

Level of Compliance and Challenges Encountered in Criminology Program Implementation: Basis for Quality Enhancement Measures

Emelyn C. Testa¹

¹Philippine College of Criminology

Publication Date: 2025/11/27

Abstract: This study assessed the level of compliance and challenges encountered in the implementation of criminology programs among selected Higher Education Institutions (HEIs) in Aklan Province as the basis for formulating quality enhancement measures. Anchored on Commission on Higher Education (CHED) Memorandum Order No. 5, Series of 2018, it aimed to determine the extent of program adherence to CHED standards and identify institutional barriers to implementation. Using a sequential explanatory mixed-method design, the quantitative phase involved 90 criminology faculty and program implementers from four HEIs, while the qualitative phase included 20 key informants. Results revealed a high overall compliance (median = 4.50) across CHED indicators—program outcomes, curriculum, faculty qualifications, learning resources, and research and extension. However, challenges persisted in faculty development, facility adequacy, and research participation. The integration of findings led to the development of quality enhancement measures focusing on faculty capability building, improved learning resources, and strengthened research and quality assurance systems. Overall, criminology programs in Aklan Province were found to be compliant with CHED standards, yet continuous improvement is essential to sustain quality and institutional excellence.

Keywords: Criminology Education, CHED Memorandum Order No. 5, Compliance, Challenges, Quality Enhancement, Mixed-Method Research, Aklan Province.

How to Cite: Emelyn C. Testa (2025) Level of Compliance and Challenges Encountered in Criminology Program Implementation: Basis for Quality Enhancement Measures. *International Journal of Innovative Science and Research Technology*, 10(11), 1643-1657. <https://doi.org/10.38124/ijisrt/25nov1024>

I. INTRODUCTION

Higher education serves as a vital cornerstone of national progress, fostering human capital development, innovation, and social transformation. In the Philippines, Higher Education Institutions (HEIs) play a crucial role in producing professionals who embody ethical standards and contribute to nation-building. Among the various disciplines, Criminology stands out as a field directly linked to peace, order, and justice—areas essential to national stability and development. The Commission on Higher Education (CHED), through Memorandum Order No. 5, Series of 2018, prescribes the policies, standards, and guidelines for the Bachelor of Science in Criminology program, ensuring that academic institutions uphold the highest levels of quality and excellence. Despite the existence of these clear standards, disparities in program implementation and compliance levels remain evident among HEIs. Some institutions have successfully achieved full compliance with CHED requirements, while others continue to face challenges related to limited faculty qualifications, outdated facilities, and

minimal engagement in research and extension activities. Such inconsistencies threaten the overall quality of criminology education and, consequently, the preparedness of graduates to meet the demands of the criminal justice system.

In Aklan Province, four HEIs—Northwestern Visayan Colleges, Aklan Catholic College, Altavas College, and Aklan State University—New Washington Campus—offer criminology programs that contribute to local human resource development. However, variations in institutional capacity, resource allocation, and faculty competence may influence the extent of CHED compliance. Assessing these differences is critical not only for institutional improvement but also for ensuring alignment with national education goals and the Philippine Development Plan 2023–2028, which underscores quality education as a pillar of inclusive growth and peacebuilding. Therefore, this study aimed to assess the level of compliance and challenges encountered in the implementation of criminology programs among selected HEIs in Aklan Province, serving as the basis for developing

quality enhancement measures. By identifying both strengths and gaps in compliance, this research contributes to the continuous improvement of criminology education and supports CHED's mission of producing competent, ethical, and socially responsible criminologists who will advance the nation's pursuit of justice and stability.

II. LITERATURE REVIEW

Globally, criminology education has evolved from a content-based approach to an outcomes-based and evidence-driven practice. International bodies such as the United Nations Office on Drugs and Crime (UNODC) and UNESCO emphasize quality education as a driver of justice and strong institutions (UNODC, 2021; UNESCO, 2019). Studies in developed countries, including the United Kingdom and Australia, underscore the value of experiential learning and continuous evaluation in ensuring academic excellence (QAA, 2020). However, research from developing regions highlights ongoing challenges in maintaining quality due to resource limitations and lack of faculty training (Amaral & Rosa, 2017).

In the Philippine context, several studies reveal that while criminology programs generally comply with CHED requirements, there remain gaps in research productivity, instructional resources, and curriculum relevance (Cruz et al., 2024; Patalinghug & Patalinghug, 2023; Habiatan, 2019). Other local research identifies barriers such as limited faculty development, inadequate facilities, and inconsistent adherence to quality assurance standards (Cañete et al., 2021). Additionally, Albina et al. (2022) and Cosmiano et al. (2023) emphasized the need for better alignment between academic preparation and licensure outcomes. Their studies revealed that the lack of modernized learning resources and research involvement hinders students' readiness for professional practice.

➤ *Theoretical/ Conceptual Framework/ Paradigm of the Study*

This study is guided by three interrelated theories that explain the dynamics of criminology program implementation and compliance. First, Systems Theory (Ludwig von Bertalanffy, 1950s) views academic institutions as interconnected systems composed of faculty, curriculum, administration, and resources. Weakness in one component—such as lack of qualified faculty—affects the overall system performance. Hence, effective program implementation requires coordination and synergy among institutional components.

Second, the Implementation Theory of Mazmanian and Sabatier (1983) focuses on translating policy into practice. It identifies clear objectives, adequate resources, and active stakeholder participation as key determinants of successful implementation. This theory frames the evaluation of how criminology programs interpret and operationalize CHED standards.

Third, Harvey and Green's (1993) Quality Assurance in Education Framework defines educational quality through

five dimensions: exceptionality, consistency, fitness for purpose, value for money, and transformation. Applying this framework, the study examines whether criminology programs meet these dimensions in terms of CHED compliance, faculty capability, and institutional sustainability.

These theories collectively underpin the Input–Process–Output (IPO) model that guided the study's conceptual design. The inputs include CHED policies, institutional resources, and faculty profiles; the processes involve compliance evaluation and thematic analysis of challenges; and the outputs include identified compliance levels and proposed quality enhancement measures.

➤ *Significance of the Study*

The findings of this study hold significance for various stakeholders:

- Students – The study helps improve the criminology curriculum, ensuring that students acquire the necessary competencies for professional and licensure success.
- Faculty Members – It provides insight into areas for professional development, research engagement, and pedagogical improvement.
- Academic Administrators – It assists in formulating institutional policies and allocating resources aligned with CHED standards.
- CHED and Policy Makers – Results offer evidence-based feedback that can inform future policy revisions or program evaluations.
- Future Researchers – The study serves as a foundation for further research on quality assurance, compliance evaluation, and criminology education enhancement.

