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Gap Analysis of Strategies and Experiences of Academic Units with Licensure Examinations

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Abstract: This convergent mixed-method study aimed to evaluate a state university offering programs with state licensure examinations as it continuously seeks to improve its performance to produce globally competent professionals. This study examined strategies and practices for maintaining very satisfactory performance in board examinations through the McKinsey 7S Framework and gap analysis as powerful tools to identify systemic root causes of problems, propose plans to bridge said gaps, and to make provisions to support best practices. It is novel as it assesses program performance beyond outcomes in terms of structure, strategies, systems, skills, style, staff, and shared values as evaluated from the perspective of the clients (the students) and the faculty and administrators. Discrepancies in evaluation among participants informed the root causes of problems and issues, enabling the units to focus on evidence-based solutions.

Keywords: best practices, board programs, gap analysis, licensure examination, thematic analysis.

學術單位執業資格考試策略與經驗差距分析

摘要：這項融合混合方法的研究旨在評估一所提供國家執照考試課程的州立大學，因為它不斷尋求提高其績效，以培養具有全球競爭力的專業人士。這項研究透過麥肯錫 7S 框架和差距分析檢驗了在董事會考試中保持非常令人滿意的表現的策略和實踐，將其作為確定問題的系統性根本原因的強大工具，提出彌補上述差距的計劃，並制定支持最佳實務的規定。它的新穎之處在於，它從客戶（學生）以及教職員工和管理人員的角度評估專案績效，而不僅僅是結構、策略、系統、技能、風格、員工和共同價值觀方面的結果。參與者評估的差異揭示了問題和問題的根本原因，使各單位能夠專注於基於證據的解決方案。

关键词：最佳實踐、董事會計劃、差距分析、執照考試、主題分析。

1. Introduction

The licensing examination is one of the last hurdles

a graduate must overcome. Becoming board certified in any board program demonstrates that a person has achieved the highest level of professional recognition

and validation of knowledge and experience, and it gives that person a competitive edge in the marketplace because he possesses the minimum knowledge and experience necessary to perform tasks safely and competently [1]. It also significantly increases the credential's credibility and validity in the eyes of the employer [2]. In line with this belief, a State University offers different board programs and continuously improves its performance to produce excellent, highly competent, ethical, and service-oriented professionals who contribute to the nation's sustainable socioeconomic growth and development. Thus, it implements an internationally recognized management system in all aspects of operations, processes, and services, honoring its commitment to achieving its vision, mission, goals, and objectives.

Bulacan State University has already proven in the academic community that it can produce top-notchers in different Board Programs. Names were flying in the 2018 Mechanical Engineering examinations, Librarian Licensure Examinations, Master Plumber Licensure Exams, and many others. Although the institution is above the national passing rate, questions remain: What happened to those who failed? What shall the academic units do with it?

Furthermore, evaluation is a process that critically examines a program. It involves collecting and analyzing information about the program's activities, characteristics, and outcomes. It aims to judge a program, improve or fine-tune existing program operations (e.g., program processes or strategies) [3], and/or inform programming decisions. Evaluation could improve program design and implementation and demonstrate program impact through formative and/or summative assessment [4]. Evaluating the strategies and practices of different academic units with licensure examination programs is a primary challenge because the process involves several subjective elements. Performance and employability are essential dimensions for the continuous implementation of the board program.

Hence, gap analysis assesses where the programs are and where they will be. It is a powerful tool for strategic planning and acts as an analysis of the unit's performance. Thus, this paper assesses the current situation of programs with board examinations in Bulacan State University, Philippines, determines the gaps, and proposes plans to bridge them.

The study objectives are:

1. To assess the academic units in the implementation of programs with licensure examination in terms of

- Structure,
- Strategies,
- Systems,

- Skills and performance,
- Style,
- Staff, and
- Shared values;

2. To identify the gap in the optimal delivery of the program in terms of knowledge, skills, and practices and list solutions to close the gap;

3. To determine the academic units' best practices in sustaining the board program.

2. Methods

This study used a mixed-method triangulation design using the convergent model with survey forms distributed via MS Form 165. Online face-to-face interviews gathered information on each unit's best strategies and practices to support students passing the licensure examination. From here, the methodological triangulation of data was maximized [5].

