



Mapping Out the Licensure Examination for Fisheries Graduates

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ABSTRACT

One of the factors that contributes to the status of an educational institution is the quality of its former students and faculty members. The purpose of this research was to track down former students who had completed their Bachelor of Science in Fisheries degrees at the Cagayan State University in Aparri. During the process of carrying out the study, the research method known as descriptive analysis was put into practice. A good example of the descriptive method of research would be a fact-finding study that offered an acceptable and accurate interpretation of the data. The graduate students who took part in the survey were under the notion that the instructional methods utilized by the faculty involved the application of pertinent learning strategies such as positive attitude and critical thinking. The respondents believe that practicing is the single most important step in the process of getting ready for the license examination. Those who had already attended graduate school among the respondents believed that a general education curriculum ought to be regarded essential for passing the LEFT. On the other hand, they argued that the major courses should be seen as having the utmost significance, while NSTP and PE should be regarded as having some significance. Respondents were under the assumption that they were expected to do seatwork, quizzes, major examinations, recitations, assignments, oral and written reports, and portfolios in order to pass the course.

Keyword: Licensure examination, mapping out, learning strategies, instructional methods

INTRODUCTION

In the Philippines, schools and state universities and colleges (SUCs) that provide a Bachelor of Science in Fisheries use students' performance on the Licensure Examination for Fisheries Technologist as a measure of the educational quality of their programs. The success of a school's graduates in professional licensing examinations is a positive indicator of the quality and standard of education that the institution as a whole delivers for its students. The caliber of an educational institution's alumni is one factor that contributes to the prestige of that institution. It is a sign of the quality of educational instruction and learning opportunities that were made available to them by their school (Basaen, Bejar & Bambao, 2005). In addition, Buenaobra and Medallon (2013) support the notion that the real test of any board program is whether or not its graduates are successful in passing the board exams. Basaen et al. (2005) provide additional support for the notion that the passing rate is an essential component in determining the types of students who were taught by the faculty and the level of quality of that education.

Knowledge and expertise held by a population are essential to the functioning of its economy. Because of globalization, technological advancements, and more foreign investment, the requirements for talents are always shifting. Education is the means through which individuals can gain the skills necessary to be productive and make a living, both of which are necessary to keep up with the rapid speed of change as believed by Cuadra, Aure, & Gonzaga (2019). The most significant tool for empowering people for their socioeconomic, political, and technical progress is education. Education is the most important technique for empowering people. When designing their academic curricula, educational institutions of higher learning need to ensure that their learning environments take this into consideration. Higher education institutions can make meaningful contributions to the quality assurance of course programs by applying the principles of tracer studies to the process of creating a sustainable learning empowerment environment for the continuous professional development of former students. This can be done by applying the principles of tracer studies.

It is also an indicator of the kind of faculty that is employed at a school as well as the level of teaching ability that is present. In addition, the performance of the graduates is a good indicator of how well equipped they are, which can in part be related to the instructional materials that were provided by the educational establishment. The outcome of the examinations to obtain a license would serve as a measure of the quality of the services provided by the faculty as well as what the student has received. The findings of this study might then be

applied toward the implementation of strategic management changes within the framework of the Fisheries Bachelor of Science degree program.

Statement of the Problem

This study aimed to trace the graduates of Bachelor of Science in Fisheries graduates of the Cagayan State University at Aparri from 2004 to 2017.

- 1 How do the graduates assess the following program components as to:
 - 1.1 Curriculum
 - 1.2 Instructional Quality
 - 1.3 Faculty Performance Evaluation
 - 1.4 Library Facilities and Services
 - 1.5 School Plant and Laboratory Facilities
 - 1.6 Support Services
 - 1.7 Implementation of Admission and Retention policies