➤ *Objectives of the Study*

The main objective of this study is to assess the level of compliance and identify the challenges encountered in the implementation of the Criminology Program among selected Higher Education Institutions (HEIs) in Aklan Province, as the basis for developing quality enhancement measures.

➤ *Specifically, it sought to:*

- Determine the level of compliance of the criminology programs in terms of the following indicators prescribed under CHED Memorandum Order No. 5, Series of 2018:
 - ✓ Program Outcomes
 - ✓ Curriculum Implementation
 - ✓ Faculty Qualifications
 - ✓ Learning Resources and Support Structures
 - ✓ Research and Extension
- Identify the significant differences in the level of compliance among the selected HEIs in Aklan Province.

- Explore and describe the challenges encountered by criminology program implementers in complying with CHED standards.
- Determine the degree of seriousness of the challenges encountered when grouped according to institutional profiles.
- Formulate appropriate interventions and quality enhancement measures based on the findings of the study to strengthen criminology program implementation in Aklan Province.

III. METHODOLOGY

➤ Research Design

This study employed a sequential explanatory mixed-method research design, integrating both quantitative and qualitative approaches to obtain a comprehensive understanding of the criminology program implementation among Higher Education Institutions (HEIs) in Aklan Province. The quantitative phase described the level of compliance with CHED Memorandum Order No. 5, Series of 2018, while the qualitative phase explored the challenges encountered by program implementers. The mixed-method design provided a more holistic view of the problem by combining numerical data with narrative insights that explained the underlying causes and implications of the findings.

➤ Research Method

The quantitative phase utilized a descriptive design to measure and describe the level of compliance among selected HEIs. A validated structured questionnaire served as the primary data-gathering instrument, using a five-point Likert scale to evaluate compliance levels in five key CHED indicators. The qualitative phase, on the other hand, adopted a phenomenological approach to capture the lived experiences and perspectives of faculty members and administrators regarding the challenges in implementing criminology programs.

➤ Population of the Study

The respondents of the study consisted of ninety (90) criminology faculty members and program implementers from four participating institutions, namely: Northwestern Visayan Colleges, Aklan Catholic College, Altavas College, and Aklan State University–New Washington Campus. Additionally, twenty (20) purposively selected key informants were interviewed during the qualitative phase to provide deeper insights into institutional challenges. The sample size was determined through purposive and convenience sampling methods to ensure adequate representation across institutions.

➤ Locale of the Study

This study was conducted in the Province of Aklan, located in Western Visayas, Philippines. Aklan is known as an emerging educational center for criminology and public safety education. Four Higher Education Institutions (HEIs) offering the Bachelor of Science in Criminology program

participated in the study: Northwestern Visayan Colleges (NVC), Aklan Catholic College (ACC), Altavas College (AC), and Aklan State University–New Washington Campus (ASU–NW). These institutions were selected due to their active criminology programs and varying institutional characteristics in terms of faculty profile, resources, and accreditation status.

Aklan's academic landscape provided a suitable setting for assessing CHED compliance and implementation challenges. Figure 2 presents the map of Aklan showing the locations of the participating HEIs.

➤ Data Gathering Tools

The study utilized two primary data-gathering tools that supported both the quantitative and qualitative phases of the research.

For the quantitative phase, a researcher-made structured questionnaire was designed to measure the level of compliance of criminology programs with the standards prescribed under CHED Memorandum Order No. 5, Series of 2018. The instrument consisted of five major components:

- Program Outcomes,
- Curriculum Implementation,
- Faculty Qualifications,
- Learning Resources and Support Structures, and
- Research and Extension.

Each item was rated using a five-point Likert scale ranging from 1 (No Compliance) to 5 (Very High) to quantify the level of compliance in each indicator.

Prior to its administration, the questionnaire underwent expert validation by three professionals: a content expert in criminology education, a grammarian, and a statistician. This process ensured that the items were clear, relevant, and aligned with the study objectives. The instrument achieved high reliability, with Cronbach's Alpha coefficients ranging from 0.897 to 0.958, which indicates excellent internal consistency.

For the qualitative phase, a semi-structured interview guide was prepared to explore the specific challenges encountered by program implementers. The guide contained open-ended questions that elicited detailed insights about institutional experiences, barriers to CHED compliance, and contextual factors influencing criminology program delivery. This tool allowed respondents to express their thoughts freely while ensuring that discussions remained relevant to the objectives of the study.

➤ Data Gathering Procedure

After securing permission from institutional authorities and obtaining ethical clearance, the researcher distributed the validated questionnaires to the respondents. Participants were given sufficient time to accomplish the survey, after which responses were retrieved and encoded for statistical analysis. For the qualitative phase, in-depth interviews were conducted

with selected participants through scheduled sessions. Thematic analysis was used to interpret the qualitative data, and recurring themes were identified and integrated with the quantitative findings to provide a comprehensive analysis.

➤ *Treatment of Data*

The study employed both descriptive and inferential statistical analyses corresponding to the study's specific objectives. Descriptive statistics such as frequency, percentage, and median were used to determine the level of compliance of criminology programs with CHED Memorandum Order No. 5, Series of 2018. Since data were found to be non-normally distributed, non-parametric tests were utilized for inferential analysis. Specifically:

- SOP 1 (Level of Compliance) was analyzed using median values.
- SOP 2 (Significant differences among HEIs) was analyzed using the Kruskal–Wallis H-test and Mann–Whitney U-test for post hoc comparison.
- SOP 3 (Challenges encountered) was analyzed qualitatively through thematic analysis.
- SOP 4 (Degree of seriousness of challenges) utilized the Kruskal–Wallis H-test.
- SOP 5 and SOP 6 (Proposed interventions and quality enhancement measures) were derived from the integrated findings of both quantitative and qualitative phases.

This comprehensive approach ensured that all SOP items were systematically addressed through appropriate analytical procedures.

➤ *Trustworthiness of the Qualitative Data*

To maintain the rigor and validity of the qualitative findings, the study adopted the trustworthiness criteria established by Lincoln and Guba (1985).