The quantitative data collected and analyzed used descriptive statistics (mean) to identify the mean perception of faculty and student members of the unit with the board program using an inferential statistics independent sample t-test to determine a significant difference in the perception of faculty and students. On the other hand, a nonparametric Mann–Whitney U test for data collected that did not pass the normality, skewness, and homogeneity test was implemented.

On the other hand, qualitative methods were applied to identify gaps in the program delivery and to gather best practices and lived experiences of academic unit staff in sustaining the program. In vivo and descriptive coding used pattern coding [6]; the combined direct responses of the participants drew up viable results. The study results applied the fishbone technique, which helps the researcher examine responses from multiple angles [7].

The researchers adapted the standardized McKinsey 7S Framework [8], and each **S** is defined as follows: *strategy*, which is the academic unit's plan for building and maintaining a competitive advantage over its competitors; *structure*, which is the way academic units are organized (structuring of departments and teams, including who reports to whom); *systems*, the daily activities and procedures that the academic unit uses to get the job done; *shared values*, these are the core values of the unit and reflect its general work ethic; *style*, the style of leadership and management adopted; *staff*, the faculty and non-teaching staff and their overall capabilities/professional profile; and *skills and performance*, the actual skills and competencies of the academic unit's heads and faculty; performance deals with the unit's record of students' performance in terms of the licensure examination. Quota sampling involved 276 participants. These groups comprise 34 academic

unit heads and faculty and 242 fourth-year students (self-selected) from programs with licensure examinations at the main campus of Bulacan State University.

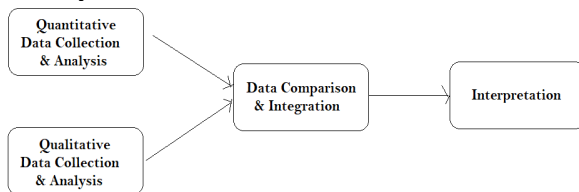


Fig. 1 Research methodology flowchart

3. Results

3.1. Assessment of Academic Units in Implementing Programs with Licensure Examination

Table 1 Comparison of faculty and student evaluation of unit strategy implementation

Unit	Faculty \bar{x}	Interpretation*	Student \bar{x}	Interpretation*	P-value	Interpretation
College of Education	5.17	To a moderate extent	5.20	To a moderate extent	.205	Fail to reject the H_0
College of Social Sciences and Philosophy	4.90	To a moderate extent	4.59	To a moderate extent	.584	Fail to reject the H_0
College of Criminal Justice Education	5.64	To a great extent	4.95	To a moderate extent	.137	Fail to reject the H_0
College of Fine Arts and Architecture	4.71	To a moderate extent	4.39	To some extent	.277	Fail to reject the H_0
College of Business Administration	4.53	To a moderate extent	3.17	Very little	.063	Fail to reject the H_0
Overall	4.94	To a moderate extent	4.90	To a moderate extent	.378	Fail to reject the H_0

* 5.50–6.0 – to a great extent; 3.50–4.49 – to some extent; 1.50–2.49 – unsure; 4.50–5.49 – to a moderate extent; 2.50–3.49 – very little; 1.0–1.49 – not at all

3.1.2. Evaluation of the Unit Structure

The results of the evaluation of unit structure showed that overall, faculty members perceive the unit structure to be clear, coordinated, organized, aligned, and consultative to a moderate extent ($\bar{x}=5.06$), similar to student's overall evaluation $\bar{x}=4.88$, to a moderate extent, as shown in Table 2. There was no significant

3.1.1. Evaluation of the Strategies Implemented

Table 1 compares the faculty and students' evaluations of the extent of implementation of the identified strategies. Results showed that the overall faculty mean was 4.94, to a moderate point, which was not significantly different ($p\text{-value}=.378$ at $\alpha=0.05$) from the overall student mean of 4.90 to a moderate point. The same is true for all units. There was no significant difference in the faculty and students' mean evaluation of strategies implemented to support board exam programs. However, it is noticeable that the College of Business Administration (CBA) students have $\bar{x}=3.17$, indicating their view on poor strategy implementation to support students to take the board exam.

difference in the overall evaluation of faculty and students of the unit structure with a $p\text{-value}$ of .180 at $\alpha=0.05$, as with other units, except for the College of Criminal Justice Education and CBA with a significant difference of $p\text{-value}=0.11$ and $p\text{-value}=0.12$ at $\alpha=0.05$, respectively.

