

Criminal Justice Education Quality Assurance and Program Standard: Implications from a Document Analysis of SUCs Evaluation Reports

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Abstract: Criminal Justice Education Quality Assurance and Program Standard: Implications from a Case Study of SUCs Evaluation Reports. Objectives: This study described the areas of deficiencies and compliance with the program standard as the basis for the Certificate of Program Compliance (COPC) issuance for Criminal Justice Education (CJE). **Methods:** Document analysis was the research method utilized in this study to examine the quality assurance and program standard deficiencies and compliance of six state colleges and universities (SUCs) with CJE programs in Region 9 of the Philippines. The data used for this study were the evaluation reports submitted by the Regional Quality Assurance Team (RQAT) after each onsite inspection conducted in 2020, 2021, and 2022. **Findings:** Results from the evaluation reports identified commonalities in the deficiencies noted and the recommended corrective actions. **Conclusion:** Based on the findings, physical facilities, laboratory holdings, and library holdings appear to be the areas that require improvement among SUCs.

Keywords: program standard, quality assurance for criminal justice education, certificate of program compliance.

Abstrak: Penjaminan Kualitas dan Standar Program Pendidikan Peradilan Pidana: Implikasi dari Studi Kasus Laporan Evaluasi SUCs. Tujuan: Studi ini menggambarkan bidang kekurangan dan kepatuhan terhadap standar program sebagai dasar penerbitan Sertifikat Kepatuhan Program (COPC) untuk Pendidikan Peradilan Pidana (CJE). **Metode:** Studi kasus analisis dokumen adalah metode penelitian yang digunakan dalam penelitian ini untuk menguji penjaminan mutu dan kekurangan standar program serta kepatuhan Sekolah Tinggi dan Universitas Negeri (SUC) dengan program CJE di Wilayah 9, Filipina. Data yang digunakan untuk analisis ini berasal dari laporan evaluasi yang disampaikan oleh Tim Penjaminan Mutu Regional (RQAT) setelah setiap inspeksi lapangan dilakukan pada tahun 2020, 2021, dan 2022. **Temuan:** Hasil dari laporan evaluasi mengidentifikasi komunalitas dalam defisiensi yang dicatat dan tindakan korektif yang direkomendasikan. **Kesimpulan:** Berdasarkan temuan tersebut, fasilitas fisik, kepemilikan laboratorium, dan kepemilikan perpustakaan tampaknya menjadi area yang membutuhkan perbaikan di antara SUC. Terakhir, hasil penelitian membantu sekolah memenuhi requ.

Kata kunci: standar program, penjaminan mutu pendidikan peradilan pidana, sertifikat kepatuhan program.

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■ INTRODUCTION

For higher education institutions (HEIs) to develop into mature institutions, they need to take on the challenge of maintaining, enhancing, and protecting the quality of their programs, and this requires them to adopt a mentality that prioritizes quality assurance (QA). Quality assurance (QA) is a critical aspect of higher education institutions' (HEIs) development and maturity. It is a process of evaluating, monitoring, and improving the quality of education provided by HEIs, which includes the curriculum, faculty, facilities, and student outcomes. Adopting a mentality that prioritizes QA enables HEIs to take on the challenge of maintaining, enhancing, and protecting the quality of their programs and ensure they are providing the highest quality education possible to their students. HEIs that prioritize QA typically have a culture of continuous improvement, where they are constantly evaluating and revising their programs to ensure they meet industry standards and best practices. This can include regular program reviews, accreditation processes, and assessments of student learning outcomes.

One way in which the quality of higher education safeguarded is through accreditation, which may also be used as a yardstick by which to evaluate a school's intellectual prowess. Indirectly, it can affect how well these institutions fare in global rankings because they receive scholarly acclaim and government recognition for reaching these norms. Accreditations not only boost an institution's credibility in the market, but they also allow for constant assessment of and tweaks to the product's quality. It adds value through a critical set of recommendations based on an in-house analysis and an outside review (Acevedo-De-los-Ríos & Rondinel-Oviedo, 2022). To ensure that there is quality for the HEIs the performance of students, syllabi, lecturers, and student-support services, in addition to the

administrative and financial standing of the institution, are among the internal components that are typically evaluated (Ostime, 2019; Pham, 2018). Accreditation is crucial on both the internal level of the institution and the external local and global levels. It has shown a major impact on quality according to students, professors, and institutions (Acevedo-De-los-Ríos & Rondinel-Oviedo, 2022).