RESEARCH METHODOLOGY

The descriptive strategy of research was utilized during the course of the study's execution. A fact-finding study that provides an acceptable and accurate interpretation of the findings is an example of the descriptive method of research. This kind of research describes what it is. It gives a prominent description of things that truly exist, such as the present state of affairs, practices, situations, or any phenomenon. The present study is focused with the licensure performance of BSF graduates; therefore, the descriptive technique of research is the way that is most appropriate to describe the profile of BSF graduates and the characteristics of teachers. This method will also be used to describe the quality of the curriculum, school plant, and instructional methods, as well as the quality of the support services, academic performance of graduates, and the application of admission and retention policies. The participants in the study were all graduates of the College of Fisheries and Marine Science department at the Cagayan State University who received their degrees between the years 2004 and 2017. There have been various graduates from the Fisheries Department, and a good number of them are currently working for the Bureau of Fisheries and Aquatic Resources as well as for private businesses. The researcher relied on questionnaires as his primary method of data collection throughout the study.

DISCUSSION OF RESULT AND FINDINGS

Assessment of the BS Fisheries Curriculum Quality

Table 1. Assessment of the quality of the BS Fisheries Curriculum basic subjects

Subject Clusters	Attainment of subject Objectives		Coverage of the contents of the subject		Quality of instructional Materials Used		Teacher's Mastery of the Subject Matter		Relevance of the Subject Assignments/ Requirements		Overall Assessment	
English Language	4.19	Im	4.38	Im	4.06	Im	4.53	Vim	4.44	Im	4.32	Im
Filipino Language	3.88	Im	3.81	Im	3.75	Im	4.28	Im	3.88	Im	3.92	Im
Natural Science	4.44	Im	4.28	Im	4.03	Im	4.44	Im	4.28	Im	4.29	Im
Social Sciences	4.25	Im	3.97	Im	3.97	Im	4.19	Im	4.03	Im	4.08	Im
Mathematics	4.31		4.16	Im	3.91	Im	4.38	Im	4.41	Im	4.23	Im
Mandated Subjects	4.41	Im	4.28	Im	4.03	Im	4.44	Im	4.22	Im	4.28	Im
Computer	4.00	Im	3.91	Im	3.78	Im	4.19	Im	4.06	Im	3.99	Im
Physical Education	3.25	Fim	3.47	Fim	3.50	Fim	4.09	Im	3.66	Fim	3.59	Fim
NSTP	2.97	Fim	2.97	Fim	3.06	Fim	3.59	Fim	3.41	Fim	3.20	Fim
Major Subjects	4.78	Vim	4.75	Vim	4.53	Vim	4.72	Vim	4.72	Vim	4.70	Vim
Average	4.05		3.99		3.86		4.29		4.11		4.06	Im

Legend: 1.0-1.8 (Not Important); 1.81-2.60 (Least Important) 2.61-3.40 (Fairly Important); 3.41-4.20 (Important); 4.21- 5.0 (Very Important)

The evaluation of the quality of the BSFi curriculum as provided by the graduates who participated in the survey. With a mean score of 4.70, the Major subjects stand out as the ones that jump out to them as being extremely significant among all of the courses that are included in the curriculum. This is easy to grasp given that mastery of those primary topics is required to achieve a passing score on the examination. If you are not interested enough in the major subjects to study them seriously, you will probably not do well on the exam. The remainder of the subjects are significant, although the respondents place a relatively high importance rating on two of the subjects—physical education and national service training. Because these subjects have no influence on the four areas of the exam that are all studied from the several major subjects, it is comprehensible that these perceptions are evaluated as fairly important. However, it is not understandable why these perceptions are ranked as moderately essential. Even if they do not have the PE and NSTP, the examinees still have a chance of passing the examination. However, given that these two courses constitute an essential component of the education that is provided, it is imperative that students complete these courses as well, as they are prerequisites to earning the degree.

According to the findings described above, it is essential for graduates to obtain enough and relevant knowledge and abilities in the areas of entrepreneurship and instructional materials (IM) development. Skills in leadership and management, as well as the ability to contextualize instructional materials in order to become adaptive with the demands of quality delivery of instruction, are particularly important right now, particularly in light of the pandemic or of times when there is uncertainty in the landscape of the teaching-learning process.

