



BACHELOR OF SCIENCE IN CRIMINOLOGY PROGRAM: EXTENT OF COMPLIANCE ON THE POLICIES AND STANDARDS PRESCRIBED BY THE COMMISSION ON HIGHER EDUCATION

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ABSTRACT: *This study focused on the assessment of the extent of compliance of the Bachelor of Science in Criminology Program of Isabela State University-Cabagan on the Policies and Standards prescribed by the Commission on Higher Education (CHED). Specifically, it assessed the compliance of the nine (9) areas of the program: Program Administration, Faculty, Curriculum, Library Holdings, Research, Laboratory, Student Personnel Services, Physical Plant and Facilities, and Community Extension and Services. It also includes the problems encountered by the program in terms of its compliance to the Policies, Standards and Guidelines prescribed by CHED as assessed by the three groups of respondents. A total of 309 consisting of 20 faculty members, 225 students, and 64 alumni served as the respondents of this study. In addition, documentary analysis was used to assess the compliance of the program under the areas of administration, faculty, curriculum, library holdings, and research. Descriptive design was used in analysing and interpreting the data. Results of this study showed that the Bachelor of Criminology Program of the Isabela State University Cabagan has complied with the minimum standards as mandated by the Commission on Higher Education. As per assessment of the respondents in terms of the problems of the program, the following emanated: inadequate laboratory rooms, equipment and facilities; limited instructional materials; limited research conducted; inadequate building, rooms, chairs and tables; and limited library collections.*

KEYWORDS: *Administration, Faculty, Curriculum, Library, Research, Laboratory, Student Personnel Services, Physical plant and Facilities, Community Extension and Services*

INTRODUCTION

Criminology is the scientific procedure of studying both social and individual criminal actions. It is divided into several and separate disciplines including Psychology, Economics, Political Science, Natural Science, Biology and the evolution and development of people. Criminologists are responsible for answering why someone would be led to breaking the law or causing a crime. This



began in Europe between the late 1700's and the early 1800's. In the Philippines, the first ever educational institution to offer criminology course is the Philippine College of Criminology formerly known as Plaridel College. Due to the influences of foreign scholars and increasing crime rates in the country, this institution was established for scientific crime detection in the whole country and Southeast Asia in the 1950. In the early part of 1960's, criminology course was likewise offered by the different colleges and universities in almost all regions of the country. (Eduardo, J. 2010)

Criminology course requires board examination administered by the Professional Regulation Commission wherein the Board of Examiners for Criminology was created on July 1, 1972, pursuant to Republic Act No. 6506 entitled "An Act Creating the Board of Examiners for Criminologists in the Philippines and for Other Purposes" and the first board examination was constituted in 1987, likewise, the Syllabi of Subjects in the Licensure Examination for Criminologists were promulgated on the same year.

Further, the Bachelor of Science in Criminology program focusing on the study of crimes and the roles of the various agencies of criminal justice as they operate and react to crime, criminals, and victims is regulated by CHED Memorandum Order No. 21, series of 2005. This CMO provided the Policies, Standards, and Guidelines in the offering of the said program in our country.

The mission of the Criminology program is to provide the community with professionally competent and morally upright graduates who can deliver efficient and effective services in crime prevention, crime detection and investigation, law enforcement, custody and rehabilitation of offenders, conduct criminological research on the nature and causes of crime, and among others. Moreover, this is a discipline that embraces scholarly, scientific, and professional knowledge concerning the etiology, prevention, control and treatment of crime and delinquency. This includes the measurement and detection of crime, legislation and practice of criminal law, theory testing, policy analysis and program evaluation as well as the law enforcement, judicial and correctional systems. This field is by definition a multidisciplinary study and it includes scholars from Sociology, Political Science, Psychology, Public Administration, Law, Statistics, Geographic Modeling and other areas.

