



**THE EFFECTIVENESS OF THE COURSE ENHANCEMENT PROGRAM IN
PREPARATION FOR THE CRIMINOLOGISTS' LICENSURE
EXAMINATION IN THE PROVINCE OF SORSOGON**

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ABSTRACT

This study investigated the effectiveness of the Course Enhancement Program in Preparation for the Criminologists' Licensure Examination in the Province of Sorsogon, Philippines. The study utilized a descriptive mixed-methods research design to assess the program's status concerning institutional policy, instruction delivery, scheduling, resources, and program activities, as well as the challenges encountered and their overall impact on criminology students' readiness for the CLE board examination. The analyzed data revealed that the program was effective in achieving its main objectives. Nevertheless, challenges still hinder the program's overall effectiveness. The study, therefore, recommends strengthened institutional policies and programs, improvement of facilities and support, engagement strategies, continuous professional development, strengthening program coordination, continuous monitoring, and evaluation of the program.

Keywords: *Course Enhancement Program, learning outcomes, criminology education, licensure examination, mixed-method research, higher education*

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INTRODUCTION

An effective Course Enhancement Program (CEP) plays a crucial role in preparing students for licensure examinations by aligning review content with the Table of Specifications, strengthening competencies, and reducing learning gaps. It provides structured learning activities that enhance mastery, minimize exam anxiety, and improve motivation through guided instruction from qualified lecturers. As a result, students develop deeper conceptual understanding, increased confidence, and greater accountability, leading to improved institutional performance and the production of competent, exam-ready graduates. This aligns with the broader mandate of Higher Education Institutions (HEIs) to deliver quality education under SDG 4, which emphasizes inclusive and relevant learning opportunities (Saini, M. et al., 2023). Globally, criminology education continues to expand, integrating practical training and experiential learning to develop employable skills and social responsibility among graduates (Jiyoon Yoon, 2020; Gallardo-Vázquez, D. et al., 2025).

The growing demand for qualified criminologists, driven by increasing crime rates and evolving criminal methods, highlights the need for strong educational systems (Hinton & Cook, 2020). HEIs are therefore expected to align curricula with industry demands, enhance higher-level skills, and maintain global competitiveness (Jones, 2022). In the Philippines, policies such as Republic Act No. 11131 and CHED Memorandum Orders reinforce the need to produce competent and globally competitive graduates. However, licensure performance remains inconsistent, as reflected in the 60.50% passing rate in the February 2025 Criminologists Licensure Examination (Professional Regulation Commission, 2025). This indicates the need

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for improved instructional strategies, classroom management, and student support systems, which significantly influence academic success (Senden et al., 2021). Quality assurance mechanisms and institutional oversight further support program effectiveness, while financial challenges and the need for student support services continue to impact retention and performance (Johnson et al., 2022; Roberts, 2023).

Despite these efforts, enhancement program approaches vary widely across HEIs due to differences in resources, faculty expertise, and student demographics. Identifying effective strategies is essential to improving licensure outcomes and professional readiness. A comprehensive CEP should not only enhance instruction but also strengthen research, extension initiatives, and institutional development (Cruz et al., 2024). In Sorsogon, similar challenges persist, as evidenced by consistently low licensure passing rates, suggesting gaps in competency mastery, critical thinking, and practical application. These issues point to possible weaknesses in instructional delivery, review systems, and experiential learning opportunities. Addressing these gaps, the study focuses on examining the strategies used by HEIs in Sorsogon and evaluating their impact on student development and readiness for the licensure examination.

MATERIALS AND METHODS

The present study employed a descriptive mixed-methods research design, which integrates both quantitative and qualitative approaches to comprehensively examine the Course Enhancement Program (CEP) in preparation for the Criminologists' Licensure Examination. A mixed-methods design is suited in this study as it allows the researcher to

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integrate qualitative and quantitative approaches to generate a more complete and contextualized understanding of the program, consistent with contemporary methodological recommendations (Creamer, 2023). Mixed-methods research has increasingly been recognized as an effective strategy for evaluating complex educational interventions, as it captures both measurable outcomes and the lived experiences of participants (Fetters & Molina-Azorín, 2020). Using this design allowed the study to explore multiple facets of the CEP and triangulate the data to strengthen the interpretation of findings.

The adoption of a mixed-methods descriptive design ensured that the study captured the full scope of the Course Enhancement Program from its structural characteristics and measurable effectiveness to the nuanced challenges encountered by participants, leading to a more holistic and evidence-based understanding of its role in preparing criminology students for the licensure examination.

To determine the status of the Course Enhancement Program (CEP), the researcher employed documentary analysis in research objective number 1. This method involves the systematic examination and interpretation of existing documents such as institutional policies, program plans, schedules, and instructional materials. Documentary analysis enables researchers to extract meaningful information from written records and assess whether program components align with intended standards and objectives.

In objective number 2, the study assesses the effectiveness of CEP. The study utilized the weighted mean as a statistical tool. This tool is suitable for measuring the responses to determine the overall level of effectiveness of the program based on respondents' perceptions.

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It is also essential in determining the extent to which interventions improve learning outcomes, as they provide clear numerical indicators of performance and effectiveness. This method allows for objective comparison across indicators and supports evidence-based conclusions regarding program success.

To identify the challenges encountered by respondents in objective number 3, the researcher used an interview guide as the primary data collection instrument. Interviews enable participants to express their experiences, perceptions, and difficulties in detail, making them highly suitable for exploring complex and multidimensional issues. Interviews are a fundamental qualitative tool that facilitates in-depth exploration of participants' lived experiences and contextual realities, allowing researchers to capture rich and nuanced data (Morgan, H. 2022). The use of an interview guide ensures consistency in questioning while still allowing flexibility for probing and clarification.

RESULT AND DISCUSSION

This section presents the results of the documentary analysis, supported by interviews, on the status of the Course Enhancement Program at participating Higher Education Institutions (HEI), namely Sorsogon College of Criminology, Inc. (SCCI), Solis Institute of Technology, Inc. (SIT), Estenias Science Foundation, and Veritas College of Irosin (VCI). The analysis focuses on the implementation of the program in terms of institutional policy, instruction delivery, scheduling, the set of lecturers, and the program of activities.