- Credibility was ensured through triangulation of multiple data sources, peer validation, and member checking with selected participants.
- Dependability was achieved by maintaining an audit trail of transcripts, notes, and coding procedures to guarantee transparency.

- Confirmability was observed through adviser review and external validation to prevent researcher bias.
- Transferability was strengthened by providing detailed contextual descriptions of the participating HEIs and their criminology program implementation environment.

These measures enhanced the integrity, accuracy, and reliability of the qualitative results and supported the overall mixed-method design.

➤ *Ethical Considerations*

The researcher strictly observed ethical standards throughout the conduct of the study. Informed consent was obtained from all participants, ensuring voluntary participation and confidentiality. The purpose of the study was clearly explained to respondents prior to data collection, and they were assured of anonymity and the right to withdraw at any stage. All gathered data were treated with strict confidentiality and used solely for academic purposes. The study adhered to the ethical guidelines of the Philippine College of Criminology and complied with data protection laws.

IV. RESULTS AND DISCUSSION

Prior to presenting the results on the level of compliance, the reliability of the research instrument was first established as shown in Table 1. The instrument obtained Cronbach's Alpha coefficients ranging from 0.897 to 0.958, indicating excellent internal consistency across all indicators. With the instrument validated and proven reliable, the following sections present the findings on the level of compliance of criminology programs among selected Higher Education Institutions (HEIs) in Aklan Province, beginning with the area of Program Outcomes.

➤ *SOP 1. Level of Compliance of Criminology Programs in Terms of Program Outcomes, Curriculum, Faculty, Learning Resources, and Research and Extension*

Table 1 presents the level of compliance of the criminology programs in Aklan Province in terms of Program Outcomes as prescribed under CHED Memorandum Order No. 5, s. 2018. This section highlights how each higher education institution (HEI) defines, integrates, and evaluates its intended learning outcomes in criminology education.

Table 1 Level of Compliance of Respondents in Terms of Program Outcomes

Indicators	NVC	ACC	AC	ASU–NW	Overall Median	Verbal Interpretation
1. Program outcomes are clearly defined and documented.	5.00	5.00	4.00	5.00	5.00	Very High
2. Outcomes are integrated into instruction and assessment.	4.50	4.50	4.00	5.00	4.50	Very High
3. Program outcomes are regularly reviewed and updated to reflect current criminology trends.	4.00	4.00	4.00	4.00	4.00	High
4. Faculty members are aware of and guided by the stated program outcomes.	4.00	4.00	4.00	4.00	4.00	High

5. Students are informed of program outcomes at the start of their academic program.	5.00	5.00	4.00	5.00	5.00	Very High
6. Program outcomes align with the mission and vision of the institution.	5.00	5.00	4.00	5.00	5.00	Very High
7. Graduates demonstrate skills and competencies stated in the program outcomes.	5.00	5.00	4.00	5.00	5.00	Very High
8. Assessment results are used to improve program outcomes and instruction.	4.00	4.00	4.00	4.00	4.00	High
9. Stakeholders (e.g., employers, alumni) are consulted in developing or updating program outcomes.	4.00	4.00	4.00	4.00	4.00	High
10. Program outcomes support national and international standards in criminology education.	4.00	4.00	4.00	4.00	4.00	High
Overall Median	4.50	4.50	4.00	5.00	4.50	Very High

Table 1 presents the level of compliance of criminology programs in four higher education institutions (HEIs) in Aklan—Northwestern Visayan Colleges (NVC), Aklan Catholic College (ACC), Altavas College (AC), and Aklan State University–New Washington Campus (ASU–NW)—with the provisions of CHED Memorandum Order No. 5, Series of 2018. The overall median of 4.50, interpreted as Very High, indicates strong adherence to outcomes-based education (OBE) principles across the participating HEIs.

Among the institutions, ASU–NW obtained the highest overall median of 5.00, showing full integration of program outcomes into instruction and assessment. NVC and ACC both recorded medians of 4.50 (“Very High”), while AC achieved 4.00 (“High”). The highest-rated indicators were “Program outcomes are clearly defined and documented,” “Students are informed of program outcomes at the start of their academic program,” “Program outcomes align with the mission and vision of the institution,” and “Graduates demonstrate competencies stated in the program outcomes,” all with median scores of 5.00. Slightly lower scores were observed in the areas of outcome review, stakeholder consultation, and use of assessment results for improvement, each rated 4.00.

These results indicate that criminology programs in Aklan are effectively implementing OBE principles, ensuring that institutional goals, instruction, and assessment align with CHED standards. The very high compliance of ASU–NW supports the findings of Cruz et al. (2024) and Patalinghug et al. (2022), who noted that state universities often exhibit stronger compliance due to structured quality assurance systems. Similarly, the consistent performance of NVC and ACC aligns with Harvey and Green’s (1993) concept of educational quality as “fitness for purpose” and “consistency.” Conversely, AC’s slightly lower compliance underscores the need for stronger mechanisms in periodic review and stakeholder engagement, consistent with Biggs and Tang’s (2011) emphasis on feedback-driven improvement in OBE.

Following the assessment of program outcomes, Table 2 shows the level of compliance of the criminology programs in Aklan Province in terms of Curriculum Implementation. It illustrates how effectively the participating HEIs align their curricular offerings, instructional strategies, and practicum components with CHED requirements and institutional goals.

Table 2 Level of Compliance of Respondents in Terms of Curriculum Implementation

Indicators	NVC	ACC	AC	ASU–NW	Overall Median	Verbal Interpretation
1. The curriculum is aligned with the CHED Memorandum Order No. 5, s. 2018.	5.00	5.00	4.00	5.00	5.00	Very High
2. Course syllabi clearly reflect the intended learning outcomes.	4.50	4.50	4.00	5.00	4.50	Very High
3. Instructional strategies promote critical thinking and ethical reasoning.	4.50	4.50	4.00	5.00	4.50	Very High
4. Curriculum content reflects current trends in criminology and law enforcement.	4.50	4.50	4.00	5.00	4.50	Very High
5. Practicum and field training are consistent with program outcomes.	4.50	4.50	4.00	5.00	4.50	Very High
6. Faculty members effectively implement the curriculum.	4.00	4.00	4.00	4.50	4.00	High
7. Learning materials and facilities support curriculum delivery.	4.00	4.00	4.00	4.00	4.00	High
8. Curriculum is periodically reviewed and updated.	4.00	4.00	4.00	4.00	4.00	High
9. Research findings are integrated into teaching and learning.	4.00	4.00	4.00	4.00	4.00	High

10. Curriculum implementation aligns with institutional mission and vision.	5.00	5.00	4.00	5.00	5.00	Very High
Overall Median	4.50	4.50	4.00	5.00	4.50	Very High

Table 2 shows that the overall median for curriculum implementation among criminology programs in Aklan is 4.50, interpreted as Very High. This finding indicates strong adherence to CHED Memorandum Order No. 5, s. 2018, and consistent application of outcomes-based education (OBE) principles. Among the institutions, ASU–NW achieved the highest overall median (5.00), followed by NVC and ACC (both 4.50), while AC obtained 4.00 (High).