The Bachelor of Science in Criminology or Criminal Justice is a four-year college degree program intended for individuals who wish to have a career in the fields of Law Enforcement, Security



Administration, Crime Detection and Prevention or Correctional Administration. It aims to foster in the students the values of leadership, integrity, accountability and responsibility while serving their fellowmen, community and the country. The program is comprised of CHED mandated general education courses, profession-related courses and two-phase practicum. Criminology students will learn various theories, policies, practices and laws associated with criminal behavior and the methods applied to manage such deviant activities. Subject areas in this program include Criminal Law and Jurisprudence, Law Enforcement Administration, Criminalistics, Criminal Detection & Investigation, Criminal Sociology, and Correctional Administration. The program also offers special Physical Education classes which include Martial Arts, First Aid, Survival Training, Marksmanship and Combat Shooting.

Along these notions, the Criminology program of Isabela State University Cabagan Campus started its operation in 2006 by virtue of the Board of Regents Resolution Number 14, series of 2006. Its objective is to provide the community with professionally competent and morally upright graduates who can deliver efficient and effective services in crime prevention, crime detection and investigation, law enforcement, custody and rehabilitation of offenders and conduct criminological research on the nature and causes of crime. Moreover, its specific objective is to manifest the value of leadership, integrity, accountability and responsibility while serving their fellowmen, community and country; be ready to career in the crime prevention, law enforcement, scientific crime detection and correctional administration; conduct research and inquiry on the nature, causes, treatment or punishment of criminal behavior and how criminal justice agencies respond to crime, criminal and victims; implement criminal law, special laws, forensic laws and other similar laws; be equipped with fundamentals of criminal investigation; be knowledgeable in the fields of Criminalistics such as Police Photography, Dactyloscopy, Questioned Documents Examination, Polygraphy, Ballistics, Forensic Science and Toxicology.

During the first year of its implementation, only general education subjects were offered and were handled by social science professors. However, licensed criminologists as well as a chemist and lawyers were hired to handle professional subjects for the succeeding years of operation. The program has produced 320 graduates from year 2010 to 2013; graduates have gone on to jobs in the different law enforcement agencies most of which is in the Philippine National Police Organization,



as well as other branches of the criminal justice system to include the court system and correctional institutions while others have chosen to go to either law school or graduate school.

The curriculum implemented by the program is based on CHED Memorandum Order 21, series of 2005; however a curriculum revision was proposed and approved by the CHED Regional Office No. 2 on April 2008 which included Seminar 1 and Seminar 2 as subjects with the purpose of preparing students in their licensure examination. Further, on April 2013, Resolution No. 01 s. 2013 of the ISU Board of Regents approved the amendments of the BOR Resolution No. 20 s. 2010 making the Course Audit a 12-unit course to be embedded in the curricula of the Criminology program being a board course. The program conducts review to its fourth year students through lectures delivered by resource persons from reputable higher education institutions in the region and practitioners from the Philippine National Police and its allied agencies. The program is also implementing its admission and retention policies approved by the administrative council of the College of Development Communication and Arts & Sciences which the program is attached.

ADMINISTRATION

The administration is the engine of the institution in the attainment of its vision, mission, goals and objectives. It is concerned with the general affairs of the institution as well as its organizational performance. Thus, the administration adopts instructional processes and ensures the said processes are satisfactorily implemented. (AACUP, Inc. 2010)

Likewise, it is a general requirement for the program administration of institutions offering Criminology course to have a distinct and separate college for Criminal Justice and shall be headed by a full-time dean who is a holder of Doctorate Degree in Criminology or other allied courses such as Psychology, Sociology, Law, Public Safety, National Security Administration, Correctional Administration, and Police Administration. The dean must also have at least five years teaching and three years administrative/supervisory experience. (CMO 21, 2005)

Warren (2008) cited the provision of well-prepared, student-oriented, intellectually active faculty members who can develop exciting teaching and well-conceived programs and courses to selected young people which is the primary concern of an academic administrator at college or university



with respect to the advancement of educational excellence. The administrators must always consider the following: the institution's mission; the society's needs and the appropriateness of the mix of the university programs and courses; the full development of the existing faculty talent and the careful recruitment of faculty replacement; the maintenance of the student's recruitment policy that encourages enrollment of students.