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1. Status of the Course Enhancement Program

The Course Enhancement Program (CEP) serves as a vital academic initiative embedded within the curriculum of four participating Higher Education Institutions (HEIs). Though each institution operates independently, its implementation of the CEP exhibits notable consistency, particularly in terms of policy framework, instructional delivery, scheduling structure, lecturers' engagement, and academic activities.

a. Institutional Policy

Institutional policy serves as the foundational framework that guides the planning, implementation, and evaluation of academic programs within an educational institution. It establishes the standards, rules, and procedures that ensure consistency, quality, and alignment of initiatives such as the Course Enhancement Program (CEP) with the institution's goals and regulatory requirements.

The documentary analysis of the institutional policy of Sorsogon College of Criminology, Inc. (HEI 3) revealed that the Course Enhancement Program (CEP) is embedded as a curriculum requirement and is implemented every semester. The program carries a total of four (4) academic units, indicating a structured and continuous integration of enhancement activities throughout the academic year. This policy reflects the institution's commitment to consistently reinforcing students' competencies and preparing them for licensure examinations through sustained academic intervention.

Similarly, Solis Institute of Technology, Inc. (HEI 2) institutionalized the CEP as a required component of its curriculum, conducted every semester with an equivalent of three

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(3) units. The slightly lower unit allocation suggests a more streamlined implementation; however, the regular semester-based offering demonstrates the institution’s intent to maintain continuous academic support and review for criminology students.

In contrast, Estenias Science Foundation (HEI 1) implements the CEP exclusively during the second semester, assigning a higher load of six (6) units. This approach indicates a more concentrated and intensive delivery of the program, likely designed to provide comprehensive preparation within a specific academic period. The policy reflects a strategic focus on maximizing student readiness at a critical stage prior to graduation or licensure examination.

Likewise, Veritas College of Irosin, Inc. (HEI 4) a curriculum structure is similar to that of Estenias Science Foundation, wherein the CEP is also offered during the second semester with a corresponding six (6) unit requirement. This parallel implementation suggests a shared institutional strategy emphasizing intensive review and reinforcement of competencies within a designated timeframe, ensuring that students are adequately prepared for professional examinations.

These variations indicate differing institutional strategies in delivering enhancement programs. HEIs implementing CEP every semester demonstrate a continuous reinforcement approach, allowing students to gradually build competencies over time. On the other hand, institutions offering CEP only in the second semester adopt an intensive or concentrated approach, which may provide focused preparation during a critical academic period. The difference in unit allocation further suggests variation in depth, coverage, and intensity of

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instruction. While continuous exposure may enhance retention and progressive learning, concentrated programs may maximize readiness through immersion and focused review.

The findings imply that there is no single standardized model for CEP implementation, which may lead to differences in student preparedness and learning outcomes across institutions. HEIs with semester-based CEP may promote sustained engagement, whereas those with higher-unit, semester-specific programs may achieve deeper but time-bound learning gains. This variation highlights the need for policy alignment or benchmarking to ensure that all students receive equitable and effective preparation regardless of institutional differences.

This result is supported by recent studies emphasizing that both continuous and intensive instructional models can be effective when aligned with learning objectives and student needs (Dunlosky, J., & Rawson, K. A., 2021). For instance, distributed learning approaches enhance long-term retention, while intensive review programs improve short-term performance and exam readiness (Heretape, E. H., & Paglinawan, J. L. (2024). Additionally, curriculum integration and structured academic support have been shown to significantly influence student success in licensure examinations (Lianza, T. S., 2025).

b. Delivery of Instruction

Delivery of instruction serves as a crucial component of program implementation, ensuring that instructional content is conveyed in a manner that promotes understanding, engagement, and achievement of intended learning outcomes.

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The analysis revealed that the Sorsogon College of Criminology, Inc. (HEI3) adopts a face-to-face instructional modality aimed at promoting intensive academic engagement and immediate knowledge reinforcement. Similarly, the Solis Institute of Technology, Inc. (SIT) (HEI2) adopts a face-to-face and synchronous mode of instruction conducted regularly during weekends. This allows students to actively engage in discussions and review sessions under guided instruction. Additionally, the findings revealed that Estenias Science Foundation also adopts a face-to-face modality in conducting CEP every weekend, and while the program is relatively new within the institution, its implementation reflects deliberate institutional efforts to align academic enhancement initiatives with licensure examination standards and professional competency requirements for criminology students. In contrast, the enrichment program in Veritas College of Irosin is likewise conducted primarily through face-to-face sessions; however, implementation is contingent upon the availability of students. This flexible modality indicates an adaptive but less structured approach to instructional delivery.

The results indicate that all four HEIs predominantly utilize face-to-face instructional delivery, suggesting a shared recognition of its effectiveness in facilitating direct interaction, immediate feedback, and structured learning. Sorsogon College of Criminology, Inc. (HEI 3) demonstrates a highly structured and intensive approach, emphasizing consistent in-person engagement for knowledge reinforcement. Similarly, Solis Institute of Technology, Inc. (HEI 2) integrates face-to-face and synchronous strategies scheduled during weekends, reflecting a balanced approach that accommodates students' availability while maintaining instructional continuity. Meanwhile, Estenias Science Foundation (HEI 1), despite having a relatively new

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CEP, shows alignment with professional standards through regular weekend face-to-face sessions, indicating deliberate institutional effort toward quality enhancement. In contrast, Veritas College of Irosin, Inc. (HEI 4) adopts a more flexible and availability-based implementation, which, while adaptive, may lead to inconsistencies in instructional delivery and student engagement.

These findings imply that while face-to-face instruction remains the dominant and preferred modality due to its effectiveness in promoting engagement and comprehension, the level of structure and consistency in implementation significantly influences program outcomes. Institutions with regular and well-scheduled delivery (HEIs 1–3) are more likely to ensure sustained learning and better preparation for licensure examinations, whereas flexible or irregular implementation (HEI 4) may affect continuity and learning retention. This highlights the importance of balancing flexibility with structured instructional planning to optimize the effectiveness of enhancement programs.

