always check the schedule, align with the PRC Area subject schedule.

3. Preparation how to pass, top or improve licensure examinations.
 - 3.1 to identify areas for improvement under the review programs, make those identify weaknesses as part of the strength of the review programs;
 - 3.2 to consider the following and assist the reviewees in any means”
 - 3.2.1 Mental and Physical Readiness
 - 3.2.2 Financial Constraints
 - 3.2.3. Time Management
 - 3.2.4. Distractions and Atmosphere
 - 3.2.5. Social and Instructional Support

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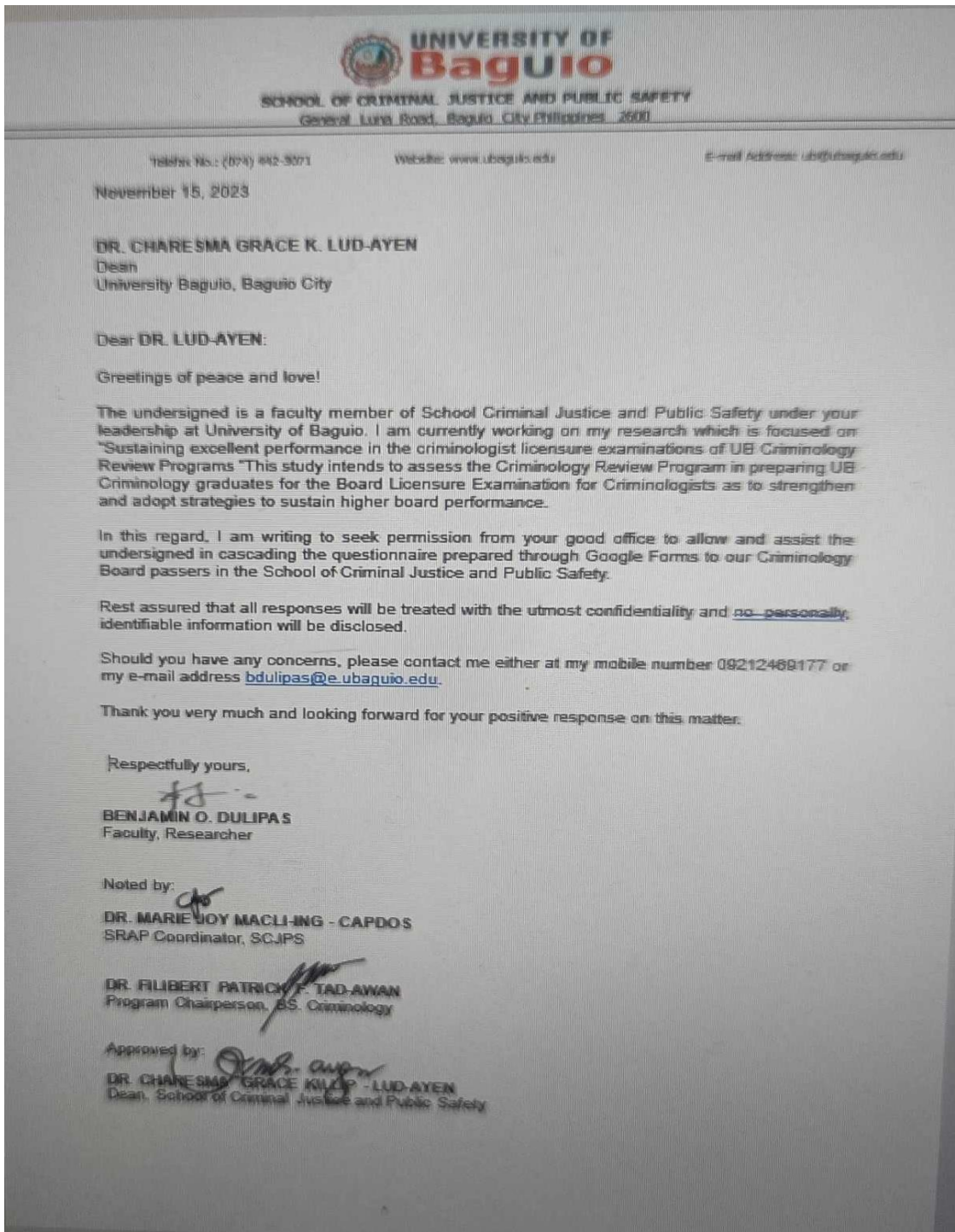
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Annex A

LETTER TO CONDUCT RESEARCH



Annex: B
SAMPLE QUESTIONNAIRES

Sustaining Excellent Performance in the Criminologist Licensure Examinations of UB Criminology Review Programs

Dear Dear respondents,

This research questionnaire aims to assess the Criminology Review Program in preparing UB Criminology graduates for the Board Licensure Examination for Criminologists. Specifically it sought to look into is the effectiveness of the Criminology Review Program in preparing UB Criminology graduates for the Board Licensure Examination for Criminologists, and to identify the challenges encountered by the UB graduates in the Criminology program.