Assessment of the BS Fisheries Curriculum Quality

Table 2: Assessment of the alumni-respondents on the quality of the major and elective subjects of the BSFi Curriculum

Majors/ Electives	Attainment of subject Objectives		Coverage of the contents of the subject		Quality of instructional Materials Used		Teacher's Mastery of the Subject Matter		Relevance of the Subject Assignments/ Requirements		Overall Assessment	
A. Fish 57 Aquaculture	5.00	Vim	5.00	Vim	5.00	Vim	5.00	Vim	5.00	Vim	5.00	Vim
Fish 56 Ichthyology	4.88	Vim	3.81	Vim	3.75	Vim	4.28	Vim	3.88	Vim	3.92	Vim
Elective 1- fish Genetics and Hatchery Management	4.44	Vim	4.28	Vim	4.03	Vim	4.44	Vim	4.28	Vim	4.29	Vim
B. Post harvest Fisheries- Fish 63	5.00	Vim	5.00	Vim	5.00	Vim	5.00	Vim	5.00	Vim	5.00	Vim
Fish 66 Fish Project Devt and Entrep.	4.41	Vim	4.28	Vim	4.03	Vim	4.44	Vim	4.22	Vim	4.28	Vim
Elective 2 Food Chemistry	4.30	Vim	4.61	Vim	4.78	Vim	4.90	Vim	4.25	Vim	4.49	Vim
Elective 3- Quality Control	4.25	Vim	3.47	Vim	3.50	Vim	4.09	Vim	3.66	Vim	3.59	Vim
Elective 4 Processing and other Aquatic Products	4.78	Vim	4.75	Vim	4.53	Vim	4.72	Vim	4.72	Vim	4.70	Vim
C. Capture Fisheries	5.00	Vim	5.00	Vim	5.00	Vim	5.00	Vim	5.00	Vim	5.00	Vim
Fish 62 Meteorology	4.78	Vim	4.75	Vim	4.53	Vim	4.72	Vim	4.72	Vim	4.70	Vim
Fish 60 Oceanography	4.78	Vim	4.75	Vim	4.53	Vim	4.72	Vim	4.72	Vim	4.70	Vim
Elective 5	4.78	Vim	4.75	Vim	4.53	Vim	4.72	Vim	4.72	Vim	4.70	Vim

Seamanship and Navigation												
D. Aquatic Resources and Ecology Fish 55- Aquatic Ecology	5.00	Vim	5.00	Vim	5.00	Vim	5.00	Vim	5.00	Vim	5.00	Vim
Fish 61 Aquatic Resources	4.78	Vim	4.75	Vim	4.53	Vim	4.72	Vim	4.72	Vim	4.70	Vim
Fish 65 Fisheries Management	4.78	Vim	4.75	Vim	4.53	Vim	4.72	Vim	4.72	Vim	4.70	Vim
Fish 59- Fishery Laws	4.78	Vim	4.75	Vim	4.53	Vim	4.72	Vim	4.72	Vim	4.70	Vim
Fish 68 Philippine fishing Ground and Rehab	4.78	Vim	4.75	Vim	4.53	Vim	4.72	Vim	4.72	Vim	4.70	Vim
Average	4.74	Vim	4.61	Vim	4.49	Vim	4.70	Vim	4.59	Vim	4.59	Vim

Legend: 1.0-1.8 (Not Important); 1.81-2.60 (Least Important) 2.61-3.40 (Fairly Important); 3.41-4.20 (Important); 4.21- 5.0 (Very Important)

According to the data presented in the table, each of the four subtests that make up the Licensure Examination of Fisheries Technologist—namely Aquaculture, Post Harvest, Capture Fisheries, and Aquatic Resources and Ecology—received a score of 5.00, making them perfect in terms of their mean and average scores. Although the ratings for the supplementary topics that fall under each subsidiary category were slightly lower than those given to the primary topic, these supplementary topics are nevertheless considered to be "extremely important." The results, according to the respondents' evaluations, are indications that they have a clear grasp of what is expected of them in the Licensure Examination, and that the four subjects need to be mastered for them to have a higher chance of passing the examination. This is the case because the results indicate that the respondents have a clear grasp of what is expected of them in the Licensure Examination.