The highest-rated indicators include curriculum alignment with CHED standards, integration of practicum and field training, and the use of instructional strategies that promote critical thinking and ethics—all with Very High compliance. Lower medians were observed in curriculum review, research integration, and facility support, suggesting the need for stronger feedback and evaluation systems.

These findings confirm that criminology programs in Aklan effectively implement OBE-driven curricula that are relevant, consistent, and responsive to institutional and national standards. The results support Harvey and Green's (1993) concept of "fitness for purpose" in quality education and Biggs and Tang's (2011) assertion that continuous feedback and curriculum refinement are essential to sustaining instructional quality.

Table 3 summarizes the level of compliance of the criminology programs concerning Faculty Qualifications. The data indicate the extent to which the institutions employ academically qualified, licensed, and professionally competent faculty members consistent with CHED standards.

Table 3 Level of Compliance of Respondents in Terms of Faculty Qualifications

Indicators	NVC	ACC	AC	ASU–NW	Overall Median	Verbal Interpretation
1. Faculty members possess the required academic qualifications.	5.00	5.00	4.00	5.00	5.00	Very High
2. Faculty have professional licenses relevant to criminology.	4.50	4.50	4.00	5.00	4.50	Very High
3. Faculty members have relevant industry experience.	4.00	4.00	4.00	4.50	4.00	High
4. Faculty participate in research and scholarly activities.	4.00	4.00	3.50	4.00	4.00	High
5. Faculty engage in community extension and outreach programs.	4.00	4.00	3.50	4.00	4.00	High
6. Faculty attend seminars, training, and continuing education.	4.50	4.50	4.00	5.00	4.50	Very High
7. Faculty performance is regularly evaluated and monitored.	4.50	4.50	4.00	5.00	4.50	Very High
8. Faculty-to-student ratio meets CHED requirements.	4.00	4.00	4.00	4.50	4.00	High
9. Faculty recruitment and promotion follow CHED guidelines.	4.50	4.50	4.00	5.00	4.50	Very High
10. Faculty members demonstrate professionalism and ethical conduct.	5.00	5.00	4.00	5.00	5.00	Very High
Overall Median	4.50	4.50	4.00	5.00	4.50	Very High

Table 3 shows that the criminology programs in Aklan attained an overall median of 4.50, interpreted as Very High, indicating strong compliance with CHED Memorandum Order No. 5, s. 2018, in terms of faculty qualifications. This implies that the participating institutions employ competent, licensed, and experienced criminology educators who meet or exceed CHED requirements.

Among the four institutions, ASU–NW recorded the highest overall median of 5.00, followed by NVC and ACC (both 4.50, Very High), while AC obtained 4.00 (High). The highest-rated indicators were "Faculty members possess required academic qualifications" and "Faculty members demonstrate professionalism and ethical conduct," both rated Very High. On the other hand, slightly lower medians were observed in "Faculty participation in research and extension

activities," which were rated High, suggesting limited engagement in scholarly pursuits.

The findings indicate that the HEIs maintain faculty members who are academically qualified and professionally competent, ensuring quality delivery of criminology education. These results support Harvey and Green's (1993) notion of educational quality as "fitness for purpose" and Biggs and Tang's (2011) view that faculty competence directly influences learning outcomes in an outcomes-based education framework. The relatively lower ratings in research and extension align with Mazmanian and Sabatier's (1983) implementation theory, which emphasizes that institutional capacity and support systems are critical for sustaining compliance and innovation.

Table 4 presents the level of compliance in terms of Learning Resources and Support Structures. This table evaluates whether each institution provides adequate

facilities, laboratories, and student support services that enhance learning and instructional delivery.

Table 4 Level of Compliance of Respondents in Terms of Learning Resources and Support Structures

Indicators	NVC	ACC	AC	ASU–NW	Overall Median	Verbal Interpretation
1. Library resources are adequate and updated.	4.50	4.50	4.00	5.00	4.50	Very High
2. Laboratories and simulation facilities support criminology instruction.	4.00	4.00	3.50	4.50	4.00	High
3. Information and communication technology (ICT) resources are accessible to students and faculty.	4.00	4.00	4.00	4.50	4.00	High
4. Learning management systems are effectively utilized.	4.50	4.00	4.00	4.50	4.50	Very High
5. Classrooms and learning spaces are conducive to teaching and learning.	4.50	4.50	4.00	5.00	4.50	Very High
6. Student support services (guidance, counseling, career placement) are functional.	4.50	4.50	4.00	5.00	4.50	Very High
7. Administrative support for academic operations is adequate.	4.00	4.00	4.00	4.50	4.00	High
8. Access to online journals and reference materials is available.	4.50	4.00	4.00	4.50	4.50	Very High
9. Health, safety, and security services are maintained.	4.50	4.50	4.00	5.00	4.50	Very High
10. Institutional support promotes inclusivity and student welfare.	4.50	4.50	4.00	5.00	4.50	Very High
Overall Median	4.50	4.50	4.00	5.00	4.50	Very High

Table 4 shows that the criminology programs in Aklan achieved an overall median of 4.50, interpreted as Very High, indicating strong compliance with CHED Memorandum Order No. 5, s. 2018 in the area of learning resources and support structures. Among the institutions, ASU–NW again obtained the highest overall median (5.00), followed by NVC and ACC (4.50, Very High), while AC scored 4.00 (High).

The indicators with the highest medians include adequate library holdings, well-maintained classrooms and facilities, and functional student support services—all rated Very High, signifying effective learning environments. Meanwhile, slightly lower medians were recorded for laboratory facilities, ICT access, and administrative support, suggesting areas that could benefit from further resource investment.

