
Institutional Performance in Professional Licensure Examinations of Aldersgate College Inc.: Basis for R.I.S.E. (Review Initiatives Scaling up to Excellence)

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Abstract

Professional licensure examination performance is widely recognized as a key indicator of institutional effectiveness and graduate competence. This study analyzed the licensure examination performance of Aldersgate College, Inc. from 2022 to 2025 across eight academic programs. A quantitative descriptive-comparative research design was employed using publicly available data from the Professional Regulation Commission. Institutional passing rates were compared with national passing rates, and the Mann–Whitney U test was used to determine statistical differences. Findings revealed varied performance patterns. Criminology and Elementary Education programs consistently exceeded national benchmarks, while Accountancy and Engineering programs showed persistent performance gaps. Across all programs, first-time takers significantly outperformed repeaters. Statistical results indicated that most program differences were not significant; however, Accountancy and Civil Engineering demonstrated significant disparities compared to national performance. The study proposes the R.I.S.E. framework (Review Initiatives Scaling Up to Excellence) as a strategic institutional intervention model emphasizing curriculum alignment, structured remediation, and data-driven quality assurance mechanisms. Findings contribute to the discourse on performance-based accountability in higher education institutions and offer actionable strategies for sustainable improvement in licensure outcomes.

Keywords: licensure examination, institutional performance, quality assurance, higher education, remediation strategy

Introduction

Aldersgate College, Inc. (ACI) is a well-established private institution in Solano, Nueva Vizcaya that offers basic education, undergraduate and graduate programs. It has a strong institutional foundation having established accreditation and quality management and various

programs that are accredited by the Association of Christian Schools, Colleges and Universities-Accrediting Council, Inc. Moreover, it has also achieved ISO 21001:2018 certification, affirming its commitment to educational quality and management systems.

However, the performance of higher education institutions (HEIs) in professional licensure examinations has been regarded as a significant indicator of academic quality, institutional effectiveness, and program relevance. In the Philippines, the Professional Regulation Commission (PRC) regularly administers licensure examinations to assess graduates' competencies across various fields of practice. Results of examinations serve as a benchmark for student achievement and for evaluating institutional performance and accountability in delivering quality education. Institutional performance is measured by the passing rates of the institution's graduates compared to the national average. (Commission on Higher Education [CHED], 2016).

Quality education is central to the mission of HEIs, as it ensures that students acquire the knowledge, skills, and values necessary to succeed in their professions and contribute meaningfully to society. According to UNESCO (2017), quality education encompasses relevance, equity, and effectiveness, highlighting the need for continuous monitoring and evaluation of institutional performance. In this regard, professional licensure examinations serve as a quality assurance mechanism, reflecting the alignment of curricula, teaching strategies, and institutional support with national and international standards (Salazar-Clemina, 2018).

The significance of institutional performance in licensure examinations also extends to CHED monitoring and accreditation processes. Accreditation bodies such as the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA) and the Association of Christian Schools, Colleges and Universities (ACSCU) use licensure performance data in their evaluations. Strong performance in board examinations not only enhances institutional reputation but also supports continuous improvement initiatives and compliance with monitoring and accreditation requirements.

This study, titled *Institutional Performance in Professional Licensure Examinations: Basis for RISE (Review Initiatives Scaling up to Excellence)*, seeks to analyze the board performance of Aldersgate College Inc. across select programs from 2022 to 2025. The findings of this study will provide insights into the institution's strengths and areas for improvement, and will determine intervention measures and initiatives to improve the institution's performance in licensure examinations.

The **R.I.S.E. Framework** drives licensure excellence through continuous performance review, targeted academic strategies, strengthened institutional support, and evidence-based quality improvement—transforming examination outcomes into sustained academic success and institutional advancement.

METHODS

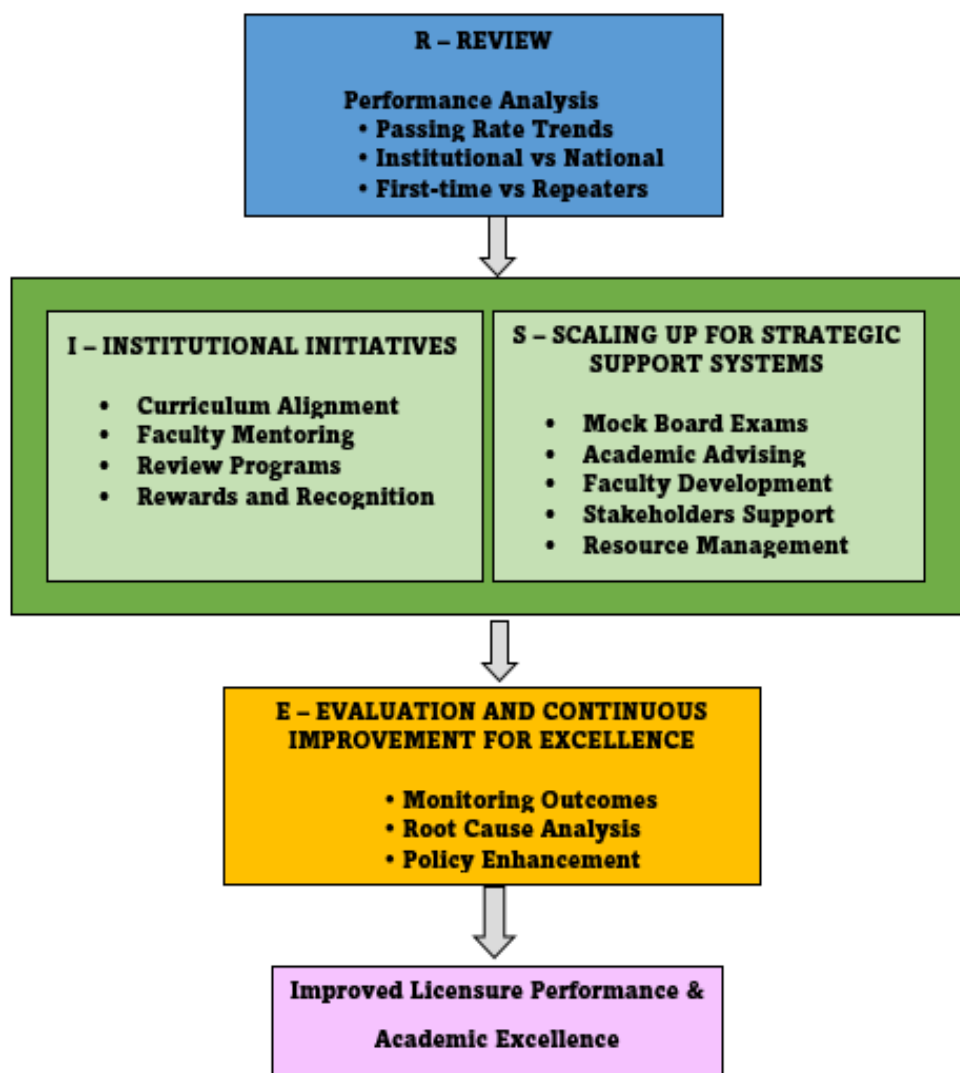
This study employed a quantitative research design, specifically a descriptive research method. Data were gathered from the official results of the Professional Regulation Commission (PRC) covering the years 2022 to 2025. Institutional performance was measured through first-time takers' passing rates, repeaters' performance, and overall passing percentages, which were then compared with the national passing rates through documentary