Table 2 Comparison of faculty and student evaluation of unit structure

Unit	Faculty \bar{x}	Interpretation*	Student \bar{x}	Interpretation*	P-value	Interpretation
College of Education	4.93	To a moderate extent	5.14	To a moderate extent	.011	Reject the H_0
College of Social Sciences and Philosophy	5.03	To a moderate extent	4.59	To a moderate extent	.271	Fail to reject the H_0
College of Criminal Justice Education	5.70	To a great extent	4.93	To a moderate extent	.136	Fail to reject the H_0
College of Fine Arts and Architecture	4.40	To some extent	4.20	To some extent	.468	Fail to reject the H_0
College of Business Administration	5.23	To a moderate extent	3.43	Very little	.012	Reject the H_0
Overall	5.06	To a moderate extent	4.88	To a moderate extent	.180	Fail to reject the H_0

* 5.50–6.0 – to a great extent; 3.50–4.49 – to some extent; 1.50–2.49 – unsure; 4.50–5.49 – to a moderate extent; 2.50–3.49 – very little; 1.0–1.49 – not at all

3.1.3. Evaluation of Unit Systems

Analysis of the evaluation of participants on the units' system, the daily activities, and procedures that the academic unit uses to get the job done illustrated that the faculty of the various board program units

believed that the system implemented enabled the completion of tasks and functions to a moderate extent ($\bar{x}=5.08$) similar to students' overall evaluation of 4.87, also to a moderate extent, as shown in Table 3.

Table 3 Comparison of faculty and student evaluation of the unit system

Unit	Faculty \bar{x}	Interpretation*	Student \bar{x}	Interpretation*	P-value	Interpretation
College of Education	5.11	To a moderate extent	5.15	To a moderate extent	.056	Fail to reject the H_0
College of Social Sciences and Philosophy	5.11	To a moderate extent	4.62	To a moderate extent	.625	Fail to reject the H_0
College of Criminal Justice Education	5.70	To a great extent	4.90	To a moderate extent	.112	Fail to reject the H_0
College of Fine Arts and Architecture	4.40	To some extent	4.25	To some extent	1.000	Fail to reject the H_0

Continuation of Table 3

College of Business Administration	4.91	To a moderate extent	3.17	Very little	.031	Reject the H ₀
Overall	5.08	To a moderate extent	4.87	To a moderate extent	.251	Fail to reject the H ₀

* 5.50–6.0 – to a great extent; 3.50–4.49 – to some extent; 1.50-2.49 – unsure; 4.50–5.49 – to a moderate extent; 2.50–3.49 – very little; 1.0–1.49 – not at all

Among the specific units, the evaluation of CBA students and faculty on unit systems showed a significant variation, with the students noting that there is very little system (\bar{x} =3.17) while faculty members perceived that those systems exist to a moderate extent (\bar{x} =4.91). This difference in evaluation between the CBA faculty and students was significant, as shown in Table 3, where the mean difference between the CBA faculty and students' evaluations was at a p-value of .031, which is a significant difference. Contrary to CBA, the perspectives of faculty and students in other units with board exam programs are generally not significantly different.

3.1.4. Evaluation of Unit Staff Efficiency

Overall evaluation of how efficiently the staff of the different units with board exam programs implemented their functions and tasks did not have a significant difference at p-value=.114, which means that faculty members and students viewed the staff to be efficient to a moderate extent at \bar{x} =5.06 and \bar{x} =4.94, respectively. However, in the College of Business Administration, faculty members viewed unit staff to be efficient to a moderate extent at \bar{x} =5.21 in contrast with student evaluation of very little efficiency at \bar{x} =3.29, and the difference is statistically significant with a p-value of .005 at α =.05, as shown in Table 4.