FACULTY

Hessong (2008) states that educators can help the schools to meet the challenges of the twenty-first century through professional development which is a critical component of educational reform. There must be a continuous acquiring and sharing of new knowledge, skills, resource, and ways of doing job among educators themselves. Educators must be lifelong learners determined to be engaged in the process of changes and reinventions to light the changing needs of learners.

Rebore (2008) affirms that staff development program is important to meet the goals and objectives of the organization. This can provide the educators to be acquainted with new methods of teaching, updated with the skills and knowledge in a subject area, be abreast on the demand of the society, and to become updated with the advances in instructional materials and equipment.

Likewise, Cyrill (2008) emphasizes that good Faculty Development Program is important for a college or university to rise above the level of quality of its faculty members which is the center of quality higher education. The mainstream of a higher learning institution is the faculty, without whom a college or university would be worthless.

Payos, (2010) also stated that training and development is the field concerned with organizational activities aimed at improving the performance of individuals and groups in organizational settings. Learning activities are organized to improve performance and personal growth for the purpose of improving the job.

On the other hand, under CHED Memorandum Order 21 (2005), it is a general requirement that faculty members who will teach general education subjects must be holders of at least master's degree in their field of specialization likewise for faculty members teaching professional subjects



must be holders of baccalaureate degree and at least master's degree in criminology, a registered criminologist, practitioners for at least three years, and with at least one year of teaching experience.

ON CURRICULUM

An essential component of instruction is its program of studies or curriculum. It is the "life source" of education which significantly contributes to the quality of education available in the nation's schools is the curriculum. It is the sum of learning stated as educational ends, educational activities, school and subjects and/or topics decided upon and provided within the framework of educational institution. Likewise, an educational institution aims a general and comprehensive statement of what educations seek to achieve in terms of student learning. (Garcia, 2007)

Further Howell, (2008) stated that curriculum is designed to make learners succeed. It covers learning outcomes based on the society's demands. It is a structured set of learning outcomes or tasks that teachers usually call goals or objectives which includes skill, knowledge and dynamic principles on how to learn.

The curriculum designed for Bachelor of Science in Criminology has a total of 165 units. It is comprised of 61 units general education subjects, 104 units professional subjects, and 540 hours practicum. (CMO 21, 2005)

LIBRARY

A school library is considered a place for student learning. Materials for instruction are commonly found in the library. These are various resources available to the teachers and learners which help facilitate instruction and learning. These materials represent elements found in the environment and which are meant to help students understand and explain reality. (Acero, et al. 2000)

Jones (2008) mentioned that there is likely to be an increase in student focused learning, as a consequence of both resource and pedagogic considerations which will make significant demand on library and computing facilities, and on academic counseling skills.



The library must be headed by a registered librarian who is a holder of a master's degree in library science and with appropriate or relevant professional trainings. In terms of basic collection, the library must have 5,000 volumes wherein 50% of it should be in distinct titles. For professional book holdings, there must be at least 3 titles per professional course published within ten years. (CMO 21, 2005)

RESEARCH

Foronda (2012) cited that research is a key to progress. People believe and also rely on research most especially if it is proven to be effective and factual. In government, education, trade and commerce, and in all types and kinds of industries, research is vital and essential. Therefore, the methods and techniques must be taught and learned in all educational institutions for purposes of knowing and advancement.

Commission on Higher Education Memorandum Order No. 21, (2005) mandates the higher educational institutions to encourage the deans, faculty members, and students to conduct independent or joint scholarly research on crime prevention and other related issues to help solve problems affecting the community. It also provides that criminology students who are enrolled in the last curriculum of the program are required to complete a research paper to form part of the practicum requirement or its equivalent as a partial requirement for graduation. Such research may be published in a publication which the college shall maintain. Furthermore, it mandates the college to provide and maintain a budget for its research activities and publication.

Bajpai (2010) cited that criminology is the scientific study of the nature, extent, causes, control, and prevention of criminal behavior in both the individual and in society. Criminology is an interdisciplinary field in the behavioral science, drawing especially upon the research of sociologist, psychologist and psychiatrist, social anthropologist as well as on writings in law. Areas of research in criminology include the incidence, forms, causes and consequences of crime, as well as social and governmental regulations and reaction to crime.