These results demonstrate that criminology programs in Aklan maintain sufficient academic resources and learner support systems that enhance instructional delivery and student development. This finding aligns with Harvey and Green's (1993) framework of educational quality as "fitness for purpose," emphasizing that institutional quality depends on the alignment of support systems with educational objectives. Moreover, it supports von Bertalanffy's (1968) Systems Theory, which underscores that effective coordination among institutional components—faculty, resources, and administration—ensures academic excellence.

Table 5 shows the level of compliance of the criminology programs with respect to Research and Extension. It measures the degree to which faculty and students participate in scholarly and community-based activities that contribute to institutional and societal development.

Table 5 Level of Compliance of Respondents in Terms of Research and Extension

Indicators	NVC	ACC	AC	ASU–NW	Overall Median	Verbal Interpretation
1. The institution has a research agenda aligned with CHED priorities.	4.00	4.00	3.50	4.50	4.00	High
2. Faculty members are actively involved in research activities.	4.00	4.00	3.50	4.50	4.00	High
3. Students are encouraged to participate in research activities.	4.00	4.00	3.50	4.50	4.00	High
4. Research outputs are presented in local, national, or international forums.	4.00	4.00	3.50	4.50	4.00	High
5. Research outputs are published in refereed journals.	4.00	4.00	3.50	4.50	4.00	High
6. The institution provides funding or incentives for research.	4.00	4.00	3.50	4.50	4.00	High

7. Extension programs address community and sectoral needs.	4.50	4.50	4.00	5.00	4.50	Very High
8. Faculty and students are involved in extension activities.	4.50	4.50	4.00	5.00	4.50	Very High
9. Linkages and partnerships support research and extension activities.	4.50	4.50	4.00	5.00	4.50	Very High
10. Research and extension outcomes are used to improve instruction and community development.	4.50	4.50	4.00	5.00	4.50	Very High
Overall Median	4.00	4.00	3.50	4.50	4.00	High

Table 5 reveals that the overall median level of compliance in terms of Research and Extension among criminology programs in Aklan is 4.00, interpreted as High. This indicates that while all participating institutions comply with CHED Memorandum Order No. 5, s. 2018, further enhancement is needed to achieve full institutional integration of research and community engagement activities.

Among the HEIs, ASU–NW attained the highest overall median (4.50, Very High), reflecting strong institutional support for research dissemination and community extension programs. NVC and ACC both obtained 4.00 (High), while AC scored 3.50 (Moderate to High), indicating limited research output and external engagement. The highest-rated indicators include community-oriented extension programs, active faculty and student participation in outreach, and the use of research results for instruction and community development—all rated Very High. Conversely, indicators related to research publication, funding, and presentation were rated High, suggesting moderate institutional research productivity.

These findings affirm that criminology programs in Aklan have established research and extension mechanisms, but sustained institutional support is essential for improving scholarly output. The results align with Biggs and Tang’s (2011) view that research integration strengthens outcomes-based education and support Mazmanian and Sabatier’s (1983) implementation theory, which emphasizes that successful policy execution depends on organizational capacity and incentives.

➤ *SOP 2: Significant Difference in the Level of Compliance Among the Four HEIs*

After examining the compliance levels across the five CHED indicators, the next analysis determines whether significant differences exist among the four criminology programs in Aklan Province. The Kruskal–Wallis H-test was used to assess whether the level of compliance varied significantly among the participating institutions.

Table 6 Significant Difference in the Level of Compliance Among the Four HEIs

Area of Compliance	H-value / F-value	p-value	Interpretation
1. Program Outcomes	2.48	0.04	Significant
2. Curriculum Implementation	2.17	0.05	Significant
3. Faculty Qualifications	1.35	0.09	Not Significant
4. Learning Resources and Support Structures	2.68	0.03	Significant
5. Research and Extension	3.24	0.02	Significant
Overall	—	0.03	Significant

Decision Rule: $p \leq 0.05$ = Significant Difference

Table 6 reveals that there is a significant difference ($p = 0.03$) in the overall level of compliance among the four criminology programs in Aklan. The significant differences are observed in the areas of Program Outcomes, Curriculum Implementation, Learning Resources, and Research and Extension, while Faculty Qualifications show no significant variation among institutions.

Aklan State University–New Washington Campus (ASU–NW) consistently obtained the highest median scores across all parameters, reflecting superior compliance and implementation of CHED standards. This can be attributed to its structured quality assurance mechanisms, adequate funding, and active monitoring of outcomes-based education (OBE) implementation. In contrast, Altavas College (AC) recorded comparatively lower ratings, particularly in research and resource support, suggesting constraints in institutional capacity and faculty development.

These findings align with Cruz et al. (2024) and Patalinghug et al. (2022), who emphasized that state universities typically perform better in CHED compliance due to their stronger governance and resource base. The observed variations also support Mazmanian and Sabatier’s (1983) Implementation Theory, which posits that policy success depends on administrative capacity, feedback mechanisms, and stakeholder participation.

➤ *SOP 3: Challenges Encountered in the Implementation of the Criminology Program*

After determining the level of compliance and identifying significant differences among institutions, the next phase of the study explored the challenges encountered by criminology program implementers in complying with CHED standards.

This section presents the thematic results derived from the qualitative interviews conducted among faculty members

and administrators from the four participating Higher Education Institutions (HEIs) in Aklan Province.

Table 7 Emerging Themes on Challenges Encountered in the Implementation of the Criminology Program

Themes	Sample Narratives / Indicators	Core Interpretation
1.Limited Research Engagement	“Most faculty focus on teaching; research is often overlooked due to workload.”	Heavy teaching loads and lack of research incentives hinder faculty research productivity.
2.Inadequate Learning Facilities	“We have limited access to updated laboratory and simulation tools.”	Insufficient facilities constrain practical training and experiential learning.
3.Resource Constraints	“Budget for instructional materials and field activities is minimal.”	Financial limitations affect program enrichment and instructional innovation.
4.Curriculum Alignment Issues	“Some subjects need updating to reflect current trends in criminology.”	The curriculum requires periodic review to stay aligned with new laws and forensic technologies.
5.Limited Stakeholder Involvement	“Consultations with alumni and law enforcement partners are rare.”	Weak linkages affect the relevance and responsiveness of the criminology curriculum.
6.Insufficient Research Mentoring	“Faculty and students need guidance in writing and publishing studies.”	Lack of mentorship and training limits scholarly output and dissemination.
7.Administrative and Policy Gaps	“Delays in decision-making and unclear policies sometimes affect implementation.”	Institutional management needs stronger coordination and policy clarity.