Table 4 Comparison of faculty and student evaluations of unit staff efficiency

Unit	Faculty \bar{x}	Interpretation*	Student \bar{x}	Interpretation*	P-value	Interpretation
College of Education	4.89	To a moderate extent	5.25	To a moderate extent	.491	Fail to reject the H ₀
College of Social Sciences and Philosophy	4.98	To a moderate extent	4.70	To a moderate extent	.341	Fail to reject the H ₀
College of Criminal Justice Education	5.75	To a great extent	4.95	To a moderate extent	.101	Fail to reject the H ₀
College of Fine Arts and Architecture	5.25	To a moderate extent	4.44	To some extent	.147	Fail to reject the H ₀
College of Business Administration	5.21	To a moderate extent	3.29	Very little	.005	Reject the H ₀
Overall	5.06	To a moderate extent	4.94	To a moderate extent	.114	Fail to reject the H ₀

* 5.50–6.0 – to a great extent; 3.50–4.49 – to some extent; 1.50-2.49 – unsure; 4.50–5.49 – to a moderate extent; 2.50–3.49 – very little; 1.0–1.49 – not at all

3.1.5. Evaluation of Shared Values

Table 5 illustrates that the overall perception of faculty and students on the values shared and upheld by the units with board exam programs, including the vision, mission, culture, and awareness of strategies and support systems under implementation, are generally the same to a moderate extent, with a mean evaluation of \bar{x} =5.17 among faculty members and 5.06

among students. However, there was a significant difference in evaluating shared values among the faculty and students at the College of Business Administration with the students' evaluation of 3.71, or that the unit has shared values to some extent only while faculty members perceive the shared values to a moderate extent \bar{x} =5.

Table 5 Comparison of faculty and student evaluations of shared values

Unit	Faculty \bar{x}	Interpretation*	Student \bar{x}	Interpretation*	P-value	Interpretation
College of Education	5.00	To a moderate extent	5.26	To a moderate extent	.096	Fail to reject the H ₀
College of Social Sciences and Philosophy	5.28	To a moderate extent	4.99	To a moderate extent	.966	Fail to reject the H ₀
College of Criminal Justice Education	5.50	To a great extent	5.04	To a moderate extent	.440	Fail to reject the H ₀
College of Fine Arts and Architecture	5.00	To a moderate extent	4.75	To a moderate extent	.468	Fail to reject the H ₀
College of Business Administration	5.07	To a moderate extent	3.71	To some extent	.018	Reject the H ₀
Overall	5.17	To a moderate extent	5.06	To a moderate extent	.690	Fail to reject the H ₀

* 5.50–6.0 – to a great extent; 3.50–4.49 – to some extent; 1.50-2.49 – unsure; 4.50–5.49 – to a moderate extent; 2.50–3.49 – very little; 1.0–1.49 – not at all

3.1.6. Evaluation of Skills and Performance

In terms of whether mechanisms are in place for performance appraisal and feedback and effectiveness of the skills and competencies of faculty and non-faculty members to deliver programs and support, including funding for training and seminars, both

faculty and student participants indicated that mechanisms are in place to a moderate extent with an overall mean of 4.95 for faculty and 4.90 for students, with no significant difference among all the units with board programs, as shown in Table 6. However, the CBA student participants viewed that there is a poor

mechanism for skills development and improvement of performance outcomes ($\bar{x} = 3.39$), while faculty members believe otherwise at $\bar{x} = 5.05$ to a moderate

point, and the difference in evaluation is significant (p -value = .012 at $\alpha = .05$).

Table 6 Comparison of faculty and student evaluations of skills development and performance outcomes

Unit	Faculty \bar{x}	Interpretation*	Student \bar{x}	Interpretation*	P-value	Interpretation
College of Education	4.85	To a moderate extent	5.18	To a moderate extent	.426	Fail to reject the H_0
College of Social Sciences and Philosophy	5.00	To a moderate extent	4.73	To a moderate extent	.274	Fail to reject the H_0
College of Criminal Justice Education	5.83	To a great extent	4.90	To a moderate extent	.063	Fail to reject the H_0
College of Fine Arts and Architecture	2.50	Very little	4.04	To some extent	.147	Fail to reject the H_0
College of Business Administration	5.05	To a moderate extent	3.39	Very little	.012	Reject the H_0
Overall	4.95	To a moderate extent	4.90	To a moderate extent	.822	Fail to reject the H_0

* 5.50–6.0 – to a great extent; 3.50–4.49 – to some extent; 1.50–2.49 – unsure; 4.50–5.49 – to a moderate extent; 2.50–3.49 – very little; 1.0–1.49 – not at all

3.1.7. Evaluation of the Style

Unit style refers to how faculty and student participants perceive leadership in the unit, the management attitude, and the sufficiency of support to faculty and personnel, including membership in professional organizations. Table 7 illustrates that the

College of Criminal Justice Education and the CBA’s faculty have significantly different perspectives on the unit style than the students. However, the other units’ faculty and students see eye-to-eye on the style evaluation.