Kindly answer all the questions honestly and truthfully. Rest assured that all information taken from this questionnaire shall be kept confidential and for research purposes only.

Your participation in this research is a big impact to the school of Criminal Justice and Public Safety to improve the Criminology Review Program as an alumnus and Criminologist. The result of the study will be used to all graduates, reviewees and the Review Center to sustain the excellent performance of our Criminology Graduates.

Thank you and God Bless.

Respectfully Yours,

BENJAMIN O. DULIPAS
Researcher

CONSENT FORM:

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YES

NO

PART I. Effectiveness of the Criminology Review Programs

Your objective and honest responses will greatly contribute to the evaluation of the program's effectiveness. Please carefully review the following questions and provide your insights based on your experience and observations. Be guided on the following:

Highly Effective (HE): The Criminology Review Program is considered highly effective in preparing UB Criminology graduates for the Board Licensure Examination for Criminologists. It helps enhance their knowledge, understanding, and skills, which are crucial for succeeding in the examination.

Moderately Effective (ME): The Criminology Review Program is seen as moderately effective in preparing UB Criminology graduates for the Board Licensure Examination for Criminologists. It offers valuable insights, knowledge, and skills, but there is room for improvement in certain areas.

Somewhat Effective (SE): The Criminology Review Program is somewhat effective in preparing UB Criminology graduates for the Board Licensure Examination. It offers some benefits, but it may not fully equip them for the examination as desired.

Not Effective (NE): The Criminology Review Program is not effective in preparing UB Criminology graduates for the Board Licensure Examination. The program fails to adequately enhance their knowledge, understanding, and skills required for success in the examination.

Effectiveness of the Criminology Review Programs *				
	Highly Effective	Moderately Effe...	Somewhat Effec...	Not Effective
Enhancement Pr...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhancement Pr...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhancement Pr...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Orientation of U...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General Orienta...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regular Review:...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regular Review:...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Giving of Revie...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reviewers/Spea...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Crash Review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inhouse Review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PART II: Challenges Encountered by the UB graduates in the Criminology program

Please answer the question below honestly and objectively.

What are the problems you encountered during your review? *

Long answer text

What are the problems you encountered on the review program of the school? *

Long answer text

67 responses Link to Results

Summary Question Individual

username@gmail.com 1 of 87

Responses cannot be edited

Sustaining Excellent Performance in the Criminologist Licensure Examinations of UB Criminology Review Programs

Dear Dear respondents,

This research questionnaire aims to assess the Criminology Review Program in preparing UB Criminology graduates for the Board Licensure Examination for Criminologists. Specifically, it sought to look into the effectiveness of the Criminology Review Program in preparing UB Criminology graduates for the Board Licensure Examination for Criminologists, and to identify the challenges encountered by the UB graduates in the Criminology program.

Kindly answer all the questions honestly and truthfully. Rest assured that all information taken from this questionnaire shall be kept confidential and for research purposes only.

Your participation in this research is a big impact to the school of Criminal Justice and Public Safety to improve the Criminology Review Program as an alumnus and Criminologist. The result of the study will be used to all graduates, reviewers and the Review Center to sustain the excellent performance of our Criminology Graduates.

Thank you and God Bless.

Respectfully Yours,
BENAMIN O. DULIPAS
Researcher

The respondent's email (username@gmail.com) was recorded on submission of this form.

*Indicates required question

CONSENT FORM:

I give permission for images in which I appear to be used by UB SCJPS and its affiliated partners for publications and public relations/marketing activities. In particular, I note that this may include use in print and electronic media, including the internet and official social media platforms. I understand that UB SCJPS will not be accountable should recipients of the images breach the Philippine privacy laws and that I will not be able to seek redress under the Data Privacy Act of 2012.