Quality Assurance is fundamental in pursuit of quality in Higher Education Institutions (HEIs). It has a vital role in the success of higher education institutions. It is focused on developing and managing educational programs and services thus, enabling them to attain standards comparable to the nation regional and international higher education. In the world of higher education, there are two different ways to think about quality (Barnett, 1992; Ryan, 2011). The first problem is that many academics have unspoken ideas about the worth and ownership of their intellectual property. Rather than the results themselves, the focus here should be on the kind and caliber of the contributions made by members of the higher education community. The other is the academic community's unspoken assumptions about the worth and ownership of ideas. It is not the results of higher education that are at issue, but rather the nature and quality of the contributions made by its members. Higher education is viewed as a product with inputs and outcomes in the performance idea, the other understanding of quality. According to this concept, performance indicators are the best way to assess the value of the institution. However, it was thought that the procedure in quality assurance was not only burdensome but also time-consuming and expensive, which resulted in the institution not making any meaningful adjustments (Pham, 2018). In addition, Weir (2009) suggest that universities incur substantial costs and time commitments to ensure compliance with external

quality assurance. The universities did not receive any extra money to help them fulfill their external commitments. They worried that external compliance operations were taking up too much time from managers, administrators, and professors. Audit fatigue was cited by certain university administrators as a problem within their workforce. Furthermore, the problem of a shortage of human resources is also considered as one of the obstacles that must be overcome in order to ensure quality in higher education (Waheed, 2018).

Accreditation systems have been developed in a number of countries in order to improve the quality assurance approach. Some examples of these accreditation systems include Indonesia's National Accreditation Agency for Higher Education (NAAHE), Malaysia's Malaysian Qualifications Agency (MQA), and the Philippines' Commission on Higher Education (CHED) (Mochtar & San, 2020). Due to rising concerns about the quality of programs and services provided by higher education institutions considering factors such as global competitiveness, internationalization, and ASEAN integration, CHED is placing a greater emphasis than in the past on quality assurance in higher education. CHED has created quality assurance tools that HEIs can use to enhance their internal quality assurance systems and showcase their excellence at the institutional and program levels to guarantee quality assurance and enhancement in the higher education sector of the Philippines. To make sure the program is good and meets the minimum standards set by the commission, CMO 14, Series of 2019 was released as guidelines for the issuance of Certificate of Program Compliance (COPC) and Government Recognition.

Following this, the Commission (CHED) ordered all Philippine HEIs to offer added courses aside from what is required by the PSG.

The integration of peace studies and education into the relevant curricula for higher education was mandated by CMO no. 1 series of 2019, which took effect in 2019. In addition, CHED Memorandum Order (CMO) No. 39 series of 2021 added courses titled "Physical Activity Towards Health and Fitness" (PATHFIT 1 to 4). Similarly, standard for the student internship program for HEIs was set forth under CMO 104 series of 2017. Aside from this, CMO No 22 series of 2021 set the minimum standard for libraries for HEIs across all programs to ensure the quality of service offered to students. HEIs were also mandated to comply with the minimum standard on CMO No 09 series 2013 the enhance policies and guidelines on student affairs and services. Lastly, compliance with Republic Act No. 6541, the National Building Code of the Philippines is part of the quality assurance in the HEIs.

The Certificate of Program Compliance (COPC) certifies that the degree programs provided by State Universities and Colleges (SUCs)/Local Universities and Colleges (LUCs) are in complete compliance with CHED policies, standards, and guidelines (PSGs). On the other hand, Government Recognition (GR) certifies that Private HEIs (PHEIs) are compliant with the minimum standards under the PSG of a program. The issuance of COPC/GR shall be obtained from CHED to guarantee that the SUCs/LUCs'/PHEIs current programs are of the highest caliber. Moreover, Policies, Standards and Guidelines (PSGs) for criminal justice education was in placed to ensure that the program has its own standards distinct from other courses outside the realm of criminal justice. The quality of criminal justice education in the Philippines has been guaranteed with the release of CMO no. 05 series of 2018 PSG for a Bachelor of Science in Criminology and CMO no. 06 series of 2018 PSG for a Bachelor of Science in Industrial

Security Management. Across these programs, areas such as administration, faculty, Physical facilities, Laboratory, Instructional Standards, Curriculum, Library, and research are common, except board performance for Bachelor of Science in Criminology. By virtue of the PSGs, the programs should adhere on strict compliance to the identified areas as part of the minimum standards. In addition, the curriculum is one of the aspects that need to be assessed; therefore, subjecting it to inspection and evaluation would be of great assistance in ensuring that for compliance of the minimum standard set for the program (Liu, 2020).