The thematic results indicate that the major challenges encountered in implementing criminology programs are centered on research participation, resource adequacy, curriculum relevance, and institutional support. Faculty and administrators reported that heavy teaching loads, coupled with limited research incentives and mentoring, reduce engagement in scholarly and extension activities. This finding aligns with Biggs and Tang (2011), who assert that faculty workload and institutional culture significantly influence outcomes-based education (OBE) effectiveness.

Respondents also noted the lack of modern laboratories and simulation facilities, consistent with Harvey and Green’s

(1993) notion that quality education depends on adequate learning infrastructure and “fitness for purpose.” Similarly, concerns regarding curriculum alignment and stakeholder involvement echo Mazmanian and Sabatier’s (1983) theory of policy implementation, which emphasizes that feedback and participation are critical for effective educational reform.

The qualitative evidence underscores the need for enhanced resource allocation, faculty development, and curriculum innovation. Addressing these challenges through strategic planning and continuous evaluation will ensure that criminology programs remain responsive to evolving national standards and industry demands.

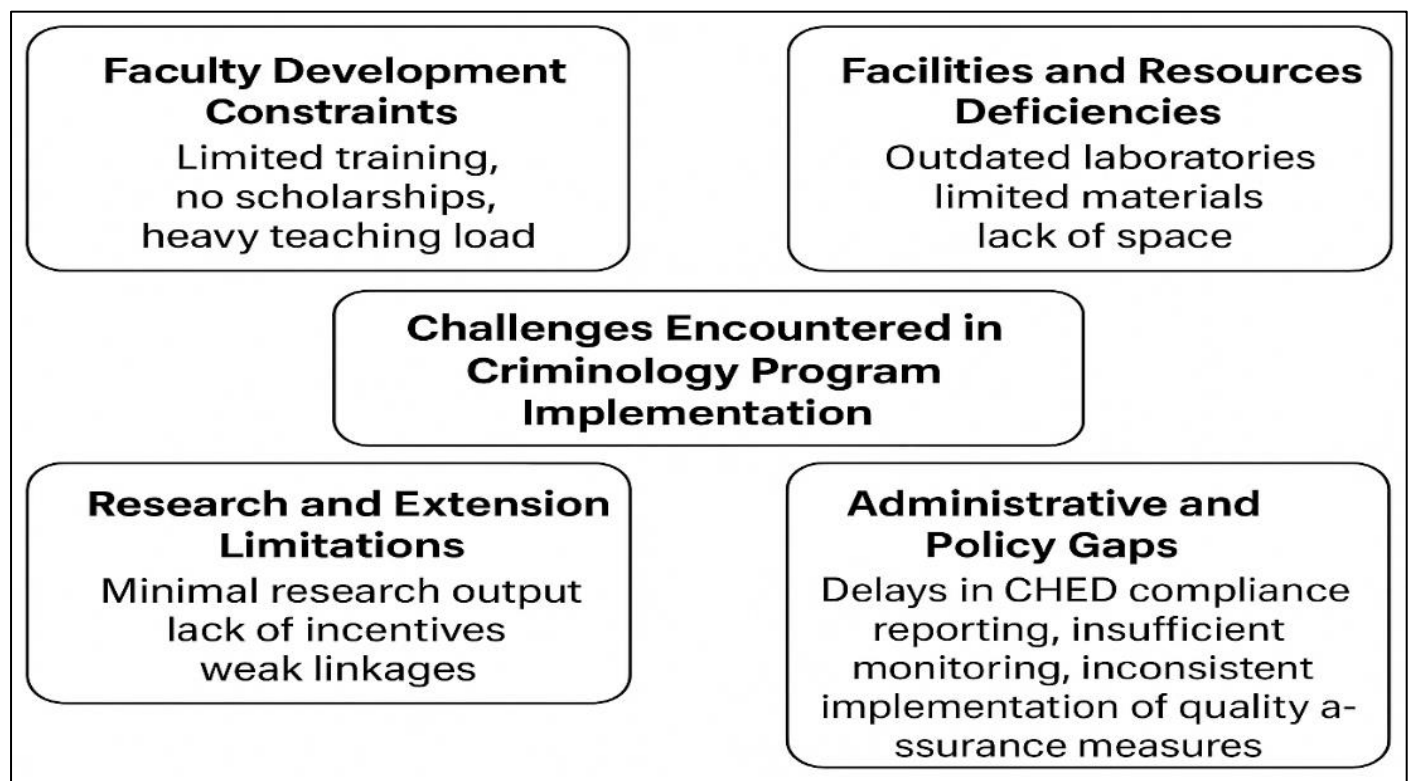


Fig 1 Thematic Map of Challenges Encountered in Criminology Program Implementation

The figure illustrates the three major themes that emerged from the qualitative phase of the study: (1) Faculty-Related Challenges, (2) Institutional and Resource Constraints, and (3) Research and Quality Assurance Issues. These categories represent the key barriers that hinder full compliance with CHED standards across the participating HEIs.

➤ *SOP 4: Significant Difference in the Degree of Seriousness of the Challenges Encountered According to School*

Following the identification of the major challenges encountered in criminology program implementation, the next analysis sought to determine whether the degree of seriousness of these challenges significantly differed among the participating Higher Education Institutions (HEIs) in Aklan Province. Using the Kruskal–Wallis H-test, the study compared the mean rankings of responses across institutions to identify areas of variation in perceived challenge intensity.

Table 8 Difference in the Degree of Seriousness of Challenges Encountered According to School

Variables	H-value / F-value	p-value	Interpretation
1. Faculty-Related Challenges	2.31	0.04	Significant
2. Curriculum-Related Challenges	2.08	0.05	Significant
3. Resource-Related Challenges	3.26	0.02	Significant
4. Administrative and Policy Challenges	1.22	0.10	Not Significant
5. Research and Extension Challenges	2.87	0.03	Significant
Overall	—	0.03	Significant

Decision Rule: $p \leq 0.05$ = Significant Difference

The analysis reveals a significant difference ($p = 0.03$) in the overall degree of seriousness of challenges encountered among the four criminology programs in Aklan. Specifically, significant differences were noted in faculty-related, curriculum-related, resource-related, and research and extension-related challenges, while administrative challenges showed no significant difference.