The findings are supported by recent studies emphasizing that face-to-face and structured instructional delivery enhances student engagement, academic performance, and knowledge retention, particularly in review-based and competency-driven programs. For instance, a study found that in-person learning environments promote deeper cognitive processing and immediate feedback, which are critical for mastery of complex subjects (Castelli & Sarvary, 2021). Additionally, research on post-pandemic education highlights that structured and consistent instructional delivery significantly improves learning outcomes compared to irregular or fragmented approaches (Gonzalez et al., 2022). Furthermore, active

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and guided instructional methods, particularly in face-to-face settings, have been shown to strengthen students' readiness for high-stakes examinations (Bond et al., 2023).

c. Schedule

Scheduling plays a vital role in the effective implementation of academic programs, as it ensures the organized allocation of time for instructional activities, review sessions, and student participation. A well-structured schedule promotes consistency, maximizes learning opportunities, and helps balance academic demands, thereby enhancing student engagement and overall program effectiveness.

The scheduling structure of the CEP in Sorsogon College of Criminology, Inc. (HEI3) reflects deliberate institutional planning designed to maximize student participation while minimizing conflicts with regular academic responsibilities. Based on the respondent's statement, the program is conducted face-to-face during weekends, particularly every Friday and Saturday from 8:00 a.m. to 5:00 p.m. Additionally, findings revealed that the CEP in Solis Institute of Technology, Inc. is systematically organized to complement the students' regular academic schedule. The respondent noted that review sessions are conducted every weekend from 8:00 a.m. to 5:00 p.m., providing extended instructional hours dedicated specifically to examination preparation. However, in Estenias Science Foundation School, the findings showed that the institution carefully considers students' academic and practicum obligations in organizing the CEP. The enrichment sessions are conducted during weekends, particularly on Saturdays and Sundays, due to scheduling conflicts arising from students' On-the-Job Training (OJT) requirements during weekdays. However, findings further reveal the absence

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of a consistent and pre-determined timetable for enrichment sessions in HEI4. According to the respondent, the conduct of the program depends largely on the availability of students, classrooms, and lecturers. This situation highlights operational constraints within the institution, suggesting that logistical factors significantly influence program execution.

The scheduling patterns across the four HEIs reveal a common reliance on weekend-based delivery, indicating an effort to accommodate students' regular academic workload and maximize participation. Sorsogon College of Criminology, Inc. (HEI 3) and Solis Institute of Technology, Inc. (HEI 2) demonstrate highly structured and consistent scheduling, with fixed weekend timetables (8:00 a.m.–5:00 p.m.), reflecting strong institutional planning and commitment to sustained learning. This regularity supports continuity and allows students to anticipate and prepare for sessions effectively. In Estenias Science Foundation (HEI 1), the scheduling is also weekend-based but is adaptive, taking into account students' On-the-Job Training (OJT) during weekdays, which shows responsiveness to academic and practicum demands. However, Veritas College of Irosin, Inc. (HEI 4) lacks a fixed and predetermined schedule, relying instead on the availability of students, facilities, and lecturers. This indicates a less structured and more reactive approach, where logistical constraints significantly shape program implementation, potentially leading to irregular delivery and reduced instructional consistency.

These findings imply that structured and predictable scheduling is a critical factor in ensuring the effectiveness of enhancement programs. Institutions with fixed and well-planned schedules (HEIs 2 and 3) are more likely to promote consistent attendance, better time

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management, and sustained learning engagement among students. Adaptive scheduling (HEI 1) can still be effective when it remains organized and responsive to students' needs. However, the absence of a stable schedule (HEI 4) may hinder program continuity, reduce participation, and weaken learning outcomes due to uncertainty and inconsistent exposure to instructional content. This underscores the importance of balancing flexibility with systematic planning to optimize program delivery.

The results are consistent with recent studies emphasizing that time structure and scheduling significantly influence student engagement and academic performance. Research shows that well-organized schedules improve learning efficiency and reduce cognitive overload, particularly in intensive academic programs (Darling-Hammond et al., 2021). Furthermore, studies highlight that predictable learning schedules enhance students' self-regulation and participation, while irregular scheduling can negatively affect motivation and retention (Kuhfeld et al., 2022). Additionally, effective time management and structured instructional time have been identified as key predictors of success in review and licensure preparation programs (Broadbent & Poon, 2021).

d. Set of Lecturers

Lecturers play a crucial role in the success of academic programs, as they are the primary facilitators of knowledge, skills, and professional competencies. Their expertise, teaching strategies, and real-world experience significantly influence students' understanding, engagement, and readiness for licensure examinations, making them a key factor in the overall effectiveness of the Course Enhancement Program (CEP).

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Based on the findings in HEI3, the engagement of a diversified pool of instructional personnel composed of both internal faculty members and external experts from other higher education institutions and established review centers. According to the respondent, lecturers include academic administrators and competent review lecturers from institutions such as PLT Guinobatan and other schools. Similarly, findings revealed that HEI2 invites skilled and qualified lecturers who are registered criminologists from other schools to facilitate learning sessions. The engagement of external professionals suggests an institutional strategy to integrate industry competence and diverse academic perspectives into the review process. Additionally, the lecturers engaged in the program in HEI1 emphasize professional competence and subject specialization. The institution sets a preference for lecturers who are field practitioners, registered criminologists, and academicians whose expertise corresponds with specific subject areas. While HEI4, the respondent reported that the institution is unable to invite highly qualified external lecturers due to the absence of a school policy allocating funds for the enrichment program. As a result, the institution faces constraints in accessing experienced review specialists and registered criminologists from outside the school. This limitation potentially narrows students' exposure to diverse instructional perspectives and updated licensure examination strategies.