The strategic approach to QA, according to CHED, also entails building HEIs' capacity to design and deliver high-quality programs that meet Philippine needs and meet standards that are on par with those of universities or HEIs in other nations with which the Philippines competes in international markets. Quality, as defined by the Commission (CHED, 2017), is the achievement of exceptional outcomes in learning and service and the development of a thriving institutional culture, as evidenced by positive evaluations from stakeholders. Quality of education as a fitness for purpose, as indicated by excellence or distinction, and as a transformative notion in its CMO No. 46, series of 2012. Quality is defined from three perspectives: quality as a "job fitness" used by other organizations to measure and accredit by translating the institution's intent, mission, and goals into learning results, programs, and systems; quality as "exceptional" means distinguishing oneself, meeting exceptionally high standards, or complying with regulations. In terms of quality as fitness for purpose, CHED stressed that HEIs should show vertical articulation in how they translate their visions, missions, and goals into their total academic performance. Similarly, quality, as indicated by excellence or distinction, relates to a HEI's ability to perform beyond the CHED's

minimum standards. Quality as a transformative idea relates to HEIs' excellence culture. Meaning, quality of education must be shown by how HEIs operate as academic institutions and create graduates who can compete worldwide (Licuanan, 2016; RA 7722, CMO 46, s.2012).

Given all the circumstances and requirements, it becomes a struggle for the faculty and the administration of the program to follow the minimum standard to ensure its quality. Therefore, the purpose of this research is to fill in the gaps on how HEIs handle the obstacles associated with quality assurance to obtain COPC/Government Recognition for Criminal Justice Education Programs. The objective of this study is to describe the common deficiencies associated with the compliance of the issuance of Certificate of Program Compliance (COPC) among State Universities and Colleges (SUCs) in the Philippines. This may involve identifying the areas where SUCs struggle to meet the standards and guidelines set by the Commission on Higher Education (CHED) for COPC. In addition, it aims to describe the common recommended intervention for the HEIs in compliance to noted deficiencies.

■ METHODS

Research Design and Procedures

A descriptive single-case study utilizing document analysis as a method for describing noted deficiencies and interventions common among SUCs with the Criminal Justice Education Program. By using a descriptive single case study research method, the researcher can provide a detailed examination of the specific areas of deficiencies in criminal justice education at a single HEI and provide recommendations for improvement. This research method can also be useful in understanding the complexities of a specific situation and providing a context-specific understanding of a problem (Massaro et al.,

2019). Further, this case study utilized the Regional Quality Assessment Team (RQAT) evaluation report as a source of vital information and as the basis for the document analysis. These documents were prepared by the RQAT team and submitted to the CHED Regional Office IX as the basis for the issuance of a Certificate of Program Compliance (COPC).

Ethical Considerations

Even though the documents utilized in this study are public documents, the researcher observed ethical considerations. This includes ensuring that the information is used for research purposes only, obtaining consent before accessing the documents, and maintaining the confidentiality and privacy of any sensitive information. Additionally, the researcher also ensured that the work did not harm the rights or well-being of any individuals or groups. Prior to the gathering of the data needed, research was requested from the office of the education supervisor for criminal justice education to utilize the document in analyzing the common deficiencies and possible interventions to be done in maintaining quality in criminal justice education. Researchers made an effort throughout the study

to be objective, sensitive, and strike a balance between the two (Bowe, 2009). Also, as part of the rigors of qualitative studies, the research also ensured that the criteria of credibility, saturation, confirmability, meaning in context, recurrent patterning, and transferability have been observed (Cypress, 2017).

Document source and sampling

In this study 6 evaluation reports from six (6) HEIs was utilized. The six HEIs were subject to CHED inspection from 2021 onwards as shown in Table 1. Also it should be noted that SUC with several campuses but having a separate visits was considered as an SUCs in this report. The evaluation criteria of the documents to be included as source of vital information is set by the researcher includes: RQAT evaluation documents was utilized for the issuance of COPC, the report must be issued from 2021 onwards, and documents must be a product of onsite evaluation and inspection. These criteria ensure that the information in the documents is relevant, up-to-date, and reliable for the research being conducted. Additionally, the use of the RQAT evaluation and the requirement for onsite inspection ensures that the information is based on direct observation.