Meanwhile, as propounded by Almejas & Marasigan (2017), there is room for improvement in the graduates' digital skills and their understanding of cultural diversity. As a result, graduates should have a higher level of expertise in cultural diversity as well as more sophisticated knowledge and skills in computer technology. Those graduates who are interested in working in other countries will find this to their advantage.

Perceptions of the alumni on instructional quality through instructional procedures adapted by the Faculty

Table 3: Assessment on the quality of instruction through instructional procedures

Instructional procedures	General Education		Major/Content subjects	
	Mean	Description	Mean	Description
1. Student's self-realization is promoted by encouraging				
a. Analytical and critical thinking	4.34	Always	4.72	Always
b. Good attitude and appropriate techniques in learning	4.50	Always	4.59	Always
2. The instructional processes used are				Always
a. Adapted to the subject matter	4.47	Always	4.75	Always
b. Adapted to the student's ability	4.06	Often	4.41	Always
c. Adapted to the situational needs	4.03	Often	4.34	Always
d. Coordinated with library work	4.19	Often	4.66	Always
e. Suited to the College level instruction	4.44	Always	4.72	Always
f. Conducive to independent study	4.09		4.31	Always

g. Related to actual life situations and practice	4.19	Often	4.50	Always
Overall weighted mean	4.26	Always	4.56	Always

Legend: 1.0-1.8 (Never); 1.81-2.60 (Seldom) 2.61-3.40 (Sometimes); 3.41-4.20 (Often); 4.21- 5.0 (Always)

The graduates of the College of Fisheries and Marine Science evaluated the level of quality of instruction provided by the faculty members who were assigned to teach the general education and major subjects in terms of the processes and instructional procedures that were adapted by those individuals. According to the data presented in the table above, the graduates assessed the procedures and practices that are listed as "always" applicable to the major subjects. On the other hand, the graduates rated four of the nine criteria as "often" applicable to the General Education courses. The fact that the faculty instructional techniques utilized are adapted to the subject matter received the highest rating possible of 4.75, which corresponds to the descriptive rating of "always." It is important to take note of this fact when looking at the table.

The teaching strategies implemented by the faculty were evaluated by the respondents who participated in the study. According to what is displayed in the table, the students have the impression that the teaching staff "constantly" encourage them to realize their full potential by stimulating analytical and critical thought, as well as a positive attitude and the utilization of effective learning strategies. They perceived that major subject teachers encourage them always to have analytical and critical thinking, with a mean of 4.72, while general education subject teachers have a mean of 4.43, with a descriptive rating of "always." When compared between the two classifications of subjects (general education and major/content), they perceived that major subject teachers encourage them always to have analytical and critical thinking. The teachers of the major subjects "always" instilled in their students effective and acceptable methods of learning, receiving an average score of 4.59, but the teachers of the general subjects earned an average score of 4.50. The difference is not particularly significant, and "Always" is an appropriate descriptor for each of these meanings.

The respondents gave a "Always" rating to each and every one of the factors that are part of the instructional techniques that are used by the faculty. The criteria that read "The educational techniques used are appropriate to the subject matter" received the highest mean score of 4.75 and the descriptive rating of "Always." After that came the statement that "The instructional techniques that are used are suitable for the college level education," which had a mean score of 4.72 and a descriptive grade of "always." The descriptive rating of "always" was reached for the major and content subjects when the rest of the parameters converged on that value.

Two of the seven parameters, "The instructional processes used are adapted to the subject matter" and "The instructional processes used are suited to the college level instruction," had a descriptive mean of "always" for the general education subjects. These two parameters are "The instructional processes used are suited to the college level instruction." The remaining ones have been assigned the descriptive rating of "frequently." The following is a list of the parameters: 1. suited to the student's capacity, 2. fitted to the needs of the scenario, 3. coordinated with the work done in the library, and 4. conducive to independent study are the instructional techniques that are utilized. The general weighted mean for the column that contains general education subjects is "frequently," but the general weighted mean for the column that contains major/content subjects is "always."