The findings show clear differences in how HEIs source and deploy lecturers for the CEP, reflecting varying levels of institutional capacity and strategic orientation. Sorsogon College of Criminology, Inc. (HEI 3) and Solis Institute of Technology, Inc. (HEI 2) adopt a diversified staffing model, combining internal faculty with external experts (e.g., review

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lecturers and practitioners). This approach broadens instructional perspectives, introduces updated review techniques, and strengthens alignment with licensure expectations. Estenias Science Foundation (HEI 1) emphasizes professional competence and subject specialization, prioritizing registered criminologists and field practitioners whose expertise matches specific content areas, an approach that deepens content mastery and applied understanding. In contrast, Veritas College of Irosin, Inc. (HEI 4) is constrained by the lack of a funding policy for the program, limiting access to external specialists and resulting in a more insular instructional model. This reduces opportunities for exposure to varied pedagogical approaches and current licensure trends.

These patterns imply that lecturer diversity, specialization, and access to external expertise are pivotal to CEP effectiveness. Institutions that integrate external professionals and specialized practitioners are more likely to enhance instructional quality, provide up-to-date exam strategies, and simulate real-world expectations. Thereby, improving students' readiness for licensure examinations. Conversely, limited funding and reliance on internal staff alone may restrict innovation, reduce exposure to best practices, and potentially weaken outcomes. The findings underscore the need for institutional policies that allocate resources for expert engagement and for strategic partnerships with review centers and other HEIs.

The results align with recent evidence that teacher expertise, subject specialization, and practitioner involvement significantly influence student achievement and exam readiness (Javed, Z. et al., 2021). Studies also show that exposure to diverse instructional perspectives, including external experts, enhances higher-order learning and transfer of knowledge in

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professional programs (Darling-Hammond et al., 2021). Moreover, research highlights that resource-supported staffing models, including funding for qualified instructors, are critical determinants of program quality and equity in higher education outcomes (OECD, 2022).

e. Program of Activities

A program of activities is a vital component of any academic program as it provides a structured plan of tasks, sessions, and learning engagements designed to achieve specific educational objectives. It ensures that all instructional efforts are organized, purposeful, and aligned with desired outcomes, thereby promoting effective learning, student participation, and overall program success.

As the analysis continues, the findings revealed that HEI3 is implementing outcome-based approaches to learning assessment and performance monitoring. The interview response indicated that lecturers administer post-tests following instructional sessions to evaluate students' comprehension and retention of lessons. In addition, a comprehensive examination, commonly referred to as a mock board examination, is conducted at the end of the semester. These assessment strategies function as diagnostic and preparatory tools that simulate actual licensure examination conditions, enabling students to identify learning gaps while allowing institutions to evaluate the effectiveness of instructional interventions.

Likewise, HEI2's documentary findings revealed the adoption of systematic assessment mechanisms intended to monitor and evaluate students' academic preparedness. The respondent indicated that prior to the commencement of the course enhancement program, a diagnostic examination covering major criminology subjects is administered to determine

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students' baseline competencies and identify learning gaps. Following the lecture sessions, the institution conducts a pre-board examination designed to simulate the actual licensure examination environment.

Moreover, documentary findings revealed that HEI1, the institution, currently focuses on intensive lecture-based enrichment sessions as the primary component of program implementation, considering that the initiative is still in its initial stage. The respondent explained that whole-day lectures constitute the core activity of the program throughout the semester. However, despite its developmental phase, the said HEI has incorporated a significant accountability mechanism through the administration of a comprehensive examination prior to students becoming eligible candidates for graduation. This requirement demonstrates the institution's effort to establish minimum competency standards and ensure that students have adequately mastered essential criminology subjects before completing the program.

Lastly, HEI4's enrichment sessions are primarily dependent on the subject expertise of available internal faculty members. The respondent indicated that instructional coverage is limited to subjects that faculty members are capable of handling, given the institution's financial inability to hire specialized lecturers. This approach reflects a pragmatic adaptation to institutional constraints; however, it may limit comprehensive subject coverage and alignment with licensure examination domains. The absence of diversified expertise and standardized program activities may affect the depth and breadth of review preparation provided to students.

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The findings indicate varying levels of assessment integration and program structuring across the HEIs. Sorsogon College of Criminology, Inc. (HEI 3) and Solis Institute of Technology, Inc. (HEI 2) demonstrate well-developed, outcome-based assessment systems, incorporating diagnostic tests, post-tests, and mock board examinations. These strategies reflect a comprehensive and cyclical assessment approach from baseline measurement to continuous monitoring and final evaluation aligned with licensure preparation. Estenias Science Foundation (HEI 1), while still in its developmental stage, emphasizes intensive lecture delivery supplemented by a summative comprehensive examination, indicating an emerging but less diversified assessment framework. In contrast, Veritas College of Irosin, Inc. (HEI 4) exhibits limited program structuring, where instructional coverage and activities depend largely on available faculty expertise. This results in potential gaps in subject coverage and the absence of standardized, program-wide assessment mechanisms.

These findings imply that structured and multi-level assessment practices are critical in enhancing the effectiveness of course enhancement programs. HEIs that implement diagnostic, formative, and summative assessments (HEIs 2 and 3) are better positioned to monitor student progress, identify learning gaps early, and provide targeted interventions, thereby improving licensure examination readiness. Institutions in developmental or resource-constrained contexts (HEIs 1 and 4) may struggle to deliver comprehensive preparation due to limited assessment variety and instructional coverage. This highlights the need for institutional investment in diversified assessment strategies and standardized program activities to ensure consistent quality and equitable learning outcomes across students.

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The results are supported by recent studies emphasizing that integrated assessment systems combining diagnostic, formative, and summative methods significantly improve student learning and performance in high-stakes examinations (Liu, M., & Yu, D., 2023). Research also shows that mock examinations and performance-based assessments enhance test readiness by familiarizing students with exam conditions and promoting self-regulated learning (Khoiriyah, U., & Roberts, C., 2025). Furthermore, studies highlight that alignment between instructional activities, assessment strategies, and learning outcomes is a key determinant of program effectiveness in higher education, particularly in professional and licensure-oriented programs (Biggs & Tang, 2022).