EXTENSION & COMMUNITY INVOLVEMENT

The extension function makes the institution's presence felt in the community. It involves the application of existing and new knowledge and technology and those generated in the institution to improve the quality of life of the people. Through the extension program, people are empowered with appropriate knowledge, attitudes and skills. Thus, extension services cater to various aspects of the community life like economic growth, promotion of health, environmental management, and social transformation. The institution plans and implements an extension program that is need and client based. This program should have a budgetary support and other resource allocation. The faculty members may serve as organizers, facilitators, coordinators, service providers, and change agents in the community as forms of extension and community involvement. Moreover, careful planning and coordination with other community outreach agencies should be considered to avoid duplication of service offered to the clientele. (AACCU, Inc. 2010)

PHYSICAL FACILITIES

Campos et.al, (2008) claimed that teachers and students are influenced directly by their environment. A good school climate that is conducive to teaching and learning helps improve students' achievement. He pointed that the school is a center for learning activities. It should be located in a place where children are safe from danger and free from noise or any other form of destruction. Services and facilities that will enhance their educational program should be provided. Classrooms should be conducive to learning, spacious, clean, orderly, properly lighted and well ventilated.

Under the provisions of CHED Memorandum Order No. 21 (2005), the institutions offering criminology course shall provide a separate office with amenities for dean, chairman, faculty, and staff. Classrooms for students must be well-lighted and well-ventilated. They should be equipped with adequate facilities such as chairs, instructors table, white/black boards and others.

Likewise, the quality and adequacy of the physical plant and facilities of a learning institution determine to a large measure the successful implementation of its curricular programs. In a broad sense, physical plant and facilities include school site, campus, buildings and other physical



infrastructures, equipment and services that complement institutional and program effectiveness. (AACCUP, Inc. 2010)

LABORATORY

Under the Commission on Higher Education Memorandum Order No. 21, (2005), higher educational institutions offering Criminology course shall provide laboratory with adequate water supply, specific laboratory equipment, lighting and ventilation. Specialized laboratory shall maintain (1) gymnasium of facility for defense tactics, (2) interrogation room with a one-way mirror for criminal investigation, (3) a darkroom for police photography (4) a crime laboratory for questioned document and ballistics, (5) an observation room, (6) permanent crime scene room and other instructional rooms, (7) target range, and (8) swimming pool.

STUDENT PERSONNEL SERVICES

Students are the main reasons for the establishment of learning institutions. Thus, school has the responsibility to support the family and other social institutions in development of the total personality of the student. Towards this end, a program of student services is designed as an integral part of institutional effectiveness. All activities should be planned and implemented to assist the student to attain maximum potential and become a worthy contributor in the social environment. Student support services complement the Criminology program. (AACCUP, Inc. 2010)

Moreover, the program is now on its seventh year of implementation aiming to provide quality criminal justice education through its different resources. It is on this premise that there is a need to assess the program in terms of its compliance to CMO No. 21, s. 2005 on the following areas: Program Administration, Faculty, Curriculum, Library Holdings, Research, Laboratory, Student Personnel Services, Physical Plant and Facilities, and Community Extension and Services, hence, this study.



STATEMENT OF THE PROBLEM

Specifically, this study sought to answer the following questions:

1. What is the extent of compliance of the Criminology program relative to the following areas:

- 1.1. Program Administration
- 1.2. Faculty
- 1.3. Curriculum
- 1.4. Library Holdings
- 1.5. Research

2. What is the extent of compliance of the BS Criminology program as assessed by the students, alumni, and faculty relative to the following areas:

- 2.1. Laboratory
- 2.2. Student Personnel Services
- 2.3. Physical Plant and Facilities
- 2.4. Community Extension and Services

3. Is there a significant difference among the assessment of the three groups of respondents relative to the above areas?