Table 1. Document codes for each suc

SUC Code	Date of inspected	SUC Classification	No. of Pages	Location
SUC 1	July 14-15, 2022	University	13	Region IX, Philippines
SUC 2	November 9-10, 2021	University	12	Region IX, Philippines
SUC 3	October 21-22, 2021	University	11	Region IX, Philippines
SUC 4	October 19-20, 2021	University	12	Region IX, Philippines
SUC 5	August 27-28, 2021	College	11	Region IX, Philippines
SUC 6	October 27-28, 2021	University	13	Region IX, Philippines

Research Instrumentation

Prior to document analysis the researchers formulated questions to be addressed in this study based on the intended outcomes. These

questions were evaluated and validated by 3 field experts in quality assurance for criminal justice and found fit for use. The questions that were used in evaluating the reports contain three main

questions, namely: what are the common deficiencies noted in the evaluation reports?, what are the common findings and recommendations for the SUCs to comply with the program standards?, and what possible categorizations can be formulated from the result of the documentary analysis?

Data Analysis

Document analysis was utilized to process the data acquired following the guide provided by Karppinen & Moe (2019), which comprises: a. the research design and identification of potentially relevant document types and sources; b. accessing, collecting, and sampling of the documents; and c. conducting content analysis. Further, in proceeding to the analysis, the researcher read the material, extracted the significant information, and analyzed the data (Dalglish et al., 2020). In the analysis phase the researcher utilized Yin's (2014) procedures. The researcher coded and categorized the data, examined the characteristics of each category, and sequenced the data. The coding process was used in this research to organize and classify data in a systematic and meaningful way. In this case, the researcher has assigned numerical codes (1, 2, 3, 4, 5, and 6) to the identities of higher education institutions (HEIs) and their documents. This allows the researcher to easily identify and track specific data related to each HEI and its documents, and to organize and analyze the data in a consistent manner. The codes were kept confidential and not linked to the real identities of the HEIs to ensure anonymity and protect their privacy.

■ RESULTS AND DISCUSSION

The Commission on Higher Education (CHED) conducts evaluations of educational programs to ensure that they meet certain standards and meet the needs of the students and the industry. These evaluations are used to

determine if a program should be granted a Certificate of Program Compliance (COPC). The areas of evaluation that CHED typically looks at include the program's curriculum, faculty, facilities, and outcomes. In this aspect analysis the data will be presented into two categories as noted deficiencies and recommended compliances. Further, areas are categorized into a. Administration & Faculty complement; b. Curriculum and Instructional Standards; c. Physical facilities, Laboratory and Library; d. Research, Extension & Board performance.

Administration & Faculty complement

The Administration and Faculty complement area is a critical aspect of the evaluation process conducted by the Commission on Higher Education (CHED) for State Universities and Colleges (SUCs), particularly for specific fields like Criminology/Criminal Justice Education. The evaluation process starts with evaluating the organization and governance structure of the institution, with a specific focus on the roles and responsibilities of the Dean of the college of Criminology/Criminal Justice Education. This includes assessing the Dean's ability to effectively lead and manage the college, including their ability to provide strategic direction, manage resources, and promote collaboration among faculty members. Additionally, the education, training, years of experience and specialization of the Dean in the field of Criminology/Criminal Justice Education are also evaluated to ensure that the Dean has the necessary knowledge and expertise to lead the college.

Program administration

In the evaluation report on onsite inspection among SUCs during the COPC onsite inspections common results specify that the head of the department must finish their appropriate graduate studies: Based on the documents presented, vertical alignment of the designated

Dean in the College of Criminal Justice Education is recommended pursuant to CMO 05, Series of 2018 (SUC 1). The designated Program Head should finish her graduate studies the soonest to meet the minimum requirement in order to comply the requirements under CMO 05, Series of 2018 (SUC 2).

In addition to this report, it was noted that in consonance with the CMO 05, PSG for Criminology, onsite visits that in terms of program administration, the structure of the college should conform with the separation as distinct and separate college. The program administration of this campus for a distinct and separate college of CCJE does not comply with the standards of CMO 05, series of 2018 (SUC 6). Pursuant to the PSG of Criminology Education (CMO 5, S. 2018), the program must be a distinct and separate college and headed by a Ph.D. holder in Criminology (SUC 3).

Faculty complement

The faculty complement of a school or department refers to the total number of faculty members within that school or department. This can include full-time and part-time faculty, as well as tenured and non-tenured faculty. Some of the factors that can be considered when evaluating the faculty complement of a school or department, but the specific criteria of the PSG of the program. In this case, CMO 05, series of 2018 issued by CHED served as the basis of the COPC onsite evaluation.

In this case, the Commission on Higher Education (CHED) Memorandum Order (CMO) 05, series of 2018 served as the primary reference and guide for the onsite evaluation for COPC issuance. This memorandum order outlines the policies, guidelines, and guidelines for the BS Criminology Program evaluation of higher education institutions in the Philippines. It includes the standards and criteria for evaluating the

different aspects of Criminology program, such as the faculty complement, facilities, and curriculum. By using CMO 05 as the basis for the evaluation, the COPC team can ensure that the evaluation process is consistent, objective, and aligned with the regulations and guidelines set by CHED.