Assessment for the quality of instruction through course requirements

The prerequisites of the courses allowed the graduates to evaluate the level of education received. In the curriculum for the Bachelor of Science in Fisheries degree, all of the course requirements are rated as always by the graduates specifically in the faculty teaching major subjects. On the other hand, for the faculty in the general education department, assignments and portfolios are "often" given. In most cases, the criteria for the course are marked with a "always" rating. This suggests that the graduates were educated by the faculty by virtue of them having been provided a variety of requirements that were appropriate for the specific subject.

Therefore, the aforementioned characteristics of graduates can still be enhanced so that they can achieve full satisfaction among their employers, which will result in harmonious relationships and high-quality work in the school or organization to which they are attached.

Table 4: Assessment for the Quality of Instruction Through Course Requirements

3. Basis for grading students	General Education subjects		Major/Content subjects	
	Mean	Description	Mean	Description
a. seat woks	4.38	Always	4.44	Always
b. quizzes	4.41	Always	4.69	Always
c. major examinations	4.75	Always	4.53	Always
d. recitations	4.38	Always	4.50	Always
e. assignments	4.19	Often	4.47	Always
f. oral reports	4.41	Always	4.50	Always
g. written reports	4.22	Always	4.53	Always
h. portfolio	3.94	Often	4.38	Always
i. performance tests	4.59	Always	4.75	Always

Legend: 1.0-1.8 (Never); 1.81-2.60 (Seldom) 2.61-3.40 (Sometimes); 3.41-4.20 (Often); 4.21- 5.0 (Always)

Source of Written exercises given by the Faculty

The sources of the written exercises that have been provided by the faculty of the College of Fisheries and Marine Science are outlined in the table below. It has been discovered that written exercises are derived from textbooks as well as exercises that teachers have created themselves. The resources for the LEFT review are consistently provided by the major topics, whereas the "often" designation indicates that the general education subjects provide these. There was not much of a gap because the majority of the time, the teachers who were assigned to teach the general education topics were also the teachers who taught the major content areas.

Table 5: Sources of written exercises given by their teachers

Sources of written exercises (that is quizzes, seat works, major examinations given to students)	General Education subjects		Major/Content subjects	
	Mean	Description	Mean	Description
a. Textbooks	4.28	Always	4.38	Always
b. LEFT review materials	4.13	Ofen	4.43	Always
c. Teacher-made exercises	4.47	Always	4.53	Always

Legend: 1.0-1.8 (Never); 1.81-2.60 (Seldom) 2.61-3.40 (Sometimes); 3.41-4.20 (Often; 4.21- 5.0 (Always)

Type of research work given by the Faculty

The following table outlines the many types of research projects that were assigned to alumni by the teaching staff. They consistently assign term papers, action research, and theses to teachers of major subjects, while they only assign term papers and occasionally assign action research to teachers of general education subjects. It is possible to draw the conclusion from this data that main subject teachers in their major topics provide graduates more difficult and demanding research work in their major subjects.

Table 6: Type of research work

Studies required from the students were:	General Education subjects	Major/Content subjects	General Education subjects	Major/Content subjects
	Mean	Description	Mean	Description
a. term papers	4.31	Always	4.47	Always
b. action research	4.19	Often	4.66	Always
c. thesis	-	-	4.72	Always

Legend: 1.0-1.8 (Never); 1.81-2.60 (Seldom) 2.61-3.40 (Sometimes); 3.41-4.20 (Often; 4.21- 5.0 (Always)

Faculty Performance Evaluation

Table 7: Perceptions of the alumni on the competence of the BS Fisheries Faculty of Instruction of CSU-Aparri.

The teachers were competent in the following areas:	General subjects	Education	Major/Content subjects	
1. Implementation of course objectives as given in the syllabi	4.50	Always	4.72	Always
2. Mastery of the subject matter	4.53	Always	4.63	Always
3. Preparation made for the classes	4.41	Always	4.66	Always
4. Relevance of the subject matter to current issues	4.34	Always	4.56	Always
5. Use of library/other instructional materials	4.25	Always	4.53	Always
6. Method used in the evaluation of student performance	4.34	Always	4.50	Always

Legend: 1.0-1.8 (Never); 1.81-2.60 (Seldom) 2.61-3.40 (Sometimes); 3.41-4.20 (Often); 4.21- 5.0 (Always)

The following table displays the opinions of the graduates regarding the capability of their instructors to carry out the obligations and responsibilities that come with their roles as faculty of instruction. When compared to the views held by the instructors of both general education and major subjects, graduates do not differ in their

perspectives. Every one of the metrics that are used to evaluate the performance of the faculty has been given a score of "always."