4. What are the problems encountered in the program in terms of its compliance on the Policies, Standards and Guidelines prescribed by CHED?

HYPOTHESIS

This study was guided by the lone hypothesis that:

There is no significant difference among the assessment of the three groups of respondents relative to the following areas:

- 1.1. Laboratory
- 1.2. Student Personnel Services
- 1.3. Physical Plant and Facilities
- 1.4. Community Extension and Services.



RESEARCH METHODOLOGY

This study used the descriptive design since the objective focused on assessing the compliance of the program on the policies and standards prescribed by Commission on Higher Education relative to the areas of Laboratory, Student Personnel Services, Physical Plant and Facilities, and Community Extension and Services based on the assessment of the respondents. This design included comparative survey on the assessment on the respondents on the compliance of the program. In addition, documentary analysis was used to assess the compliance of the program under investigation in terms of program administration, faculty, curriculum, library holdings, and research. These designs were most fitting to obtain data of great value on which professional judgment was based. For respondents in this study, total enumeration was used for the faculty members of the program both teaching professional and general education subjects and also for the third year and fourth year Criminology students for the school year 2012-2013. Convenient sampling was done for the alumni respondents who graduated from year 2010-2013. The study involved a total of 309 respondents.

The researcher utilized the available records of the Criminology program to gain accurate data relative to the areas of administration, faculty, curriculum, library holdings, and research. Aside from documentary analysis, a questionnaire was utilized for the areas of laboratory, student personnel, physical plant and facilities, and community extension and services. The researcher sought permission to conduct the study from the Office of the Cluster Executive Officer, the Dean, and the Chair of the Department of Social Science and after approval, the researcher personally gathered needed data from the available documents of the program and likewise personally floated and retrieved questionnaires from the respondents.

STATISTICAL TOOLS AND TREATMENT

Descriptive statistics such frequency counts and weighted mean was utilized to determine the extent of compliance. In testing any difference on the assessment of the faculty, students, and alumni, among the areas of laboratory, student personnel services, physical plant and facilities, and community extension and services, Analysis of Variance (F-Test) was employed while rank distribution was used to qualify the problems encountered by the program as assessed by the



respondents. The following 5-point scale was used to quantify the assessment of the faculty, students, and alumni.

Numerical Value	Mean Range	Descriptive Scale
5	4.20-5.00	Fully complied (FC)
4	3.40-4.19	Complied (C)
3	2.60-3.39	Moderately Complied (MC)
2	1.80-2.59	Partially Complied (PC)
1	1.00-1.79	Not Complied (NC)

RESULTS AND DISCUSSION

- The extent of compliance of the Criminology Program based on existing records.

1.1 Program Administration

Under Program Administration, the Criminology program is not a distinct college, hence, the creation of separate college or institute for criminal justice education is necessary. In terms of Academic Administration, the dean met the required teaching and administrative/supervisory experiences including the required doctorate degree. The department chair also met the required teaching and administrative/supervisory experiences though did not meet the required master's degree in Criminology

Degree Program	Eligibility	Courses Taught	Frequency
BS Criminology	Licensure Examination for Criminologist	Criminal Detection & Investigation Law Enforcement Administration	3
BS Criminology MS Criminology	Licensure Examination for Criminologist	Criminal Sociology Criminalistics Correctional Administration	4
Bachelor of Laws and Letters	Bar Examination	Criminal Laws and Jurisprudence	3
Total			10

Table 1. Academic Qualifications of Faculty Members Teaching Professional Subjects

1.2 Faculty



The preceding table shows that there are ten (10) faculty members who are teaching professional subjects. All are academically qualified in terms of baccalaureate degree and eligibility; however, three of them need to pursue the master’s degree requirement.

1.3 Curriculum

The program curriculum outline, program of study, practicum, and graduation requirements met the requirements set under CMO 21; moreover, the faculty members are starting to produce and develop instructional materials.

1.4 Library Holdings

In terms of Library Personnel, the librarian met all the requirements set by CHED. Library collections, books and other instructional materials are being purchased to comply with the mandates of CHED.