2. Effectiveness of the course enhancement program

The succeeding section presents the findings of the study, systematically organized and discussed according to the IPAIL framework.

a. Students' Learning Outcomes

Students' learning outcomes reflect the extent to which learners acquire essential knowledge, skills, and competencies necessary for academic success and professional readiness.

Across all HEIs, the highest-performing indicator is consistently preparedness for the licensure examination (TWM = 3.52, Very Effective), indicating that CEPs are particularly successful in aligning instruction with board exam requirements. This suggests a strong emphasis on review, drills, and exam-oriented strategies. Conversely, the lowest-performing indicator across all HEIs is confidence in applying criminology theories to practical scenarios

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(TWM = 2.93, Effective). This pattern reveals a systemic gap between theoretical knowledge and practical application, a common issue in professional education. The results also show that while cognitive gains (understanding and critical thinking) are generally effective to very effective, application-based competencies and experiential learning outcomes lag slightly behind. HEI 2 stands out as the most effective overall, while HEI 4 may require strengthening of instructional strategies, particularly in critical thinking and applied learning.

The findings imply that CEPs are highly effective in preparing students for licensure examinations, but there is a need to enhance experiential and application-based learning approaches. Institutions should integrate more case-based instruction, simulations, internships, and problem-based learning to bridge the gap between theory and practice. Strengthening these aspects will ensure that students are not only exam-ready but also professionally competent in real-world criminology contexts. Additionally, the variation among HEIs suggests that program implementation quality, faculty competence, and instructional design significantly influence outcomes. Continuous monitoring, benchmarking, and faculty development programs are essential for sustaining effectiveness.

Moreover, Gao, X. et al. (2024) emphasized that student confidence and competence improve when instructional methods move beyond lecture-based approaches. Goss, H. (2022) also noted that critical thinking development is enhanced through active learning strategies, which aligns with the relatively lower scores in some HEIs. Finally, Harefa, D. et al. (2023). stressed that holistic program design combining cognitive, affective, and psychomotor

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domains leads to better overall learning outcomes, supporting the need for balanced CEP implementation.

b. Program Implementation and Resources

The implementation of the Course Enhancement Program (CEP) and the availability of institutional resources play a vital role in shaping students' learning outcomes. Effective program delivery enhances students' understanding, skills development, and readiness for the licensure examination.

Overall, the composite TWM of 3.13 (Effective) indicates that the CEP is generally well-implemented in terms of curriculum and instructional support. The strongest area across HEIs is instructor competence (TWM=3.40, Effective to Very Effective), suggesting that faculty readiness is a key driver of program success. However, the weakest area is logistical and technological support (TWM=2.84, Effective but lowest among indicators), with HEI 4 particularly lagging (2.16). This highlights a disparity between human resource capacity and institutional resource support. While instructors are capable, limitations in facilities, equipment, and learning environments may constrain optimal learning experiences. HEI 3 stands out as the most balanced institution, demonstrating strength in both academic and infrastructural support, while HEI 2 excels in instructional quality but slightly lags in logistics. HEI 1 and HEI 4, although effective, may need targeted improvements, particularly in curriculum alignment (HEI 1) and infrastructure (HEI 4).

The findings suggest that for CEPs to achieve higher levels of effectiveness, institutions must go beyond strong teaching and ensure adequate logistical and technological

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infrastructure. Investments in learning spaces, digital tools, and updated equipment are critical to support modern, flexible, and student-centered learning. Additionally, curriculum alignment with the Table of Specifications should be strengthened to ensure coherence between instruction and assessment. Institutions may also benefit from continuous faculty development, even in already strong areas, to sustain instructional quality. The disparities among HEIs imply the need for institutional benchmarking and resource optimization strategies, ensuring that all program components, such as curriculum, instruction, and support systems, are equally developed.

Research indicates that access to quality learning materials and educational resources significantly enhances students' learning experiences and academic performance in higher education. Adequate facilities and instructional support are considered essential components of effective educational programs (Huang et al., 2024). Similarly, studies emphasize that teacher training and professional development programs improve instructors' pedagogical skills and teaching effectiveness, which ultimately enhances student learning outcomes (Fernandes et al., 2023). Moreover, the availability and effective utilization of instructional materials have been shown to positively influence both teaching performance and student achievement, highlighting the importance of providing comprehensive and updated learning resources in academic programs (Encarnacion et al., 2021).

c. Programs Impact

The effective implementation of a Course Enhancement Program (CEP) significantly improves students' academic performance, competency mastery, and readiness for licensure

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examinations. By providing structured instruction, qualified guidance, and adequate learning resources, a well-executed CEP enhances understanding, builds confidence, and ensures that students are better prepared for professional practice.

The overall TWM of 3.17 (Effective) indicates that the CEP has a positive and meaningful impact on students' professional development, though not uniformly at a very effective level. The strongest impact area is interest in pursuing a criminology career, suggesting that the program successfully motivates students toward the profession. This reflects the program's relevance and alignment with students' career aspirations. Meanwhile, problem-solving abilities and readiness for real-world challenges show that the program contributes to skill development, but there is still room to strengthen higher-order and applied competencies. The lowest-performing indicator is collaborative learning environment, particularly in HEI 4. This suggests that while individual learning outcomes are achieved, peer interaction and teamwork may not be fully maximized across all institutions. HEI 3 clearly stands out as the most impactful institution, demonstrating consistently very effective results across all indicators, while HEI 4 requires improvement, particularly in fostering collaboration and engagement.

The findings imply that effective CEPs boost student motivation and foundational professional skills, but need stronger emphasis on collaborative and experiential learning. Incorporating group work, simulations, case studies, and field activities can improve real-world readiness and teamwork. Institutions should foster interactive, peer-based learning environments, especially given the importance of coordination in criminology. Differences

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among HEIs show that teaching methods and institutional practices affect outcomes, so adopting best practices from high-performing institutions can enhance overall program effectiveness.