Table 7 Comparison of faculty and student evaluations of style

Unit	Faculty \bar{x}	Interpretation*	Student \bar{x}	Interpretation*	P-value	Interpretation
College of Education	5.14	To a moderate extent	5.24	To a moderate extent	.359	Fail to reject the H_0
College of Social Sciences and Philosophy	5.37	To a moderate extent	4.88	To a moderate extent	.963	Fail to reject the H_0
College of Criminal Justice Education	6.00	To a great extent	4.93	To a moderate extent	.041	Reject the H_0
College of Fine Arts and Architecture	4.00	To some extent	4.25	To a moderate extent	.264	Fail to reject the H_0
College of Business Administration	5.11	To a moderate extent	3.54	To some extent	.014	Reject the H_0
Overall	5.25	To a moderate extent	4.97	To a moderate extent	.442	Fail to reject the H_0

* 5.50–6.0 – to a great extent; 3.50–4.49 – to some extent; 1.50–2.49 – unsure; 4.50–5.49 – to a moderate extent; 2.50–3.49 – very little; 1.0–1.49 – not at all

3.2. Gap in the Program Delivery in Terms of Knowledge, Practice, and College-Proposed Solutions

The gaps shown in Fig. 2 reflect the different concerns of colleges with licensure examinations. Fig. 2 clearly shows that the heads of the various units have diverse strategies, styles, systems, and skills in implementing different programs that help takers pass the board with the support of the faculty members. The thematic analysis uncovered the following gaps:

- (1) Comparably lower salary in the academe as compared to industry;
- (2) Outdated and irrelevant review materials;
- (3) Irregular attendance of reviewees, both for the face-to-face and online reviews held by the unit;
- (4) The need to update knowledge of trends included in professional subjects by professional subject professors;
- (5) Irregular mock exams;
- (6) Limited number of faculty, which leads to multitasking and heavy workload; and
- (7) Unavailability of standardized and validated evaluation tools.

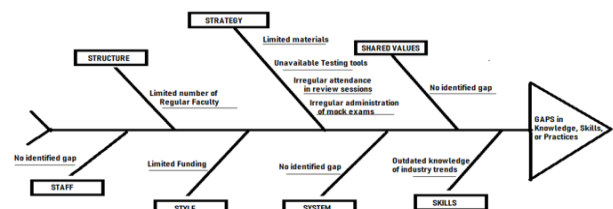


Fig. 2 Fishbone analysis of gaps in knowledge, skills, and/or practice from units with licensure examination

To address these gaps, units proposed that the university allocate permanent items higher than instructor 1 with a salary comparable to that of industries and hospitals to entice clinical instructors and certified public accountants. One college requested additional training for faculty-leading subjects that involve peer review and to address the irregular attendance of peer reviewees’ problem. Other colleges proposed close coaching with faculty and strict implementation of a college-based retention policy, shared responsibility with the admission office in selecting incoming first-year students and bridging programs for non-science students, and, perhaps, an annual evaluation of the review conducted by the college.

3.3. Academic Units' Best Practices in Sustaining the Board Program

Based on the interviews with the deans and program heads of all the colleges with board programs, they have unique practices for conducting the review before and during the pandemic. Fig. 3 shows each college's best practices, which include intensive review sessions, curriculum integration of correlation subjects, which focuses on specialization in industry trends, and the invitation of graduates who topped the board exam as guest lecturers.

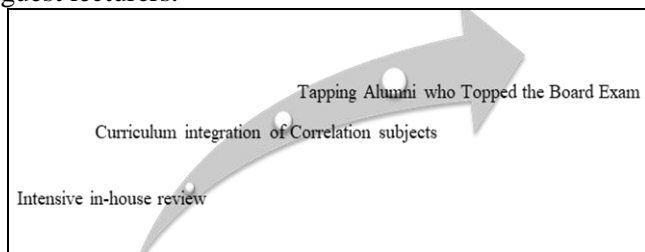


Fig. 3 Best practices of colleges with licensure examination

Coordination of the college with the private review centers was also made, but they do not have a hundred percent control over reviewees' attendance. Deans state that they strictly monitor students' academic progress from their first year to the last year of stay in the university and hope to implement their local retention upon approval by the university board.