YES
 NO

Part 1: Effectiveness of the Criminology Review Program

Your objective and honest responses will greatly contribute to the evaluation of the program's effectiveness. Please carefully review the following questions and provide your insights based on your experiences and observations. Be guided by the following:

Highly Effective (HE): The Criminology Review Program is considered highly effective in preparing UB Criminology graduates for the Board Examinations for Criminologists. It helps enhance their knowledge, understanding, and skills, which are crucial for succeeding in the examination.

Moderately Effective (ME): The Criminology Review Program is seen as moderately effective in preparing UB Criminology graduates for the Board Examinations for Criminologists. It offers valuable insights, knowledge, and skills, but there is room for improvement to ensure success.

Somewhat Effective (SE): The Criminology Review Program is somewhat effective in preparing UB Criminology graduates for the Board Examinations for Criminologists. It offers some benefits, but it may not fully equip them for the examination in detail.

No

Not Effective (NE): The Criminology Review Program is not effective in preparing UB Criminology graduates for the Board Examinations. The program fails to adequately enhance their knowledge, understanding, and skills required for success in the examination.

Effectiveness of the Criminology Review Program *

	Highly Effective	Moderately Effective	Somewhat Effective	Not Effective
Enhancement Program: Mock board	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhancement Program: Mentoring	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhancement Program: Group Discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Orientation of UB/BS Graduates	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General Orientation of Reviewers	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regular Review: Pre-Evaluation Assessment	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regular Review: Post-Evaluation Assessment	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Giving of Review Materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reviewers/Signatories	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Credit Review	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informal Review	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Informal Review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Part 2: Criminology Experiences by the UB graduates in the Criminology program

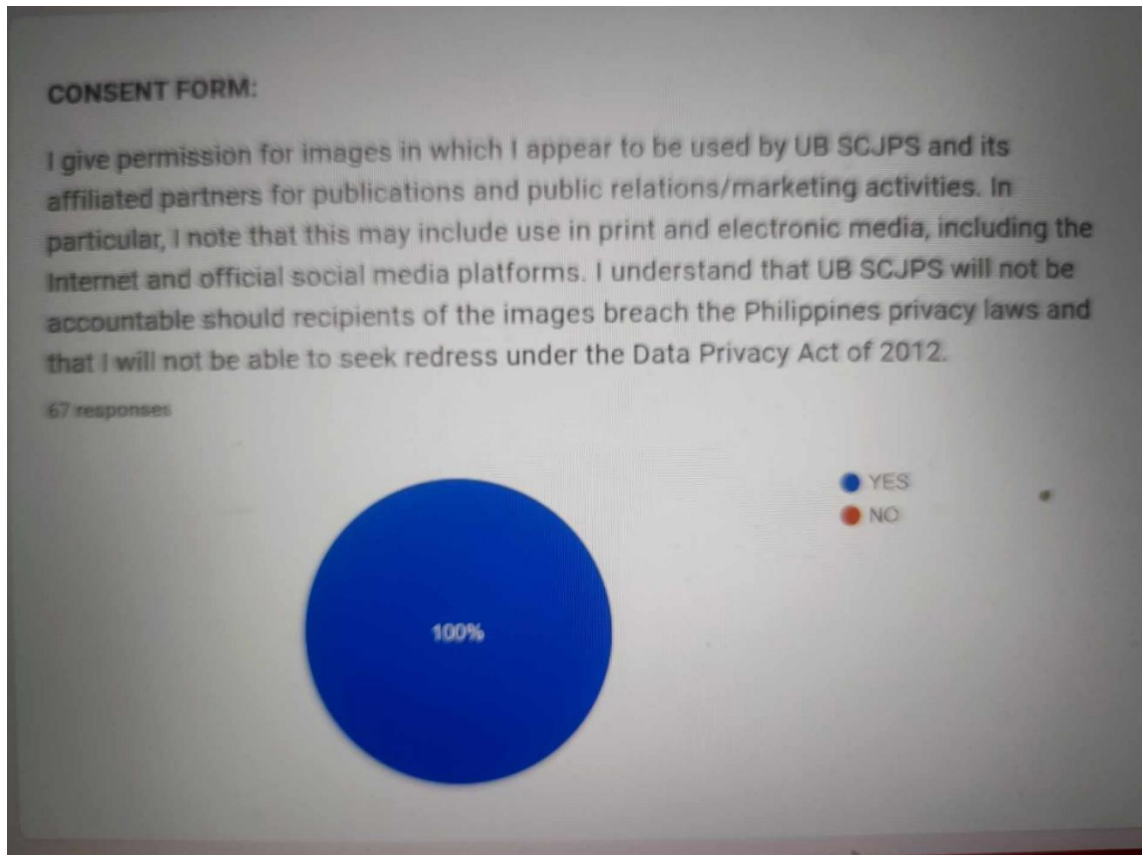
Please answer the question below honestly and objectively:

What are the problems you encountered during your review? *

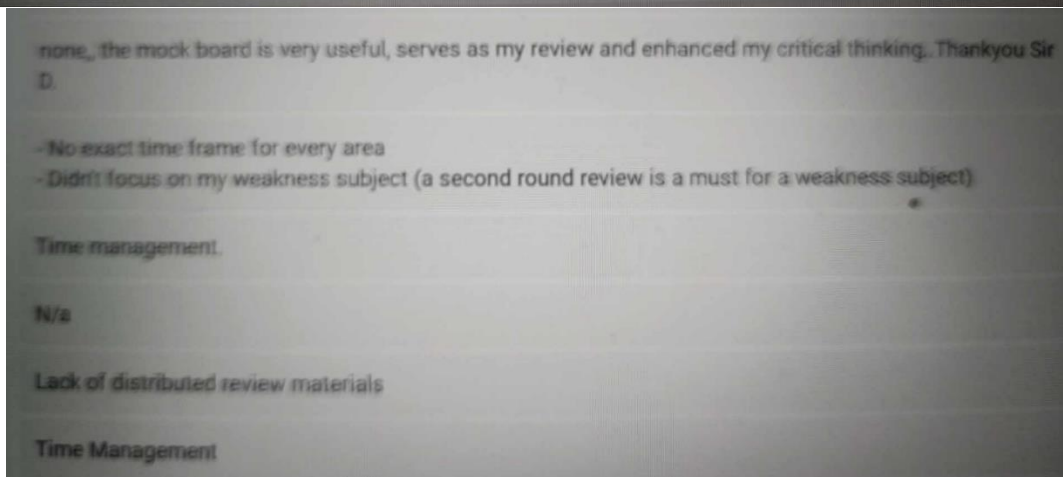
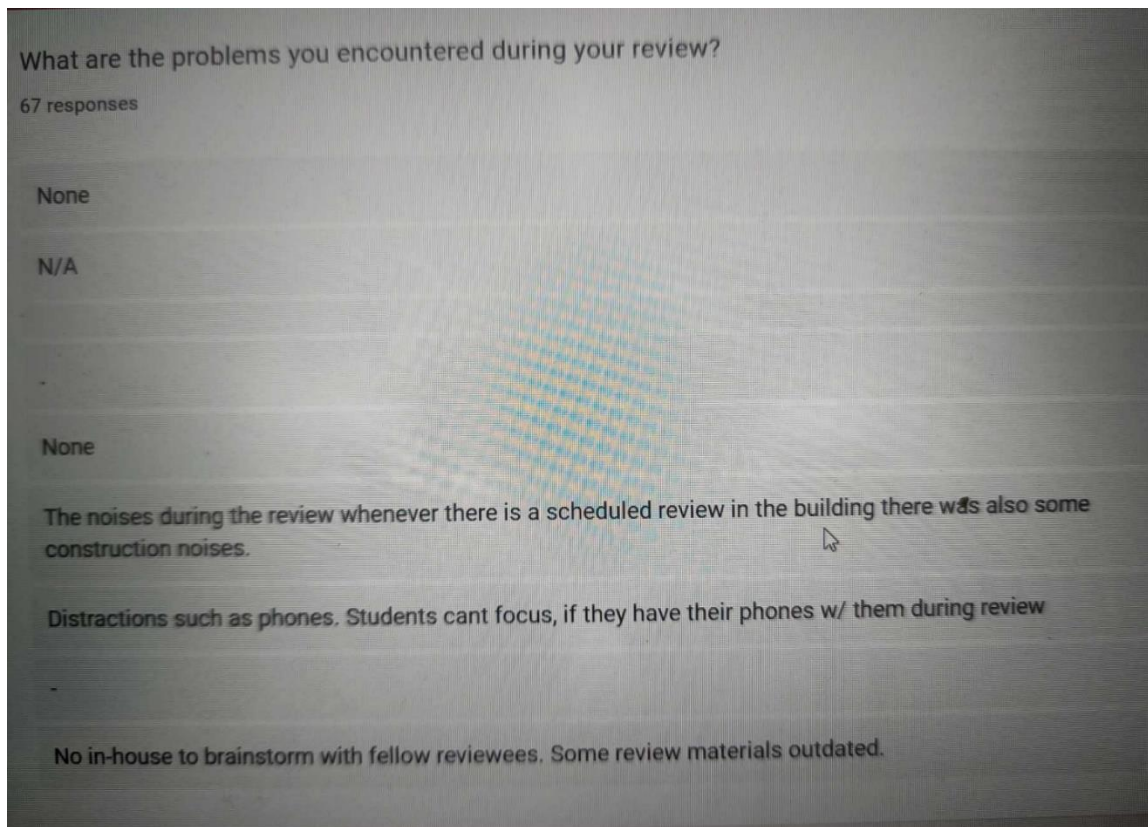
What are the problems you encountered on the review program of the school? *

