

A Strategic Framework for Enhancing Customs Broker Licensure Examination Performance in the BS Customs Administration Program of FEATI University

Reynold A. Campo, JD, DBA, Ph.D., PD-SML

0000-0002-9499-1436

racampo@aims.edu.ph

FEATI University, Manila, Philippines

Abstract

The Customs Broker Licensure Examination (CBLE) is one of the major measures of the quality and success of the Bachelor of Science in Customs Administration programs in the Philippines. The BS Customs Administration Program of FEATI University has been experiencing low licensure examination results despite curriculum improvement and institutional review endeavors. Thus, a comprehensive program evaluation is necessitated. This study aimed to evaluate the program using Stufflebeam's Context, Input, Process and Product (CIPP) Evaluation Model and to develop a strategic framework to enhance the performance in the Customs Broker Licensure Examination. Specifically, it examined the program's institutional context, resource adequacy, instructional processes, and program outcomes, identified the program's strengths and weaknesses, and recommended evidence-based strategic interventions. The study employed a qualitative descriptive research design using semi-structured interviews and document analysis. The participants consisted of one dean, five faculty members/administrators, and ten students purposively selected from the BS Customs Administration Program. Data were analyzed using thematic analysis guided by the four dimensions of the CIPP Evaluation Model. The findings identified four major themes. In the area of context, the program showed a high institutional commitment to board examination performance and curriculum alignment with CHED and PRC standards but low industry partnership and stakeholder engagement. As an Input, the availability of professionally qualified faculty members was identified as a major strength, but deficiencies were observed in faculty development, learning resources, review materials, facilities, budget allocation and student support services. The process evaluation pointed to the need to strengthen pedagogical practices, faculty development, review mechanisms, implementation of internship and continuous academic monitoring to improve the preparedness of the students. The product evaluation revealed that the most critical concern of the program, which negatively affected graduate employability, stakeholder confidence, and program sustainability, was the persistently low Customs Broker Licensure Examination passing rate. Based on these results, the study proposed a Strategic Framework for Enhancing Customs Broker Licensure Examination Performance anchored on the CIPP Evaluation Model. The framework focuses on the following: strengthening institutional policies; expanding industry collaborations; increasing faculty capacity; upgrading instructional resources and facilities; institutionalizing comprehensive review and mentoring programs; strengthening academic monitoring; and institutionalizing continuous outcomes evaluation. The study recommended that a holistic, evidence-based, and institutional approach is needed to improve the competencies of graduates, their performance in licensure examinations, and their employability, as well as the long-term sustainability and academic excellence of the BS Customs Administration Program.

Keywords: CIPP Evaluation Model, Customs Broker Licensure Examination, BS Customs Administration, program evaluation, strategic framework, higher education, qualitative research.