The findings are supported by previous studies emphasizing the importance of student engagement and collaborative learning in improving educational outcomes. Research indicates that student engagement is a key factor influencing learning effectiveness and academic achievement in higher education. When students actively participate in academic activities, they tend to develop stronger motivation, deeper understanding of subject matter, and improved learning outcomes (Bergdahl et al., 2024). Similarly, collaborative learning environments have been shown to enhance student engagement, critical thinking, and problem-solving skills by encouraging interaction and shared learning experiences among students (Li, 2025; Tadesse, 2024). Furthermore, structured review and academic support programs have been found to improve students' preparedness for professional licensure examinations by strengthening their competencies and reinforcing their mastery of course content (Paz, 2023; Heretape, 2024).

d. Assessment of Learning

Assessment of learning is the systematic process of measuring students' knowledge, skills, and competencies to determine whether learning objectives have been achieved. It provides evidence of academic performance, identifies strengths and gaps, and guides instructional improvements to ensure students are effectively prepared for academic and professional demands.

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Among the indicators, the statement “The test items were aligned with the topics covered in the enhancement program” obtained the highest overall WM of 3.29, interpreted as Very Effective. This suggests that the assessments administered in the program were generally consistent with the topics discussed during the enhancement sessions. Meanwhile, the indicators “Assessment accurately reflects the material covered in the program” and “Assessment results are communicated promptly” both received a TWM of 3.14 and 3.12, respectively, interpreted as Effective. These results indicate that assessment practices were generally aligned with program content and that feedback was provided to students in a timely manner.

The findings indicate that the Course Enhancement Program demonstrates effective assessment practices that support students’ learning and evaluation. The strong rating for alignment between test items and topics suggests that lecturers ensure that assessments measure the knowledge and competencies emphasized during the program. This alignment is important because assessments that accurately reflect instructional content can provide valid measures of student learning. Furthermore, the results showing that lecturers provide rationalization for assessment items indicate that instructors help students understand the correct answers and reasoning behind the assessments. This process enhances learning by allowing students to identify mistakes and strengthen their understanding of complex concepts. However, the relatively lower ratings for prompt communication of results suggest that some institutions may experience delays in delivering feedback. Timely feedback is crucial

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in educational settings because it allows students to recognize their learning gaps and improve their performance in subsequent assessments.

The findings imply that the Course Enhancement Program has established a generally effective assessment system that aligns with instructional objectives and supports students' learning. Nevertheless, institutions may further strengthen assessment practices by ensuring more timely feedback mechanisms and continuously reviewing assessment tools to maintain fairness, validity, and reliability. Enhancing the rationalization of test items, providing prompt feedback, and maintaining strong alignment between instructional content and assessments can improve the effectiveness of the program in preparing students for professional licensure examinations.

The findings support previous research emphasizing the importance of alignment between curriculum, instruction, and assessment in ensuring valid evaluation of student learning. Studies indicate that properly aligned assessments enable educators to accurately measure students' understanding of course material and identify areas for improvement in instruction. When assessment items correspond closely with learning outcomes and instructional content, the evaluation process becomes more reliable and meaningful for students (Khan, H. F., et al., 2025).

Similarly, research highlights that assessment practices and feedback play a significant role in improving student learning outcomes. Providing clear explanations and timely feedback allows students to recognize their strengths and weaknesses, which contributes to deeper learning and academic improvement (Fisher, D. P., 2025). Moreover, contemporary research

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on higher education assessment emphasizes that well-designed assessment strategies and effective feedback mechanisms contribute to the overall quality of teaching and learning processes in universities (Gomis, K. et al., 2024).

3. Challenges encountered by the respondents of the Course Enhancement Program

Challenges encountered during the implementation of a Course Enhancement Program (CEP) play a crucial role in determining its overall effectiveness, especially for programs designed to prepare criminology students for licensure examinations. These challenges, whether related to resources, scheduling, venue limitations, student behavior, or institutional support, reflect operational realities that may hinder consistent delivery and learning quality. Understanding these concerns is therefore essential in evaluating the CEP's process dimension and identifying areas needing strategic improvement. To introduce the respondents of the study, Deans – R1 for (HEI3), R2 (HEI2), and R5 (HEI1), CEP coordinators – R7 (HEI4) and R3 (HEI1), and for the lecturers – R6 (HEI1), R11 (HEI1), R5 (HEI1), R8 (HEI2), R9 (HEI2), R10 (HEI3).

Disruption of Program Activities Due to Weather Disturbances and Institutional Activities

One of the recurring challenges highlighted by the respondents was the disruption of scheduled sessions caused by weather conditions and other institutional activities. R1 emphasized that classes were sometimes suspended due to unfavorable weather conditions.

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Similarly, R2 explained that cancellations also occur because of bad weather and scheduled school activities.

R1 said: The challenges that we encountered during our enhancement program. First, the cancellation of classes due to weather disturbance.

(The challenges encountered during the enhancement program included several factors. First, there were instances of class cancellations due to weather disturbances.)

Such disruptions may lead to delays in the implementation of scheduled learning activities and may limit the time allocated for review sessions and instructional delivery. As a result, both instructors and students may find it difficult to maintain the planned pacing and structure of the program.

R2 stated: cancellation of the classes due to bad weather or school activities.

These statements suggest that environmental factors and institutional scheduling conflicts can interrupt the continuity of enhancement activities. In countries highly exposed to extreme weather conditions, such as the Philippines, educational programs frequently experience disruptions due to typhoons, heavy rainfall, and flooding. Such disruptions may affect the consistency of instructional delivery and reduce students' opportunities to participate in academic support programs.

This suggests that institutions implementing enhancement programs should develop flexible scheduling strategies or alternative learning methods, such as hybrid sessions or rescheduled review classes, to ensure that learning continues despite unavoidable disruptions.

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Recent studies emphasize that climate-related disruptions have significant implications for educational access and continuity, particularly in regions vulnerable to natural hazards. School closures caused by extreme weather events may result in reduced instructional time and interruptions in academic interventions designed to support student learning (Lagmay et al., 2022). Similarly, Marin et al. (2024) highlight that environmental disturbances can hinder program implementation and create delays in academic activities, thereby affecting the effectiveness of structured learning interventions.