Annex: C

COLLECTED ACCOMPLISHED FORM/QUESTIONNAIRE



1. What are the problems you encountered during your review?



Lack of distributed review materials

Time Management

None so far.

Time management

Lack of motivation

very nice but my prob some of lecturer is not giving material review

Delaying of hardcopy given.

Unreasonable temperature and unfriendly atmosphere for review rooms.

Mental and physical endurance

-Limited review materials.
-stress

The instructor sometimes late

During my review, I failed to make my review schedule.

Food

Na

Time organization for review in each subject. Difficult to find updated summarization of area/subject.
Procrastination.

Personal problems, financial and the likes.

Lack of focus

Hard question

1. Time Management
2. Unsummarized review notes

Specific reviewer, I guess because too many reviewers not included to the board exam is pressuring the reviewee.

Lack of time to review because of Procrastination. Internet difficulties to access other online review materials

Specification of review materials.

Lack of sufficient material

n/a

- Too much review materials.

n/a

- Too much review materials.
- Time management.
- Pressure (inside and external factors).

none

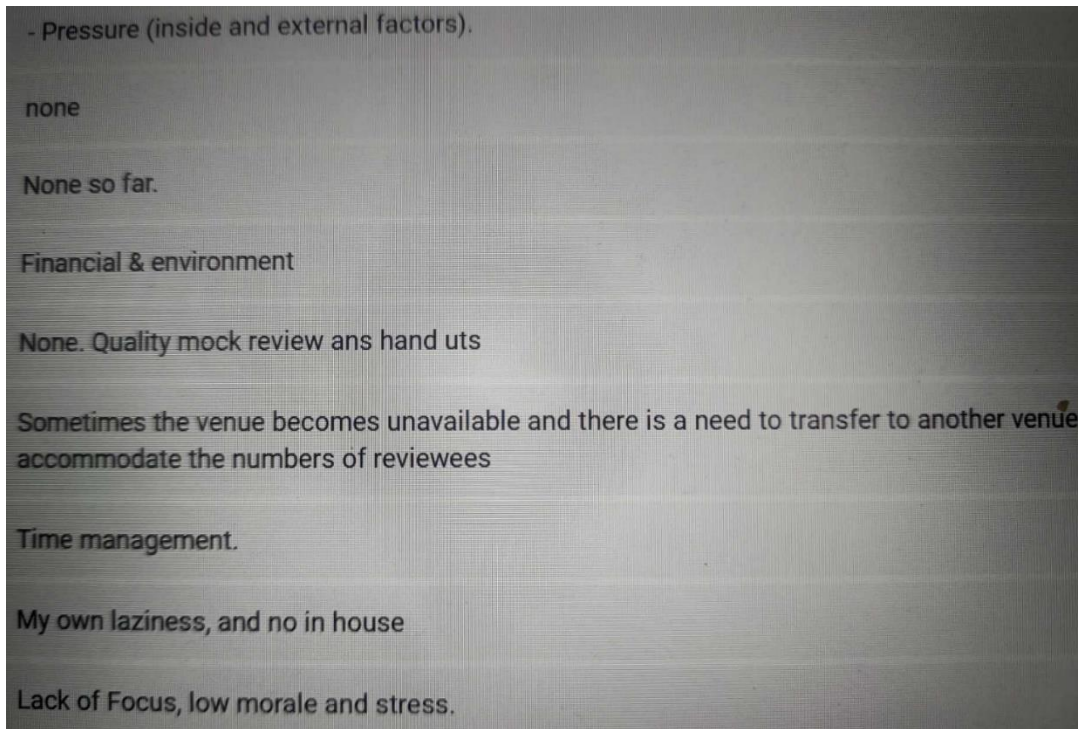
None so far.