The report of the inspection with regards to the faculty complement of the SUCs involved in this study show similarities when it comes to deficiencies on subject loads. Fifty percent (50%) of the professional subjects must be taught by full time faculty members as prescribed in the CMO 5, s. 2018 (SUC 2). As of this evaluation, the full-time faculty members of the college do not conform with the 50% requirement of Professional subjects which must be taught by full-time faculty (SUC 3).

For the educational advancement of the faculty, recommendations mostly focuses on the completion of the graduate studies and pursue specialization courses were common suggested findings during the visit. Faculty members should fast-track the completion of their Master's degree, and the Campus should provide counterpart assistance and reinforcement (SUC 2). Send faculty to forensic specialization training to handle the forensic chemistry course (SUC 1). Faculty members handling Criminalistics must have at least two (2) years relevant trainings on the subjects they are handling (SUC 3). Send faculty members for enhancement training in criminalistics for continuing professional development and for subjects they are handling (SUC 6).

However, common to all SUCs findings during the visit was the expired licenses of the faculty in the Criminology program. Based on the recommendation, the RQAT suggested: Professional licenses should be renewed on time (SUC 6). Submission of renewed professional identification cards of the faculty with expired licenses (SUC 1). Lastly, to address the

deficiencies on the faculty complement among SUCs remarks from the reports shows recommendations: There is a Faculty Development Program submitted, however, there are lacking areas which need to be included (SUC 1). In compliance of the above recommendation, submit the notarized updated Faculty Development Program (FDP) to include the Faculty Enhancement Training for the faculty teaching Criminalistics (SUC 2). Prepare and submit Faculty Development Program of the college with the inclusion of all the noted deficiencies and all areas for professional advancement of the faculty members. (SUC 4)

Curriculum and Instructional Standards

Curriculum and instructional standards refer to the set of guidelines and expectations that govern the design and delivery of educational content and instruction in a particular in criminology. These standards may include specifications for course content, learning objectives, assessment methods, and instructional methods, which conforms to the Outcomes Based Education (OBE) as well as guidelines for the qualifications and training of instructors. In the context of a Criminology program, curriculum and instructional standards would ensure that students are exposed to a broad and comprehensive range of knowledge and skills related to the field of criminology, and that they are taught by instructors who have the appropriate expertise and qualifications.

Curriculum

The CMO (Curriculum and Guidelines for BS in Criminology) 5 series of 2018, also known as the Program Standards and Guidelines (PSG) for BS Criminology, is a set of guidelines and expectations that govern the design and delivery of educational content and instruction in the field of Criminology. These standards were set by the government of Philippines which will ensure that

students are exposed to a broad and comprehensive range of knowledge and skills related to the field of criminology, and that they are taught by instructors who have the appropriate expertise and qualifications. The PSG for BS Criminology outlines the specific coursework, learning objectives, and competencies that students are expected to meet in order to graduate with a degree in criminology.

Result of the evaluation have shown that all the SUCs subject in this research were compliant with the standard for the BS Criminology Program as shown: Compliance on the Curriculum both professional subjects and general education in accordance to CMO no. 5 series of 2018 and CMO 20 series of 2013, respectively (SUC 1). The current curriculum is in accordance with CMO 21, s. 2005 and CMO 05. S 2018 (SUC 2). Within the minimum standards of the PSG of CMO 21, s. 2005 & new CMO 5, s. 2018 (SUC 3). However, to ensure the quality and the curriculum is relevant with the demand of the industry, evaluation reports suggested that: During the curriculum enhancement, invite representative from the stakeholders, alumni, Tri-bureau, other law enforcement agencies and industry for this activity (SUC 5). Adoption of the enhanced curriculum shall be in gradual implementation upon approval of the BOR (SUC 4). Submit a copy of the curriculum for CHED's affirmation (SUC 1). The enhanced curriculum of the BS Criminology program should be implemented gradually (SUC 6).

Further, for the curriculum enhancement is the process of updating and improving the content and structure of a college's curriculum. It is typically done every 4 years and involves input from a variety of stakeholders, including representatives from other academic institutions, alumni, industry professionals, and law enforcement agencies. Inviting representatives from these groups to participate in the curriculum enhancement process can ensure that the

curriculum remains relevant and aligned with the needs of the field. Curriculum enhancement may be done in the college every (4) years. Invite representatives from other academe, stakeholders, alumni, Tri-bureau, other law enforcement agencies, and industry for this activity (SUC 1).