analysis. The data were tabulated, analyzed using descriptive statistics (mean, percentage, and comparative analysis), and interpreted to identify trends and implications for institutional quality assurance and accreditation and review initiatives and interventions that would yield better results, thus scaling up to excellence.

RESULTS AND DISCUSSION

The results of the study on the institutional performance of Aldersgate College, Inc. (ACI) in professional licensure examinations from 2022 to 2025 reveal a dynamic picture of strengths, fluctuations, and areas needing focused intervention. Across the eight academic programs, performance patterns varied significantly. Programs such as Criminology and Professional Education (Elementary Level) consistently demonstrated competitive outcomes, frequently

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surpassing national passing rates and even achieving perfect passing percentages in certain examination periods. Nursing also showed strong potential, particularly in May 2024 when it exceeded the national benchmark; however, this excellence was not sustained in subsequent cycles, reflecting variability across batches. Midwifery displayed extreme fluctuations, ranging from 100% passing rates to 0%, suggesting instability likely influenced by small cohort sizes and inconsistent repeater performance. In contrast, Accountancy, Civil Engineering, and Electrical Engineering revealed persistent challenges, with most examination periods falling below national averages and some cycles recording no passers at all. These patterns indicate deeper concerns related to curriculum alignment, foundational mastery, and review effectiveness rather than mere short-term preparation issues.

The comparative statistical analysis using the Mann–Whitney U Test showed that, in most programs, differences between ACI and national passing rates were not statistically significant at the 0.05 level. While this suggests that institutional performance is generally comparable to national trends, descriptive patterns reveal that national averages often slightly exceeded institutional results. Thus, although ACI is not consistently underperforming in a statistically demonstrable way, the recurring marginal gaps highlight the need for incremental yet strategic improvements to move from comparability to sustained excellence.

One of the findings of the study is the consistent performance gap between first-time takers and repeaters across nearly all programs. First-time takers regularly achieved significantly higher passing rates, while repeaters struggled, in some cases recording extremely low or even zero passing percentages. This universal gap underscores the importance of “curricular momentum,” where recent graduates benefit from structured academic support, faculty mentoring, and organized review systems, while repeaters often prepare independently with limited institutional engagement.

Programs such as Nursing and Elementary Education exhibited what may be described as a remediation concern, where first-time performance was strong but repeater outcomes were substantially weaker. Meanwhile, Accountancy and Engineering programs reflected a broader curricular concern, as both first-time takers and repeaters posted low passing rates, suggesting foundational academic gaps that require systemic curriculum strengthening.

Thus, the findings demonstrate that ACI possesses the capacity for excellence, as evidenced by multiple instances of performance above national standards. However, the results also highlight that institutional outcomes are highly batch-dependent and susceptible to fluctuation. For quality assurance and accreditation purposes, consistency is as crucial as peak performance. Sustained board success requires structured remediation programs for repeaters, strengthened curriculum – to - board alignment, enhanced faculty mentoring, and data-driven review initiatives. Ultimately, the licensure examination results reflect not only graduate preparedness but also the effectiveness of institutional systems. Through deliberate and strategic interventions under the R.I.S.E. framework, ACI can transform episodic success into sustained institutional excellence.

CONCLUSION/RECOMMENDATION

Institutional licensure examination performance from 2022–2025 reveals both excellence and vulnerability across programs. While several disciplines meet national benchmarks, others require strategic restructuring.

The R.I.S.E. framework (Review Initiatives Scaling Up to Excellence) offers a structured, data-driven approach to institutional improvement through curriculum alignment, repeater remediation, and systematic monitoring.

Board examination results must serve not only as performance indicators but as catalysts for institutional transformation.

AI DECLARATION STATEMENT

AI-supported tools helped with grammar and structure in creating this article. No AI tools were used to collect, analyze, or interpret data; all authors are credited for their academic contributions.

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