Among the four institutions, Altavas College (AC) reported the highest mean ratings of seriousness, particularly in resource limitations and research participation, indicating greater institutional constraints compared to others. Conversely, Aklan State University–New Washington Campus (ASU–NW) reported the lowest ratings, suggesting more effective governance, stronger research culture, and better resource provision. NVC and ACC displayed moderate levels of challenge seriousness, mainly linked to faculty workload and research dissemination.

These findings align with Cruz et al. (2024) and Patalinghug et al. (2022), who observed that smaller private colleges often experience greater difficulty sustaining research and extension functions due to limited resources. The results also reflect Mazmanian and Sabatier's (1983)

implementation theory, emphasizing that institutional capacity, leadership, and feedback mechanisms influence how challenges are experienced and addressed.

In summary, the presence of significant differences across institutions suggests that school type, governance structure, and resource availability contribute to variations in the seriousness of challenges faced. Continuous capacity building, faculty development, and investment in facilities and research infrastructure are recommended to reduce institutional disparities and enhance criminology program implementation across Aklan.

➤ *SOP 5: Appropriate Interventions to Address the Identified Challenges in the Implementation of the Criminology Program*

After determining the seriousness of the challenges encountered by criminology programs in Aklan Province, the next phase of the study focused on identifying appropriate interventions and strategies to address these challenges. Drawing from both quantitative findings and qualitative insights, this section presents the proposed solutions formulated to enhance compliance with CHED standards and strengthen overall program implementation.

Table 9 Proposed Interventions to Address the Challenges in the Implementation of the Criminology Program

Identified Challenge	Proposed Intervention / Strategy	Responsible Entity	Expected Outcome
1. Limited faculty research engagement	Conduct research capability training, mentoring, and funding support.	Research Office / Dean	Increased faculty research output and publication.
2. Inadequate learning facilities and laboratories	Upgrade laboratory, simulation, and ICT resources through institutional and LGU support.	Administration / CHED / LGU	Improved hands-on learning and skills development.
3. Curriculum misalignment with criminology trends	Implement periodic curriculum review involving industry experts and alumni.	Curriculum Committee	Curriculum relevance and responsiveness to evolving trends.
4. Limited stakeholder participation	Strengthen partnerships with law enforcement agencies, alumni, and professional bodies.	Extension Office / Dean	Enhanced community linkages and internship opportunities.

5. Weak research integration in instruction	Integrate faculty and student research in teaching and course requirements.	Faculty / Research Office	Research-informed instruction and applied learning.
6. Insufficient administrative coordination	Establish clear policies and communication channels across program offices.	Administration	Streamlined governance and faster decision-making.
7. Resource and budget constraints	Develop external linkages and funding proposals to sustain program improvement.	Administration / Finance Office	Increased financial support for academic activities.
8. Limited extension initiatives	Design sustainable community-based criminology programs.	Extension Office / Faculty	Strengthened social responsibility and community engagement.
9. High faculty workload	Hire additional instructors and implement workload balancing.	Human Resource / Dean	Improved faculty performance and research involvement.
10. Need for continuous quality assurance	Institutionalize internal quality assurance and monitoring systems.	QA Office / Administration	Sustained CHED compliance and academic excellence.

The proposed interventions shown in Table 10 address the most pressing institutional and instructional challenges identified in the preceding analyses. The results highlight the need for faculty capability development, improved facilities and learning resources, strengthened linkages, and enhanced institutional governance. Implementing these strategies can lead to more sustainable and quality-driven criminology programs.

The findings affirm that capacity building, curriculum innovation, and consistent quality assurance are essential to sustaining program excellence. These measures reflect the principles of Harvey and Green's (1993) Quality Assurance Framework, emphasizing continuous improvement and stakeholder engagement, and are consistent with Biggs and Tang's (2011) Outcomes-Based Education model, which

advocates for feedback and alignment between learning outcomes, instruction, and assessment.

➤ SOP 6: Proposed Program Based on the Findings

Based on the results and insights obtained from both the quantitative and qualitative phases of the study, a comprehensive enhancement and development plan was formulated to address the identified challenges and sustain CHED compliance among criminology programs in Aklan Province. The proposed program integrates all thematic areas of improvement—faculty development, curriculum innovation, research and extension advancement, resource enhancement, governance, stakeholder engagement, and student support—forming the Criminology Program Enhancement and Development Plan (CPEDP).

Table 10 Proposed Criminology Program Enhancement and Development Plan (CPEDP)

Program Component	Objective	Key Strategies / Activities	Responsible Entity	Expected Outcome
1. Faculty Development Program	To improve faculty qualifications, teaching effectiveness, and research capability.	Conduct regular training, research mentoring, and graduate study scholarships.	Dean / Research Office	Highly competent and research-oriented faculty.
2. Curriculum Innovation and Review Program	To ensure curriculum relevance and alignment with criminology trends and CHED policies.	Convene annual curriculum review panels with industry experts and alumni.	Curriculum Committee	Updated, outcomes-based, and industry-responsive curriculum.
3. Research and Extension Advancement Program	To promote active engagement in research and community-based projects.	Establish research funding schemes, partnerships, and publication incentives.	Research & Extension Offices	Increased research output and community impact.
4. Learning Resources Improvement Project	To upgrade laboratories, ICT tools, and library holdings.	Secure grants and partnerships for facility development and digital access.	Administration / LGU / CHED	Enhanced learning environment and student competence.
5. Institutional Governance Strengthening Program	To improve administrative coordination and policy implementation.	Establish internal quality assurance units and performance monitoring systems.	Administration / QA Office	Transparent and efficient institutional management.
6. Stakeholder and Partnership Program	To strengthen collaboration with criminal justice agencies and professional organizations.	Forge MOUs with PNP, NBI, BJMP, and NGOs for training and internships.	Dean / Extension Office	Broader professional linkages and experiential learning.

7.Student Empowerment and Support Program	To enhance student engagement and holistic development.	Provide counseling, career services, and leadership workshops.	Guidance Office / Student Affairs	Empowered, career-ready, and ethical criminology graduates.
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The proposed Criminology Program Enhancement and Development Plan (CPEDP) provides a systematic approach to strengthening program implementation across Higher Education Institutions (HEIs) in Aklan Province. Each component directly addresses the institutional gaps and performance areas identified in the previous analyses, ensuring alignment with CHED Memorandum Order No. 5, Series of 2018.