Instructional Standards

Instructional standards ensure the quality and consistency of education by including guidelines such as clear and aligned syllabus, institutional linkages for real-world experience, and appropriate ratio of technical instructors to students. These standards help ensure education provided is of high quality and aligned with the needs of students, industry, and other stakeholders. Some of the evaluation recommendation for the improvement of the instructional standards: Add references or resources for further readings in the syllabus (SUC 1). The School of Criminal Justice Education should develop linkages for the Fundamentals of Marksmanship, First Aid and Water Safety, and enter into a Memorandum of Agreement (MOA) while the institution is still in the transition period of procurement (SUC 2). Memorandum of Agreement are evident (SUC 4). Syllabus for all subjects are provided with CILOs and curriculum mapping (SUC 5). Increase the number of years or terms stipulated in the Memorandum of Agreement (MOA) or Memorandum of Understanding (MOU) for Institutional Linkages (SUC 6). Develop Internship Manual aligned with the CMO 37, Series of 2010 and CMO 104, Series of 2017 (SUC 2).

Physical facilities, Laboratory and Library

Physical facilities, laboratory and library are integral components of an educational institution that play a vital role in fostering an engaging and dynamic learning environment for students.

Physical facilities

The physical facilities for forensic subjects at the educational institution play a crucial role in providing students with the resources and support they need to achieve their academic goals. However, the evaluation revealed several deficiencies in these facilities that impede the ability of students to access the necessary resources and support. These deficiencies include insufficient space, inadequate storage, unsafe conditions, lack of equipment, and inadequate infrastructure. These issues, if not addressed, could negatively impact the students' learning experience, and it is important to take immediate action to rectify these deficiencies in order to provide students with the necessary resources and support to achieve their academic goals. Based on the result it can be rectified by: Repair of dilapidated building structure such as the tiling, repainting, ceiling and broken windows (SUC 1). Submit notarized Annual Procurement Plan and Project Procurement Management Plan (PPMP) for the purchase of materials and improvement of the physical facilities for the Criminalistics Laboratory subjects: Photography, Dactyloscopy, Forensic Ballistics, Questioned Documents, Lie Detection and Forensic Chemistry and other laboratory requirements for all PEs, with three (3) years timeline for the compliance of the requirements (SUC 2). There is a need for the permanent martial arts and crime scene rooms (SUC 3). The designated gymnasium area for the martial arts should be improved with the following recommendation, to wit: Rules and regulations must be displayed at the gym. Setting up of specific dressing room each for martial arts male and female students (SUC 4). One-way mirror shall be installed, and mugshot height chart posters and art prints shall be posted in wall (SUC 5).

Laboratory

The laboratory, as an integral component of the educational experience, is essential for the

development of critical thinking, problem-solving and experimentation skills. To ensure the safety and efficacy of the laboratory setting, it is imperative that a set of guidelines be established and adhered to. These guidelines should include measures to ensure safety in the use of the laboratory, including guidelines for the handling of equipment and chemicals, proper disposal of hazardous materials and emergency procedures. Additionally, it is necessary to establish protocols for the maintenance and calibration of laboratory instruments on a regular basis. These protocols should include regular inspections of equipment, troubleshooting and repairs when necessary, and calibration of instruments to ensure accurate measurements. The acquisition of additional laboratory apparatus, and the periodic procurement of laboratory consumables are also crucial for the effective functioning of the laboratory. The laboratory custodian should be designated to take charge of the basic maintenance of the equipment and apparatus, this person will be responsible for maintaining the laboratory equipment, ensuring that it is in good working condition, and maintaining inventory of laboratory consumables. These measures are essential for ensuring that the laboratory is a safe and effective learning environment.

Some of the notable deficiencies and recommendation for laboratory are presented in the reports such as: Criminalistics subjects must be provided with permanent laboratory rooms for hands-on activities. There should be designated laboratory custodian for the Criminalistics subjects who will take charge in the safekeeping of all the equipment. Laboratory rules must be conspicuously displayed at the laboratory (SUC 3). Safety rules and procedures must be displayed in all laboratory rooms in Criminalistics (SUC 4). Procurement/purchase of all other laboratory facilities under CMO 25, series 2005 (SUC5). Provide consumable for student's laboratory activities (SUC 6). Provide safety rules & regulations in handling chemicals for forensic

chemistry and apparatus for the forensic chemistry laboratory; Rules must be conspicuously displayed in laboratory rooms (SUC 5). Provide air conditioning units for Criminalistics laboratory for the protection of the equipment/apparatus (SUC 2). Approval of the laboratory manual from the BOR highly suggested. There should be a separate storage room for laboratory chemicals that may emit hazardous fumes and vapor (SUC 1).