1.5 Research

The program complied in terms of requiring completed research paper as part of the graduation requirements of the students. Faculty members need to conduct researches and must be published and disseminated for program to meet the mandates of CMO 21.

2 The extent of compliance of the Criminology Program as assessed by the three groups of respondents.

Table 2.

Item Mean distribution on the Assessment of the respondents along Laboratory

Laboratories	Students		Alumni		Faculty		Over-all	
	Mea n	DS	Mea n	DS	Mean	DS	Mean	DS
1. Computer Laboratory	3.15	MC	3.82	C	3.30	MC	3.42	C
2. Chemistry Laboratory	3.22	MC	3.90	C	3.38	MC	3.50	C
3. Crime Laboratory	3.06	MC	3.78	C	3.31	MC	3.38	MC
4. Forensic Chemistry Laboratory	2.98	MC	3.70	C	3.01	MC	3.23	MC
Over-all Mean	3.10	MC	3.80	C	3.25	MC	3.38	MC

* MC-Moderately complied **C- Complied



1. LABORATORY

Both Computer and Chemistry laboratory were rated “complied” by the respondents as indicated by the mean of 3.42 and 3.50 respectively which imply that the program has provided the requirements prescribed by CHED. The Crime Laboratory and Forensic Chemistry laboratory were rated as “moderately complied” with a mean of 3.38 and 3.23 respectively. This indicates that a provision of additional laboratory equipment is desired

Table 3.

Item Mean distribution on the Assessment of the respondents along Student Personnel Services

Student Personnel Services	Students		Alumni		Faculty		Over-all	
	Mea n	DS	Mea n	DS	Mea n	DS	Mea n	DS
1. Admission and Retention Policy	3.72	C	4.35	FC	4.64	FC	4.24	FC
2. Academic Loads	3.77	C	4.26	FC	4.47	FC	4.17	C
3. Guidance Services	3.66	C	4.28	FC	4.09	MC	4.01	C
Over-all Mean	3.72	C	4.29	FC	4.40	FC	4.14	C

MC-Moderately complied **C-Complied *FC-Fully Complied*

2. STUDENT PERSONNEL SERVICES

Along Admission and Retention Policy, the program has fully complied on the set standards as manifested by the mean of 4.24 as assessed by the respondents. The Academic Loads and Guidance and Services were rated “complied” with a mean of 4.17 and 4.01 respectively. This implies that the program is providing necessary services along this area.

Table 4.

Item Mean distribution on the Assessment of the respondents along Physical Plant and Facilities

Physical Plant and Facilities	Students		Alumni		Faculty		Over-all	
	Mean	DS	Mean	DS	Mean	DS	Mean	DS
1. Building	3.31	MC	4.08	C	3.28	MC	3.56	C
2. Classrooms	3.11	MC	3.87	C	2.88	MC	3.29	MC
3. Chairs and Tables	3.50	C	4.26	FC	3.35	MC	3.70	C
4. Sports' Facilities	3.01	MC	3.86	C	3.13	MC	3.33	MC
Over-all Mean	3.23	C	4.01	C	3.16	MC	3.47	C

MC-Moderately complied **C-Complied *FC-Fully Complied*



3. PHYSICAL PLANT AND FACILITIES

Based on the respondent’s assessment, the program has complied on the set standards relative to Building and Chairs and Tables as reflected by the mean of 3.56 and 3.70 respectively. In terms of Classrooms and Sports facilities, the program obtained a rating of 3.29 and 3.33 or “moderately complied”. These ratings suggest that provision of additional physical plant and facilities is needed.

Table 5.

Item Mean distribution on the Assessment of the respondents along Community Extension and Services

Community Extension and Services	Students		Alumni		Faculty		Over-all	
	Mean	DS	Mean	DS	Mean	DS	Mean	DS
Priorities and relevance	3.58	C	4.12	C	4.32	FC	4.01	C
Planning, implementation, monitoring and evaluation	3.50	C	4.11	C	4.12	C	3.91	C
Funding	3.33	MC	3.92	C	4.03	C	3.76	C
Over-all Mean	3.47	C	4.05	C	4.16	C	3.89	C

MC-Moderately complied **C-Complied *FC-Fully Complied*

4. COMMUNITY EXTENSION AND SERVICES

In terms of Priority and Relevance; Planning, Implementation, Monitoring, and Evaluation of Extension Projects; and Funding and other Resources, the program was assessed “complied” by the respondents as shown by the mean of 3.89. This implies that the program is conducting activities required along this area.