Therefore, the aforementioned characteristics of graduates can still be enhanced so that they can achieve full satisfaction among their employers, which will result in harmonious relationships and high-quality work in the school or organization to which they are attached.

Graduates assessment on the quality of library facilities and services

Table 8: Graduates Assessment on the Quality of Library Facilities and Services

Library Facilities And Services	Mean	Description
1. The library is manned by a librarian and support staff that meets the academic needs of the students	3.56	Very good
2. Book selection tools are available and updated	3.31	Good
3. There is adequate collection of books for:		
a. General education subjects	3.53	Very good
b. Major/content subjects	3.31	Good
4. Library collections meet the demands and academic interests of the students	3.32	Good
5. There are journals, periodicals and magazines along the field of:		
a. General education subjects	3.53	Very good
b. Major/content subjects	3.47	Very good
6. Services of the librarian are available during library hours	3.72	Very good
7. The "No Noon Break" schedule is observed to adequately meets the needs for the library services of the students	3.28	Good
8. The library adopts the open shelf system to give students and faculty members greater access to the library collection	3.78	Very good
9. The library is free from noise, aesthetically attractive and properly maintained. The library atmosphere is conducive to learning	3.84	Very good
10. There are space provisions for special services such as photocopying, exhibits and displays	3.78	Very good

Legend: 1.0-1.8 (Poor); 1.81-2.60 (Fair) 2.61-3.40 (Good); 3.41-4.20 (Very good); 4.21- 5.0 (Excellent)

Six of the ten criteria used to evaluate the quality of the library facilities and services provided to alumni have received a rating of very good, but none have received an excellent rating as of yet. There aren't nearly enough books covering the most important topics, and none of the lunch break policies are considered to be effective. Given the situation that has been described, it is necessary for the College to enhance the services that are offered by its library in order to ensure that incoming students will benefit from these enhancements.

School Plant and Laboratory Facilities

Table 9: Assessment of graduates on the school plant and laboratory facilities

	Mean	Description
1. There is enough number of classrooms available for use in the College.	3.25	Good
2. Classrooms are well ventilated and free from noise, aesthetically attractive and properly maintained. The classroom atmosphere is conducive for learning.	2.97	Good
3. Comfort rooms for students are adequate with water supply, clean and well maintained.	2.53	Good
4. Comfort rooms are well lighted especially at night.	2.28	Fair
5. Social recreation is available and equipped with table, chairs and sofa.	2.91	Good
6. Auditorium/gymnasium is available and with sufficient capacity for the College' programs and co-curricular activities.	3.09	Good
7. Auditorium/gymnasium is well lighted at night, clean, maintained, well ventilated and equipped with a good sound system	3.16	Good
8. The college has a laboratory and has adequate equipment, apparatuses and supplies for the instructional needs of the entire class taken together or in small groups.	3.09	Good
9. Safety measures are adequately provided. First aid kit, charts for	3.28	Good

antidotes and neutralizing solutions are accessible.		
10. A laboratory technician is available for the proper upkeep of the laboratory.	3.28	Good

Legend: 1.0-1.8 (Poor); 1.81-2.60 (Fair) 2.61-3.40 (Good); 3.41-4.20 (Very good); 4.21- 5.0 (Excellent)

According to the ratings given by the graduates, both the school plant and the laboratory facilities are considered to be in the "good" category. There hasn't been one ranked higher than this category so far. It's possible that grads had negative feelings about the physical plant and amenities of their college when they were still enrolled there. In light of these findings, it is imperative that the existing classrooms and other school facilities be modernized so that future students can benefit from these enhancements.