Library

In an academic setting, the qualifications of librarians are of paramount importance in ensuring access to a well-stocked and well-maintained library. They play a critical role in maintaining and updating the library's resources and facilities, and providing assistance with research and information literacy. They should be knowledgeable about library science and able to provide the appropriate support and guidance for students and faculty. A collection of at least 3 titles per subject, 5 copies of each title within a 10-year period, 20% of books published within the last 4 years, subscriptions to both international and local journals, magazines, and articles and access to electronic databases and other online resources are also essential for ensuring that students have access to the necessary materials to complete their coursework and conduct research, and stay current with the latest research and developments in the field. All these elements are critical for ensuring that students and faculty have the resources and support they need to excel in their studies and research. Additionally, it is important to have an adequate number of staff to cater to the needs of students and to maintain a spacious library that is comfortable and conducive to learning. This includes providing ample seating and study spaces, as well as quiet areas for individual study and research.

Based on the evaluation reports, some areas of which library can be improved as specified: Conduct research to improve library

and information service and operation shall be institutionalized. Formulation of development/strategic plan to ensure continuous improvement of programs, resources and services and conduct annual in-house evaluation (SUC 1). Additional budget for the acquisition of the required titles and copies of the library holdings for BS Criminology program of the latest edition to include journals and other related library resources like e-books (SUC 2). Expansion and renovation of library building that could cater more than 20% of the total enrolment at any given time and could house the state-of-the-art learning common facilities (SUC 3). Procure additional number of copies of International Journal related to Criminology issues and the provide the print copies of all online subscription of international and local journals (SUC 4). Book reviewers and other review materials for the Criminologists Licensure examination (CLE) is highly recommended to be included in the library holdings (SUC 5). Hire additional licensed librarian at least (1) and additional staff to equate the number of library users (SUC 6).

Research, Extension & Board Examination Performance

Research

Research activities in the fields of Criminology, Police Administration, Criminal Justice, Security and Safety Management, Corrections and Jail Management, and other allied fields provide opportunities for both students and faculty to gain a deeper understanding of the subject matter, develop critical thinking, problem-solving and analytical skills, and contribute to the advancement of knowledge in the field. These research activities give students hands-on experience in conducting research, analyzing data, and applying theoretical concepts to real-world problems. Furthermore, it provides students the opportunity to develop the skills necessary to

become successful researchers, practitioners, and policy makers. In addition, faculty research outputs are also evaluated as part of the academic institutional plan. This is important for ensuring that research program is meeting the needs and goals of the institution, contributing to the advancement of knowledge in the field and to the professional development of faculty and students. Regular evaluations of the research program and faculty research outputs are conducted to identify areas for improvement and provide resources and support for faculty to conduct research, and opportunities for students to engage in research activities.

Based on document reports, recommendations for the area of research was given: There is an existing research agenda however, revision should be done to align in the current needs of the criminology industry and criminal justice sector e.g. Sustainable Development Goals, Harmonized National R&D Agenda 2022-2028, National Integrated Basic Research Agenda (NIBRA) (SUC 1). Develop research outputs of faculty and students for publication. Faculty must adopt the culture of research and have it published (SUC 2). Encourage faculty members to continuously adopt a culture of research and publication for professional advancement (SUC 4). Encourage faculty and students to join in the research presentation fora (SUC 5).

Extension

An extension program is a set of activities aimed at providing information, education, and technical assistance to people and communities outside of the traditional academic setting to bring the benefits of research and education to the public and help communities solve problems and make informed decisions. A memorandum of agreement (MOA) can be used to increase institutional linkages and enhance the impact and effectiveness

of the extension program by formalizing partnerships between the academic institution and community organizations, government agencies, and private businesses, providing access to new resources, expertise, and networks, and building stronger relationships between the academic institution and the community. There are available Memorandum of Agreements (MOAs) with the different agencies for the Criminology Internship Program (SUC 2). Increase the number of years or terms stipulated in the Memorandum of Agreement (MOA) or Memorandum of Understanding (MOU) for Institutional Linkages (SUC 6).