3 The Comparison of the assessment of the respondents on the extent of compliance of the BS Criminology



1. LABORATORY

Table 5.

Test of Difference among the Assessment of the Three Groups of Respondents along Laboratory

Items	t_c	F_c	P	Decision
Computer Laboratory		6.02	0.0154	Reject Ho
<i>Post hoc</i> Alumni & Students	3.31		0.0062	
Alumni & Faculty	2.56		0.0252	
Chemistry Laboratory		10.51	0.0014	Reject Ho
<i>Post hoc</i> Alumni & Students	4.39		0.0005	
Alumni & Faculty	3.34		0.0045	
Crime Laboratory		19.90	0.0005	Reject Ho
<i>Post hoc</i> Alumni & Students	6.21		0.0002	
Alumni & Faculty	4.05		0.0029	
Forensic Chemistry Laboratory		16.78	0.0009	Reject Ho
<i>Post hoc</i> Alumni & Students	5.09		0.0007	
Alumni & Faculty	4.94		0.0008	

$\alpha = 0.05$

As shown in the above table, there is a significant difference on the assessment of the three groups of respondents on laboratory such as Computer, Chemistry, Crime and Forensic Chemistry as indicated by the computed p-values lesser than the 0.05 level of probability, hence the hypothesis is rejected.

The post hoc analysis shows that for computer laboratory a significant difference exist between the assessment of alumni & students ($P=0.0062$) and that of the assessment of alumni & faculty ($P=0.0252$). Along Chemistry laboratory, the difference exist between that of alumni and students ($p=0.0005$) and alumni and faculty ($P=0.0045$). Likewise on Chemistry ($P=0.0002$, $P=0.0029$) and Forensic Chemistry laboratory ($P=0.0007$, $P=0.0008$) where the same groups of respondents show significant difference respectively. This implies that the respondents assessed the compliance on the set policies and standards of the Commission on Higher Education differently along laboratory.



2. STUDENT PERSONNEL SERVICES

Table 6. Test of Difference among the Assessment of the Three Groups of Respondents along Student Personnel Services

Items	t_c	F_c	P	Decision
Admission and Retention		101.96	6.56E-07	Reject Ho
<i>Post hoc</i> Alumni & Students	9.56		5.18E-06	
<i>Faculty & Students</i>	13.97		2.09E-07	
<i>Alumni & Faculty</i>	4.40		0.0017	
Academic Loads		13.14	0.0064	Reject Ho
<i>Post hoc</i> Alumni & Students	3.51		0.0126	
<i>Faculty & Students</i>	4.99		0.0025	
Guidance and Services		9.63	0.0009	Reject Ho
<i>Post hoc</i> Faculty & Students	2.93		0.0073	
<i>Alumni & Students</i>	4.29		0.0003	

$\alpha = 0.05$

There is a significant difference on the assessment of three groups of respondents on student personnel services such as Admission and Retention, Academic Loads and Guidance and Services as shown by the computed p-values lesser than the 0.05 level of probability ($P=6.56E-07$, $P=0.00064$ & $P=0.0009$) respectively, hence the hypothesis is rejected.

When subjected to post hoc analysis, the following groups spelled out the difference: Alumni & Students, Faculty & Students, and Alumni & Faculty for admission and retention.

Along academic loads and guidance services, post hoc analysis also showed significant differences between alumni and students likewise faculty and students. This implies that the respondents evidently manifested varied assessment along student personnel services.