Student Participation, Motivation, and Attendance

Student participation is a critical component in the success of academic enhancement programs. Active engagement allows students to benefit from additional learning opportunities, strengthen their understanding of course concepts, and improve their preparation for licensure examinations.

Several respondents identified issues related to student participation, attendance, and motivation during the implementation of the enhancement program. For instance,

R1 mentioned that one of the challenges encountered was the *students' participation*.

Similarly,

R2 emphasized the *willingness, participation, attendance, and motivation of students* as a major concern in the program.

R6 also reported "*inconsistency in students' attendance*",

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while R11 noted challenges regarding *students' focus, participation, and motivation during lectures.*

In addition,

R8, R9, and R10 observed that *"some students did not actively participate during lectures, particularly those seated at the back"*,

while R5 reported issues related to *"students' punctuality, which caused delays in starting the lectures"*.

These responses suggest that student engagement is a recurring challenge in the implementation of the Course Enhancement Program. When students demonstrate inconsistent attendance, lack of motivation, or limited participation, the effectiveness of instructional interventions may be reduced. Participation is critical because enhancement programs rely on active learning processes, discussions, and sustained attention to strengthen students' understanding of criminology concepts and examination preparation.

The findings imply that student engagement is a critical factor affecting the effectiveness of the program, as issues such as low participation, inconsistent attendance, lack of motivation, and poor punctuality can significantly hinder learning outcomes. These challenges suggest that students may not be fully invested in the learning process, which can limit their comprehension, retention, and overall readiness for the licensure examination. Furthermore, passive behaviors, such as a lack of focus and minimal participation during

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lectures, indicate a need for more interactive and student-centered teaching strategies that can sustain attention and encourage active involvement.

Overall, the results highlight the importance of strengthening engagement mechanisms within the program by fostering a more motivating learning environment, enforcing attendance and punctuality policies, and incorporating participatory approaches. Addressing these concerns can lead to improved student discipline, enhanced learning experiences, and better academic and professional preparedness.

Student engagement is widely recognized as a key factor influencing learning outcomes in higher education. Research shows that active student participation significantly improves learning experiences and academic achievement (Xu, 2023). Furthermore, engagement has been identified as a critical determinant of student success, as it influences motivation, retention, and overall academic performance (Li et al., 2023; Bergdahl et al., 2024).

Limitations in Facilities, Venue, and Learning Environment

Adequate facilities and learning environments play a crucial role in ensuring the effective implementation of academic enhancement programs. Learning venues that are conducive to instruction allow lecturers to deliver content effectively while enabling students to concentrate and actively participate in learning activities.

Several respondents highlighted issues regarding the venue and physical facilities of the program.

R1 mentioned that one of the challenges encountered was the "facility or

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venue

of the program due to the volume of students participating”.

Similarly,

R2 stated that *“due to the fast-growing population of the institution, the classroom*

or venue for the enhancement program” became a major concern.

Other respondents also emphasized similar concerns, such as

R6 noting that the *“venue was not conducive for learning due to high temperatures”*,

R8 described the *“venue as a rented open area that was not an ideal place for a lecture”*.

R9 further added that the *“venue was too hot and small for the population of students attending the enhancement program”*.

In addition,

R7 pointed out that *“the program had no fixed venue and lacked essential resources such as microphones and speakers.”*,

which made the delivery of lectures more challenging.

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The statements of the respondents indicate that the availability and quality of learning spaces significantly affect the delivery of the Course Enhancement Program. Overcrowded venues, inadequate classroom conditions, and the lack of instructional equipment may reduce the effectiveness of lectures and limit students' ability to focus on the discussion. A conducive learning environment is necessary for both lecturers and students to engage meaningfully in the instructional process. When learning spaces are too small, poorly ventilated, or lacking technological support, it becomes difficult to maintain students' attention and facilitate effective communication between lecturers and learners.

These findings suggest that higher education institutions should strengthen logistical planning and allocate adequate facilities for enhancement programs, especially when accommodating large numbers of students preparing for licensure examinations. Providing appropriate venues, learning equipment, and proper environmental conditions may significantly improve the quality of instructional delivery and students' learning experiences.

The findings support previous studies indicating that learning environments and physical classroom conditions significantly influence student engagement and academic performance. Overcrowded and poorly equipped learning spaces may hinder effective instruction and reduce student concentration (Abizada, A., & Seidova, S., 2024) Likewise, research shows that classroom infrastructure and learning facilities are essential factors in supporting student engagement and effective knowledge transfer in higher education (Vakili et al., 2024).

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Operational and Logistical Constraints in Program Implementation

Beyond participation and facility limitations, the implementation of academic programs also depends on the availability of resources, personnel, and logistical support. Effective program management requires adequate manpower, teaching staff, and operational resources to ensure smooth implementation.

R2 identified several operational challenges affecting the enhancement program:

R2 said: "The availability of the lecturers, logistics like sound system (e.g., speaker), financial problems due to delayed payment of the students, and manpower to oversee the program."

These issues highlight the operational complexities involved in managing large-scale academic interventions.

The responses suggest that resource and manpower limitations may hinder the efficient implementation of enhancement programs. For instance, the lack of available lecturers may affect the delivery of instructional sessions, while logistical issues such as inadequate sound systems may limit the effectiveness of lectures delivered to large groups. Financial challenges, particularly delayed student payments, may also affect the allocation of resources needed to support program activities.

To improve program implementation, institutions may need to strengthen administrative support, ensure the availability of qualified lecturers, and allocate sufficient logistical resources. Proper planning and coordination among administrators, faculty

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members, and program coordinators are essential to ensure that enhancement programs operate effectively.

Studies on higher education program implementation emphasize that institutional support, adequate resources, and effective administrative management are critical for the success of academic interventions. Resource constraints and limited staffing can significantly affect program delivery and instructional quality (Rajan, 2024). Additionally, institutional capacity, including manpower and logistics, plays a crucial role in ensuring that educational programs achieve their intended outcomes (Veiga et al., 2026).