Board Examination Performance

In an academic setting, the performance of students on board exams is an important indicator of the quality of education provided by an institution. A consistently remarkable and significant record higher than the National Passing Percentage in the Criminologist Licensure Examination for the last 5 years is a positive indication that the institution is providing a high-quality education. To improve the board rating, institutions can implement various intervention programs such as providing additional review classes, hands-on training and simulations, regularly monitoring the progress of students and identifying areas where they may need additional support, and partnering with successful and experienced professionals in the field to provide mentorship opportunities and up-to-date information on the latest trends and developments in the field. Overall, it is important for institutions to implement multiple strategies and continuously evaluate their effectiveness in order to achieve the best results in board exams. Continue to maintain and sustain the Board Performance with the best practices of the administration and of the college on culture of hard work and dedication to instructional delivery as key indicators of this

accomplishments (SUC 1). The board performance of the Campus is commendable for the last four (4) years which attributed to the quality instruction of the faculty and a significant indicator of good practices in teaching-learning engagements (SUC 2). Develop intervention program to strengthen the board examination results such as review or even holding a remediation class for the graduating students (SUC 3). The disparity in board exam scores over the last five years is obvious. As a result, remediation to increase the passing percentage is strongly advised (SUC 4). Develop a sustainable intervention program to strengthen the board examination results such as conducting review/enhancement or even holding a remediation classes for the graduating students (SUC 6).

■ CONCLUSIONS

The objective of the study is to identify and describe the common deficiencies that state universities and colleges (SUCs) from meeting the requirements for COPC issuance in the Philippines. This study has analyzed evaluation document reports of onsite inspection of State College and Universities offering programs under Criminal Justice Education (CJE) conducted by the Regional Quality Assessment Team (RQAT) of Region 9 in the Philippines, as basis for the CHED to issue Certificate of Program Compliance (COPC) to each SUCs/Campuses. Result from the evaluation reports identified commonality on the deficiencies noted and the recommended corrective actions to met the standards for the program under the criminal justice education. In this description, only the criminology programs evaluation results was examined.

For the administration and faculty complement of the College of Criminal Justice Education's criminology program, it is important

for both the administration (Dean) and faculty to have the appropriate educational qualification (MS for faculty and PhD for the Dean), experience, trainings and specialization to ensure that the program is managed and taught by qualified and experienced educators who have the knowledge and skills to provide students with a well-rounded, current, and focused education that will prepare them for careers in the field and will help in the accreditation process and the evaluation of the program. On the compliance areas, the institution can provide opportunities for the faculty to pursue educational advancement by providing scholarships, support for training and enrichment.

Curriculum and instructional standards of the criminology program should be aligned with the program standards under CMO 05, series 2018, comply with the Outcomes-Based Education (OBE), and along with external linkages. This means that the curriculum and instructional standards should be designed to meet the specific goals and objectives of the program, consistent with the standards set by CHED and other accrediting body for OBE education. This alignment ensures that the program is providing students with the knowledge and skills they need to meet the goals of the program, aligned with the current education standards, and accessible to all students regardless of their language background, which can help ensure that the program is providing students with a high-quality education that will prepare them for careers in the field. Further, prior to crafting a new curriculum it should undergone consultation among stakeholders and its implementation should be in gradual phase. It is important to involve stakeholders, such as industry representatives, in the evaluation of a curriculum to ensure that it is relevant to the current demands of the industry. This can be done by inviting them to provide feedback and input on the curriculum and its alignment with industry needs. This can help to

ensure that the curriculum is of high quality and prepares students for successful careers in the industry.

The noted deficiencies that challenges the SUCs when it comes to providing physical facilities, laboratory and library resources were the availability of the physical facilities such as gym, dressing rooms, posting of signages and guideline in utilizing the facilities. Further, for laboratory, there is a need for the institutions to evaluate their structuring of the criminology laboratories by allocating appropriate room for specific course and structuring it along with posting of precautionary measure and guideline in utilization. In the area of library the challenge that the SUC faced were the setting capacity of the library and the number of copies per title of books to accommodate the increasing number of students as required. These challenges can be overcome by exploring alternative funding sources, such as grants and partnerships with industry, and by prioritizing the allocation of resources to ensure that the most critical needs are met.

Lastly, research, extension, and board performance are three key areas that are used to measure the success of a SUC in terms of institutional output as part of the COPC issuance. For SUCs research and extension areas, there is a little concern for the evaluation since this was already embedded in the four-fold functions of the SUCs however, all the outputs should be aligned with the government thrust and the sustainable development goals. On the board examination performance, there were disparities in the results from each SUCs, however, it is important to note that as part of issuance of COPC schools performance in the Criminologist Licensure Examination (CLE) must be above the national passing rate for the last 5 years.

The result of this study has implications among schools on how to comply with the set standard not only for the Criminal Justice

programs but also for the other programs with exception on laboratory and physical facilities. Further, future studies may explore the experience of faculty and institution in complying the standards of the program. A similar study can also be conducted among private HEIs compliance report and comparing the evaluation from SUCs.

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