3. PHYSICAL PLANT AND FACILITIES

Table 7. Test of Difference among the Assessment of the Three Groups of Respondents along Physical Plant and Facilities

Items	t_c	F_c	P	Decision
Building		40.26	3.56E-7	Reject Ho
<i>Post hoc</i> Alumni & Students	6.05		1.31E-05	
<i>Faculty & Students</i>	8.52		1.53E-07	
<i>Alumni & Faculty</i>	3.58		0.0023	
Classrooms		16.38	0.0001	Reject Ho
<i>Post hoc</i> Alumni & Students	4.00		0.0010	
<i>Faculty & Students</i>	5.28		0.0001	
<i>Alumni & Faculty</i>	2.32		0.0337	
Chairs or Tables		3.52	0.0628	Accept Ho
Sports Facilities		0.77	0.4855	Accept Ho

$\alpha = 0.05$

As shown in the above table, there is a significant difference on the assessment of the three groups of respondents on physical plant and facilities along building and classrooms as indicated by the computed p-values lesser than 0.05 level of probability, hence the hypothesis is rejected. On the other hand, respondents did show not any significant difference along chairs or tables and sports facilities, hence the acceptance of the hypothesis.

Post hoc analysis shows that for building and classrooms a significant difference exists between alumni & students, faculty & students and alumni & faculty respectively. This means that the respondents showed dissimilar assessments along physical plant and facilities.

4. COMMUNITY EXTENSION SERVICES

Table 8. Test of Difference among the Assessment of the Three Groups of Respondents along Community Extension Services

Items	t_c	F_c	P	Decision
Priorities and Relevance		33.47	1.27E-06	Reject Ho
<i>Post hoc</i> Students & Faculty	4.60		0.0003	



<i>Alumni & Faculty</i>	4.08		3.16E-7	
<i>Alumni & Students</i>	3.26		0.0046	
Planning, Implementation, Monitoring and Evaluation of the Extension Project		112.78	3.71E-10	Reject Ho
<i>Post hoc Alumni & Faculty</i>	2.42		2.23E-09	
<i>Alumni & Students</i>	11.93		7.32E-10	
Funding and Other Resources		1.10	0.3791	Accept Ho

$\alpha = 0.05$

The preceding table shows that there is a significant difference on the assessment of three groups of respondents on community extension services as manifested by a lesser computed p-values than the 0.05 level of probability along priorities and relevance and on planning, implementation, monitoring and evaluation of the extension project ($P=1.27E-06$ & $P=3.71E-10$), hence the rejection of the hypothesis. However, no significant difference was observed for funding and other resources as assessed by the respondents.

The post hoc analysis for priorities and relevance shows a significant difference between students & faculty, alumni & faculty and alumni and students. Along planning, implementation, monitoring and evaluation of the extension project, the difference exist between that of alumni & faculty ($P=2.23E-09$ and alumni & students ($P=7.32E-10$). This means therefore that the respondents demonstrated unlike evaluation along community extension services.

The problems encountered by the program in terms of its compliance to the Policies, Standard and Guidelines prescribed by CHED.

As assessed by the respondents the problems are inadequacy in the following: laboratory rooms, equipment and facilities; instructional materials; researches conducted; buildings, rooms, chairs and tables; and library collections.

CONCLUSION AND RECOMMENDATIONS

Based on the assessment obtained from the respondents, namely: students, alumni, and faculty, and based on existing records, the Bachelor of Science in Criminology of Isabela State University Cabagan Campus met the minimum standards as mandated by the Commission on Higher Education;



hence it is allowed to operate. To sustain its operation, the university is continuously updating and upgrading its facilities and other resources to cope with CHED policies and standards.

Henceforth, the following are recommended: the university shall create a separate college or institute specifically for Criminal Justice Education; the faculty teaching professional subjects must pursue graduate studies in line with their profession; instructional materials should be produced and developed to enrich teaching methodologies; the university shall procure additional recently authored professional books; faculty members shall conduct researches in line with their specialization and must be published in journals; provision of additional well-equipped laboratory; hiring of additional guidance counselor; construction of additional classrooms and provisions of sports facilities; and the program shall establish new linkages and the extension program activities shall be based on the problems and needs of the community.

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