Financial & environment

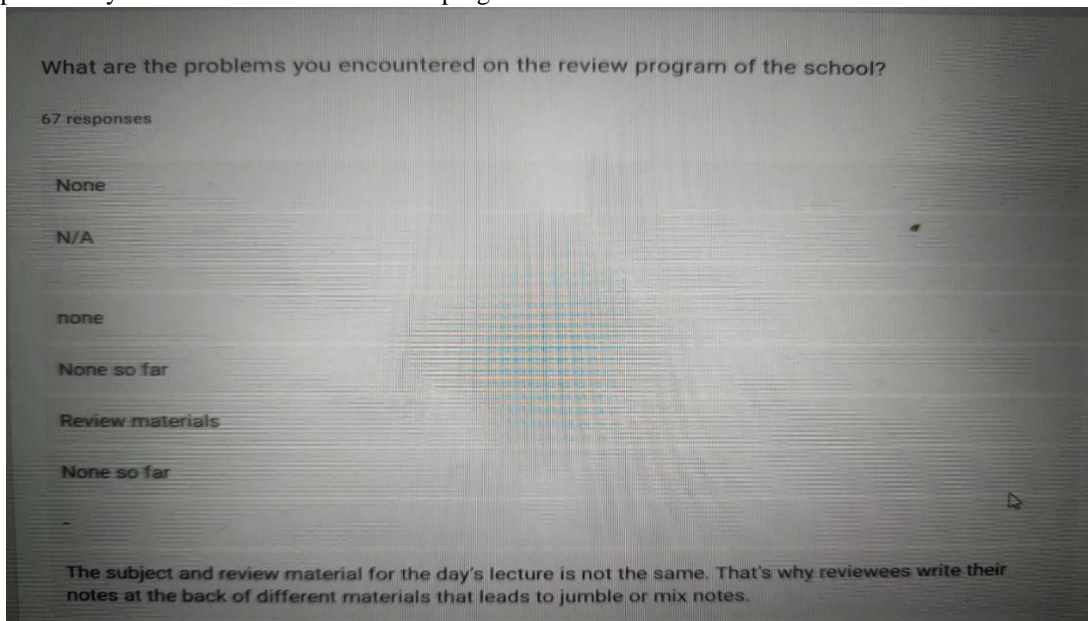
None. Quality mock review ans hand uts

Sometimes the venue becomes unavailable and there is a need to transfer to another venue wif accommodate the numbers of reviewees

Time management.



2. What are the problems you encountered on the review program of the school?



-Limited review materials.
-stress

The instructor sometimes late

During my review, I failed to make my review schedule.

Food

Na

Time organization for review in each subject. Difficult to find updated summarization of area/subject.
Procrastination.

Personal problems, financial and the likes.

Lack of focus

-Changes in schedule without prior notice
-We didn't receive a copy of lecture on time from the speakers (it is good if the lecturer will give it before discussion)

Distribution of the Handouts was not on time sometimes, but its ok.

N/a

Same with above

None everything is fine.

Some of the lecturer is not give review materials

None

Some, not most, of review lecturer are ineffective, and the adjustment of starting hour for review.

Some of the review materials was not given.

Late distribution of review materials.

Na

Time set for the review changes/ not strictly followed. Incomplete review materials.

Giving more attention to those who are hard up to understand the topic like laws which now a days focus on situational questioners.

I was working while reviewing back in the day. I am on my motorcycle for convenient transpo and the university only have monthly paid parking area. It will be really good to have free parking, even for motorcycles only.

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Late distribution of modules, the schedule of review was not organized according to areas

Nothing

1. Review Materials like the powerpoint presentation/references used by the resource speaker should be distributed to reviewees.
2. Expertise in the field of areas should be invited as resource speaker for updates for the said area/s.

None so far it was good 😊

Nothing much. It waa Ok.
(ay, but at some point in the previous review, there were delays of the distribution of review materials , but overall, it was well provided :)).

Some speakers are capable yet not effective

n/a

- Some speakers were not discussing well.
- There should be consistency in the areas to be discussed.

notes can be given prior to the topic, for some can scan and add insights and when the speaker will give his/her talk the reviewee can add on another insights/samples and such from the speaker.

Hot/ too warm venue(rcb dome)

I have encountered that some of the review materials are not given most especially in LEA and CRIM. Moreover, the Post Evaluation Online are not aligned to the Table of Specification given by the PRC. There are also errors in the questions have no correct or close answer to the given choices. For different reasons, some of the materials provided are in bullet type and outdated. Lastly, our results of our mockboards in the google form are not released.