4. Discussion

4.1. McKenzie's 7S is Evident in the Units' Board Program Strategies and Support System

Results of the quantitative analysis illustrate that the units with board exams, namely, the College of Education, College of Social Sciences and Philosophy, College of Criminal Justice Education, College of Architecture and Fine Arts, and College of Business Administration, implement various strategies and support systems to support students who are taking board exams. The most distinct feature is that the strategy is compatible with the university and college vision and mission, with an \bar{x} of 5.16 (to a moderate extent), and it aligns with claims that a sustainable university is founded on the vision, mission, objectives, and core values of the institution [9]. However, the least observed strategy by faculty and students is the provision of free handouts, self-testing kits, and reviewers to examination takers with an \bar{x} of 4.74. This limitation needs overcoming as the widely recognized critical role of instructional materials in ensuring quality learning [10].

Furthermore, learning materials are powerful tools that empower teachers to facilitate efficient lessons and enhance students' learning experiences. These

materials activate students' schemas, assist in the processing and acquisition of new information, and enable the practical application of acquired knowledge in real-life situations. Moreover, in the context of the 21st century, it is crucial to recognize that learning materials should extend beyond traditional resources to include digital, internet, and other technologies essential because contemporary students are digital natives who are more comfortable with and expect the use of these new technologies [11, 12].

Regarding the unit structure, faculty and students observed apparent integration and coordination mechanisms of the different units with an \bar{x} of 5.09 (to a moderate extent). There is also an open system where information freely flows between and among the departments and programs within the organization, with a mean observation of 5.04 (to a moderate extent). The results also indicated a good working relationship between members of the unit/team of a mean of 5.24 (to a moderate extent). This good working relationship may be due to the faculty and students' strong belief in the vision and mission of the organization, with an \bar{x} of 5.36 (to a moderate extent). These findings corroborate studies showing that collaboration toward a common goal enables the conception of innovative ideas and hone skills and competencies toward completing tasks and expected outcomes that continuously uplift and strengthen successful organizations [13].

Regarding skills development and performance outcomes, the mean observation illustrates that faculty and students believe faculty members have the relevant skills and competencies for effective program delivery at \bar{x} of 5.10 (to a moderate extent). Further improvement is possible by assisting teachers in content authoring, evaluating, and developing supplementary materials [14]. However, the availability of funding and other resources for the continuous professional development of faculty and non-teaching staff had the lowest mean observation in this area at 4.68. The literature illustrates that competent teachers and available resources are the two most salient features for improving learner performance [15]; thus, the limitations identified in the findings need prioritization.

Finally, faculty and students observed the positive attitude of management, faculty, and non-teaching personnel toward the strategies under implementation toward supporting board programs with an \bar{x} of 5.20 (to a moderate extent). Except for the College of Business Administration, there were no significant differences in the observation of faculty and students regarding McKinsey's 7s framework as implemented in the units with board exam programs. These results illustrate that the strategies and support systems implemented by units with board programs are practiced and

experienced by faculty and students.

4.2. Gap in the Program Delivery in Terms of Knowledge, Practice, and College-Proposed Solutions

Strong motivation and camaraderie are expected from both the unit leader and faculty for consistently performing additional uncompensated duties. The head of the unit impacts teachers' job satisfaction if the leader is considered sympathetic and supports faculty to stay work-motivated, encourages teachers to attend professional development workshops, and designs trust and collaboration among teachers [16] despite the minimum salary received by the teachers. However, a recent National Education Association (NEA) report indicated that despite the positive increase in higher educational institutions' faculty compensation in the last decade, significant discrepancies in salaries across ranks and unfair and inadequate compensation still exist and negatively impact the delivery of quality education [17]. Despite compensation issues, some studies assume that leadership in institutions can significantly impact teacher job satisfaction through their leadership behaviors. A leader providing support, promoting intellectual stimulation, and showing inspirational motivation can create a positive work environment that fosters teacher satisfaction and job performance [18]. As for review sessions conducted by the college, the fact that each unit has its style and strategy for the review, it is better to adopt other mechanisms to improve the conduct of the review and assessment tools. Board review is a critical tool for improving board performance and governance, and organizations should carefully consider the mechanisms to ensure that board review is efficient. This study identified several mechanisms for conducting board reviews, such as self-assessment surveys, peer reviews, and external evaluations. These will provide valuable insights into the different approaches when organizations can evaluate and improve the effectiveness of their boards [19]. It must be reviewed and validated regularly to strengthen correlation and establish reliability and validity [20].