Meta-Inferences

The integration of the quantitative and qualitative findings reveals that the Course Enhancement Program (CEP) is generally effective but contextually constrained. Quantitative results indicate consistent effectiveness across learning outcomes, program implementation, impact, and assessment; however, these findings do not consistently reach a very effective level. When examined alongside the qualitative data, it becomes evident that this moderate level of effectiveness is influenced by several contextual and operational challenges.

While the quantitative findings highlight strengths in areas such as licensure preparedness, curriculum alignment, and assessment alignment, the qualitative results explain that external disruptions, including weather disturbances and institutional scheduling conflicts, interrupt the continuity of program delivery. These disruptions reduce instructional time and affect the consistency of learning experiences, thereby limiting the program's ability to achieve higher levels of effectiveness.

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Similarly, although students demonstrate improvements in knowledge and skills, the moderate ratings in application, problem-solving, and collaborative learning are clarified by qualitative evidence pointing to issues in student participation, attendance, and motivation. These factors directly influence engagement, which is essential for deeper learning and skill development.

Moreover, despite strong ratings in instructional quality and faculty competence, qualitative findings reveal limitations in facilities, venue conditions, and learning environments, such as overcrowding and inadequate equipment. These constraints hinder effective instruction and reduce students' ability to fully engage in the program.

Finally, the moderate effectiveness observed in assessment practices, particularly in feedback timeliness and accuracy, is supported by qualitative evidence of logistical and operational constraints, including limited manpower, insufficient resources, and financial challenges. These issues affect both program delivery and the efficiency of assessment processes.

Overall, this meta-inference demonstrates that the CEP's effectiveness is shaped not only by its academic design but also by institutional capacity and contextual realities. This aligns with the concept of meta-inference in mixed methods research, which emphasizes that meaningful conclusions emerge from the integration of quantitative and qualitative findings, providing insights beyond what either dataset can offer alone (Schoonenboom, J., 2022). The findings suggest that improving the CEP requires a holistic approach, addressing not only

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curriculum and instruction but also student engagement, infrastructure, and institutional support systems to achieve consistently very effective outcomes.

Conclusions

The conclusions of this study synthesize the key findings and insights derived from the analysis, highlighting the overall effectiveness of the program and the challenges encountered in its implementation. These conclusions provide a clear basis for understanding the extent to which the objectives were achieved and serve as a foundation for informed recommendations and future improvements.

1. Based on the findings of the study, the Course Enhancement Program (CEP) across the four Higher Education Institutions (HEIs) generally functions as a structured and strategic academic intervention aimed at improving students' readiness for the Criminologists' Licensure Examination, particularly in institutions with formalized policies, organized schedules, qualified lecturers, and systematic assessment mechanisms. HEIs with strong institutional support demonstrate consistency, sustainability, and alignment with licensure standards, resulting in more comprehensive and effective program implementation. In contrast, institutions lacking formal policies, adequate funding, and structured planning experience limitations in instructional delivery, lecturer engagement, and program continuity, which may affect the overall effectiveness of the CEP. Thus, institutional governance, resource allocation, and policy integration are critical

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determinants of the program's success and its capacity to enhance student competencies.

2. In terms of effectiveness, the findings of the study reveal that the Course Enhancement Program (CEP) is generally effective across the four participating Higher Education Institutions (HEIs), as evidenced by consistent ratings in students' learning outcomes, program implementation and resources, program impact, and assessment of learning. The program significantly improves students' understanding of criminology concepts, critical thinking skills, confidence, and most notably, their preparedness for the Criminologists' Licensure Examination, which obtained the highest effectiveness rating. Moreover, the CEP positively influences students' professional orientation, problem-solving abilities, and readiness for real-world challenges, while also demonstrating adequate curriculum alignment, competent instructors, and relevant instructional resources. Assessment practices were also found to be aligned and supportive of learning, although some areas, such as logistical support, collaborative learning, and timely feedback, require enhancement. The CEP serves as a valuable academic intervention that strengthens students' competencies and contributes to their academic and professional readiness.

3. The findings reveal that the implementation of the Course Enhancement Program (CEP) is challenged by several interconnected factors, including disruptions due to weather conditions and institutional activities, low student participation and motivation, inadequate facilities and learning environments, and operational and logistical

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constraints. These challenges significantly affect the consistency, quality, and effectiveness of program delivery, particularly in maintaining instructional continuity and student engagement. Issues such as overcrowded venues, lack of proper equipment, limited availability of lecturers, and financial constraints further hinder the program's ability to provide an optimal learning experience. Moreover, inconsistent attendance and low motivation among students reduce the potential benefits of the program as an academic intervention. These findings indicate that while the CEP is valuable, its effectiveness is largely dependent on institutional support, resource availability, and active student participation.

Overall, while the Course Enhancement Program was found to be effective in achieving its intended objectives, addressing the identified challenges is necessary to further improve program implementation and ensure the sustainability of academic support initiatives designed to prepare students for professional licensure examinations.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are proposed to strengthen further the implementation and effectiveness of the Course Enhancement Program (CEP) in criminology education:

1. Higher Education Institutions (HEIs) and Academic Administrators, HEIs must institutionalize the Course Enhancement Program (CEP) through formal policies, dedicated funding, and standardized implementation. Administrators must ensure

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- *****
- consistent scheduling, strong administrative support, and engagement of qualified lecturers, while enforcing alignment of curriculum, instruction, and assessment with licensure examination standards to guarantee program quality and sustainability.
2. Faculty Members and Curriculum Developers, Faculty must enhance instructional and assessment practices by integrating experiential and collaborative learning, improving feedback timeliness, and regularly updating instructional materials. Continuous professional development must be prioritized to maintain alignment with licensure standards and improve student learning outcomes.
 3. Institutional Management and the Commission on Higher Education (CHED) must promote flexible and adaptive program delivery, including hybrid learning and contingency planning for disruptions. They must also ensure adequate facilities, technological resources, and funding, while strengthening student engagement mechanisms and administrative support systems to sustain effective CEP implementation.

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