Support Services

Table 10: Assessment of Graduates on the Support Services

Support services	Mean	Description
1. The clinic is well lighted, well ventilated and equipped with necessary facilities for first aid treatment.	3.53	Very good
2. There is a medical staff capable to apply first aid treatment for emergency cases for common ailments.	3.31	Good
3. The clinic serves the majority of the students and provides medicines for common illness like cough, colds, fever and body pains.	3.38	Good
4. The school canteen has adequate space to accommodate students during rush hours, clean and well maintained.	3.22	Good
5. The food served is varied, meets the nutritional needs of the students and prices of items sold are reasonable.	3.09	Good
6. Personnel manning the canteen are clean, hygienic and courteous.	3.06	Good
7. The guidance office is equipped with necessary facilities to ensure privacy when counselling sessions are done.	3.38	Very good
8. There is qualified guidance counsellor and staff are enough to serve majority of the students.	3.88	Very good
9. The guidance office is capable of safeguarding confidentiality of sessions and records of students.	3.72	Very good
10. The guidance office offer academic counselling to poor and weak students.	3.66	Very good

Legend: 1.0-1.8 (Poor); 1.81-2.60 (Fair) 2.61-3.40 (Good); 3.41-4.20 (Very good); 4.21- 5.0 (Excellent)

The clinic and the guidance office are the two support services that are being evaluated, as is evident from the table. The ratings for the advice office were all very good, but the ratings for the clinic were mostly good, with the exception of the lighting and ventilation ratings for the clinic, which were both very good. The ratings for the guidance office were all very good. There was not a single parameter that received an exceptional rating. As a result, there is an urgent requirement to enhance the support services offered by the campus.

Admission and Retention Policies

The table illustrates the graduates' perspectives on the entrance and retention rules that were implemented. There is always a test given to newly admitted students during the admissions process. This examination is the College admission test, and it is required of all students applying to the university. Personal interviews are typically conducted, and applicants typically have to have a minimum high school grade point average of 80. According to the graduates of the college, this is routinely broken due to the fact that some of the students who attended the college had grade point averages that were lower than 80. Students who have grades that are either failing or incomplete are also provided with opportunities to enroll in the institution.

Table 11: Assessment of Graduates on the Admission and Retention Policies

Admission and Retention Policies	Mean	Description
1. Admission test for new entrants	4.93	Always
2. Personal interview of students.	3.56	Often
3. No grade lower in than 80.	3.41	Often

4. No failing/incomplete grade.	3.63	Often
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Legend: 1.0-1.8 (Never); 1.81-2.60 (Seldom) 2.61-3.40 (Sometimes); 3.41-4.20 (Often); 4.21- 5.0 (Always)

Assessment of the Faculty on the BS Fisheries Curriculum Quality

Table 12: Assessment of the faculty-respondents on the quality of the major and elective subjects of the BSFi Curriculum