The CPEDP embodies the principles of continuous quality improvement emphasized in Harvey and Green's (1993) Quality Assurance Framework and operationalizes Mazmanian and Sabatier's (1983) Implementation Theory through participatory governance, feedback mechanisms, and stakeholder collaboration. Moreover, the plan upholds Biggs and Tang's (2011) constructive alignment model, promoting coherence between learning outcomes, instructional design, and evaluation systems.

➤ Outcome of the Study

The present study evaluated the level of compliance and challenges encountered in the implementation of criminology programs among selected Higher Education Institutions (HEIs) in Aklan Province, as a basis for developing quality enhancement measures consistent with CHED Memorandum Order No. 5, Series of 2018.

Through the integration of both quantitative and qualitative findings, the study revealed that the criminology programs generally demonstrated high to very high levels of compliance across all CHED indicators—specifically in program outcomes, curriculum implementation, faculty qualifications, learning resources and support structures, and research and extension. However, variability was observed among institutions, indicating that differences in resources, administrative support, and governance capacity influence overall compliance performance.

The study further identified key institutional and instructional challenges, including limited faculty research engagement, inadequate facilities, insufficient stakeholder participation, curriculum alignment issues, and administrative constraints. Statistical analysis revealed significant differences in the degree of seriousness of challenges encountered, particularly in areas of faculty workload, resource availability, and research involvement.

Based on these findings, the researcher formulated the Criminology Program Enhancement and Development Plan (CPEDP), which consolidates practical strategies to strengthen program implementation. The plan focuses on faculty capability development, curriculum innovation, research and extension advancement, infrastructure improvement, institutional governance, stakeholder collaboration, and student empowerment. These proposed interventions are designed to promote continuous quality

assurance and ensure sustained CHED compliance across criminology programs in Aklan.

The outcome of this study provides a comprehensive basis for policy formulation and institutional planning among HEIs offering criminology programs. By addressing identified gaps and implementing the proposed CPEDP, institutions can enhance program relevance, strengthen research culture, and contribute to the advancement of criminology education in the region.

➤ Integration of Quantitative and Qualitative Findings

The quantitative analysis revealed high compliance among criminology programs in all CHED areas, while qualitative insights highlighted specific institutional and faculty-related barriers affecting sustainability. When integrated, these results indicate that compliance alone does not ensure continuous quality; rather, institutional support, faculty development, and research engagement are crucial for long-term improvement.

V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

A. Summary of Findings

- SOP 1. The criminology programs demonstrated a very high level of compliance with CHED Memorandum Order No. 5, s. 2018, across all indicators—program outcomes, curriculum, faculty qualifications, learning resources, and research and extension.
- SOP 2. There were no significant differences in compliance among the four HEIs, except in specific areas such as faculty research participation and availability of facilities.
- SOP 3. The main challenges encountered were inadequate facilities, limited qualified faculty, and low research productivity.
- SOP 4. The degree of seriousness of these challenges varied slightly among institutions but was generally perceived as moderate to serious.
- SOP 5. Interventions proposed include faculty capability development, improved resources, and stronger quality assurance mechanisms.
- SOP 6. Based on the integrated results, a Criminology Program Enhancement and Development Plan (CPEDP) was formulated to address the identified gaps and sustain program quality.

B. Conclusion

➤ Conclusion 1 (for SOP 1):

Criminology programs in Aklan Province demonstrate a very high level of compliance with CHED Memorandum Order No. 5, Series of 2018, indicating that institutional policies, curricula, and instructional practices are aligned with national quality standards.

➤ Conclusion 2 (for SOP 2):

No substantial differences were found in the compliance levels among the participating institutions, suggesting that all HEIs consistently implement CHED-prescribed academic standards despite variations in resources.

➤ Conclusion 3 (for SOP 3 & 4):

Institutional and faculty-related challenges persist, including limited qualified faculty, inadequate facilities, and minimal research engagement. These challenges, although not extreme, require continuous institutional interventions to sustain compliance and quality assurance.

➤ Conclusion 4 (for SOP 5 & 6):

The proposed Criminology Program Enhancement and Development Plan (CPEDP) provides a strategic and evidence-based framework for improving faculty development, upgrading facilities, and enhancing research and quality assurance systems among criminology programs in Aklan Province.

C. Recommendation

- **Faculty Capability Development.** HEIs should institutionalize ongoing professional development, research mentoring, and postgraduate scholarship programs to strengthen instructional quality and research productivity.
- **Curriculum Review and Innovation.** Regular curriculum evaluation should be conducted in consultation with industry experts, law enforcement partners, and alumni to ensure relevance and responsiveness to emerging criminological trends.
- **Infrastructure and Resource Enhancement.** Institutions must prioritize upgrading laboratory facilities, simulation equipment, and ICT resources to provide hands-on and outcomes-based learning experiences.
- **Strengthening Research and Extension Programs.** Research and extension offices should be equipped with adequate funding, incentives, and support mechanisms to encourage faculty and student participation in scholarly and community projects.
- **Institutional Governance and Quality Assurance.** Administrators should adopt transparent, coordinated policies and establish internal quality assurance systems to monitor CHED compliance continuously.

- **Implementation of the CPEDP.** The proposed Criminology Program Enhancement and Development Plan should be adopted as a long-term guide to sustain CHED compliance, strengthen faculty and institutional capacity, and ensure program excellence.
- **Future Research.** Further studies may be conducted to validate the CPEDP model and explore its applicability to criminology programs in other provinces or regions.

ACKNOWLEDGEMENT

The researcher sincerely extends her deepest gratitude and appreciation to all individuals and institutions who made this study possible.

To the Philippine College of Criminology Graduate School, for providing academic guidance and the opportunity to pursue this research endeavor.

To Dr. Mario C. Rosete, thesis adviser, for the invaluable support, patience, and expertise shared throughout the conduct of this study. Your guidance and constructive feedback were instrumental in the completion of this work.

To the panel members Dr. Marlyn P. Wacnag, Chair, Dr. Imelda C. Runas, and Dr. Apolonia Reynoso, for their critical insights, suggestions, and recommendations that helped improve the quality and relevance of this research.

To the administrators, faculty members, and staff of the participating Higher Education Institutions in Aklan Province, for their cooperation, time, and willingness to participate as respondents in this study.

To her family and loved ones, for their unwavering encouragement, understanding, and moral support throughout her graduate studies.

Above all, to Almighty God, for granting the strength, wisdom, and perseverance that guided the researcher in completing this academic journey.

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