4.3. Academic Units' Best Practices in Sustaining the Board Program

There are studies supporting the need for intervention programs to assist future takers in passing the licensure examination and preparing them to become better professionals. The National Education Association (NEA) has developed several programs to prepare teachers for licensure exams. They have an interactive online study guide to which the reviewees can access the review questions, tips in answering multiple choice questions, and stressor activity. NEA also provides workshop modules providing various activities, practice questions, and lectures. Further, the

Educational Testing Service (ETS) published a free test overview guide with additional free downloadable booklets. They also have a free webinar series, a reasonably priced e-book that includes practice tests and study guides, and an in-depth online interactive tutorial. They also created software that assists candidates in developing an individualized study plan and a multimedia presentation that provides a rich learning experience [21].

Furthermore, some studies confirm that Licensure Examination for Teachers (LET) performance is significantly higher when takers attend the LET review [22]. Pre-board exams play a critical role in preparing pre-service teachers for licensure exams that can be a tool to identify areas for improvement in teacher education programs [23]. Thus, pre-board mock examinations are the best predictor of future licensure takers' success, aside from their academic performance, IQ, and aptitude toward tasks [24]. Pre-board exams can be a helpful tool for predicting the success of pre-service teachers on licensure exams and can be used to identify areas for improvement in pre-service teacher education programs.

They also recommended that the College of Nursing strengthen its admission and retention policies and continue administering pre-board examinations. Likewise, students who obtained high scores in the entrance examination, college academic achievement, and pre-board examination tended to perform better on the licensure examination [25, 26].

It follows that the quality of admission and retention policies of an institution is an essential factor that every college or university should strengthen in their aspiration to have better licensure examination performance. Moreover, integrative educational interventions such as a package that deals with individualized mentorship, monthly in-training examination (ITE) in writing, and periodical mocked exams [27] have improved the success rate of licensure takers based on the results of their study.

The results of this study provide a clear goal to enhance the performance of individual units in the licensure examination. To clarify, assessing and identifying which area to prioritize can help identify long-term and short-term organizational goals and strategies to narrow the gap between the actual level of performance and the ideal levels [28]. Fine-tuning current strategies, such as in-house reviews, is crucial to uplift future performance in licensure examinations, as this has already been proven to be correlated [29, 30]. This study also posits gap analysis using McKinsey's 7s framework as an additional assessment strategy [31, 32], furthering the university's goal of providing quality education.

These are examples of actions of two institutions in helping their students who will take the licensure exams, and the current paper shall consider the same

but in different ways and forms.

5. Conclusion

The main findings of the study showed that the best practices of units with board exam programs include shared values ($\bar{x}=5.17$), having systems in place ($\bar{x}=5.08$), and staff efficiency ($\bar{x}=5.06$). These results affirm the results of [9]. The quantitative results also align with the qualitative results, as the same 3s of McKinsey's 7s Framework did not have identified gaps. On the contrary, the strategy has the highest number of gaps in both qualitative and quantitative analyses. These results align with [10, 27, 29].

The results will have implications for university funding support for materials development and the university's testing and evaluation unit, so they may coordinate with units offering board programs, limited review materials, and unavailable testing materials.

The study's strength is that it can collect data from all the stakeholders – administrators, faculty, and students, and thus results can showcase the varying perspectives of the participants. However, simple random sampling may be applicable in the future.

Finally, the study recommends that the university use the results in addressing board program result problems, especially in units where student, faculty, and administrators' evaluations have significant gaps. For future research, McKinsey 7S may be used not only for evaluating programs with state licensure exams but also for continuous improvement plans, accreditation, or certification as a center of excellence.

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