Majors/ Electives	Attainment of subject Objectives		Coverage of the contents of the subject		Quality of instructional Materials Used		Teacher's Mastery of the Subject Matter		Relevance of the Subject Assignments/ Requirements		Overall Assessment	
A. Fish 57 Aquaculture	5.00	Vim	5.00	Vim	5.00	Vim	5.00	Vim	5.00	Vim	5.00	Vim
Fish 56 Ichthyology	4.88	Vim	3.81	Vim	3.75	Vim	4.28	Vim	3.88	Vim	3.92	Vim
Elective 1- fish Genetics and Hatchery Management	4.44	Vim	4.28	Vim	4.03	Vim	4.44	Vim	4.28	Vim	4.29	Vim
B. Post harvest Fisheries- Fish 63	5.00	Vim	5.00	Vim	5.00	Vim	5.00	Vim	5.00	Vim	5.00	Vim
Fish 66 Fish Project Devt and Entrep.	4.41	Vim	4.28	Vim	4.03	Vim	4.44	Vim	4.22	Vim	4.28	Vim
Elective 2 Food Chemistry	4.30	Vim	4.61	Vim	4.78	Vim	4.90	Vim	4.25	Vim	4.49	Vim
Elective 3- Quality Control	4.25	Vim	3.47	Vim	3.50	Vim	4.09	Vim	3.66	Vim	3.59	Vim
Elective 4 Processing and other Aquatic Products	4.78	Vim	4.75	Vim	4.53	Vim	4.72	Vim	4.72	Vim	4.70	Vim
C. Capture Fisheries	5.00	Vim	5.00	Vim	5.00	Vim	5.00	Vim	5.00	Vim	5.00	Vim
Fish 62 Meteorology	4.78	Vim	4.75	Vim	4.53	Vim	4.72	Vim	4.72	Vim	4.70	Vim
Fish 60 Oceanography	4.78	Vim	4.75	Vim	4.53	Vim	4.72	Vim	4.72	Vim	4.70	Vim
Elective 5 Seamanship and Navigation	4.78	Vim	4.75	Vim	4.53	Vim	4.72	Vim	4.72	Vim	4.70	Vim
D. Aquatic Resources and Ecology Fish 55- Aquatic Ecology	5.00	Vim	5.00	Vim	5.00	Vim	5.00	Vim	5.00	Vim	5.00	Vim
Fish 61 Aquatic Resources	4.78	Vim	4.75	Vim	4.53	Vim	4.72	Vim	4.72	Vim	4.70	Vim
Fish 65 Fisheries	4.78	Vim	4.75	Vim	4.53	Vim	4.72	Vim	4.72	Vim	4.70	Vim

Management													
Fish 59- Fishery Laws	4.78	Vim	4.75	Vim	4.53	Vim	4.72	Vim	4.72	Vim	4.70	Vim	
Fish 68 Philippine fishing Ground and Rehab	4.78	Vim	4.75	Vim	4.53	Vim	4.72	Vim	4.72	Vim	4.70	Vim	
Average	4.74	Vim	4.61	Vim	4.49	Vim	4.70	Vim	4.59	Vim	4.59	Vim	

Legend: 1.0-1.8 (Not Important); 1.81-2.60 (Least Important) 2.61-3.40 (Fairly Important); 3.41-4.20 (Important); 4.21- 5.0 (Very Important)

According to what is displayed in the table, the opinions of the teaching staff regarding the four most important aspects of the board examination are each rated a perfect 5. This suggests that they recognize the significance of these topics, given that mastery of these topics is necessary for students to achieve their goal of passing the board examination.

The table also displays an uneven distribution of the total number of electives for each region. Although the area of Aquaculture only has two electives available, the area of Post-Harvest Processing has four, and the area of Capture Fisheries has three, the area of Aquatic Resources and Ecology also has four available electives to choose from. This could be a deciding factor for those individuals who took the board examination and who graduated from the previous curriculum. In the previous curriculum, students were required to concentrate in a particular area as believed by Albina & Sumagaysay (2020). This could be a disadvantage for them because their chances of passing the board examination are quite low due to the fact that they were not current in the three other areas that will be tested as part of the examination.

CONCLUSION AND RECOMMENDATION

The graduate students who participated in the survey had the impression that the teaching methods used by the faculty involved the use of relevant learning strategies such as critical thinking and a positive attitude. According to the responders, the most crucial part of getting ready for the licensing exam is practicing. Respondents who had completed graduate school said that a general education curriculum should be considered vital for passing the LEFT. However, they believed that the major courses should be considered extremely significant, while NSTP and PE should be considered somewhat important. The respondents had the impression that the faculty of instruction required them to complete seatwork, quizzes, major examinations, recitations, assignments, oral and written reports, and portfolios. Furthermore, the respondents had the impression that their teachers always sourced their written exercises from textbooks, LEFT review materials, as well as teacher-made exercises. In addition, the respondents shared the opinion that their institution's teaching staff have the necessary skills for the job, and that the facilities and services offered by the library are of an exceptionally high standard.

In order to raise the bar in terms of the performance of the school in the board examination, strict compliance to the selective admission policy must be done in order to get only the best students to enroll in the college. This will ensure that the passing rate of the college becomes comparable to or even higher than the national passing percentage.

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