



**COMPLIANCE OF CRIMINOLOGY SCHOOLS WITH RA 11131
(THE PHILIPPINE CRIMINOLOGY PROFESSION ACT OF 2018)
IN THE PROVINCE OF ALBAY: A BASIS FOR COURSE
ENHANCEMENT PROGRAM**

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ABSTRACT

This study evaluated the current status, compliance, and impact of compliance of Criminology schools in the Province of Albay with RA 11131 as a basis for a course enhancement program and examined the significance of agreement among institutions on compliance indicators. Using a descriptive and inferential research design, data from three Higher Education Institutions (HEIs) were analyzed. The findings showed that despite schools revealing moderate to high compliance in the majority of areas, other indicators—like faculty evaluations of performance and some aspects of student readiness—were assessed as less complied with. These results point to gaps in school administration, curriculum delivery, policy implementation, and student readiness assessment between institutions. Perceptions among students also varied significantly, reflecting differences in their educational backgrounds. Based on these findings, the study suggested a Comprehensive Criminology Enhancement Program to improve the standard of criminology instruction in Albay by standardizing procedures, enhancing compliance, and increasing passing rates on licensure examinations.

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Keywords: *compliance, curriculum, course enhancement, criminology licensure examination, student readiness*

INTRODUCTION

The Commission on Higher Education (CHED) regulates and supervises higher education institutions (HEIs) in the Philippines to guarantee accessible, high-quality academic programs. It upholds academic freedom and promotes intellectual and professional development. CHED establishes guidelines and standards for curricula, including criminology programs. These programs follow CMO No. 5, Series of 2018, which outlines general education, specialized courses, practicums, faculty qualifications, and laboratory requirements.

Criminology courses offer comprehensive insights into the study of crime, its origins, characteristics, and prevention strategies, while exploring its broader social implications. Studying this discipline internationally typically costs between \$15,000 and \$50,000 per year, depending on the country and institution/university. Learning abroad exposes students to diverse justice systems and develops essential skills, including critical thinking, employability, and language proficiency. Top countries, such as the US, UK, Australia, Canada, Germany, Ireland, Singapore, and New Zealand, are among the most popular destinations for criminology studies, with academic paths leading to professions in law enforcement, public policy, forensic science, and other related fields (AECC DIH, 2024).

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According to Trebilcock and Griffiths (2021), in their study "Student motivations for studying criminology: A narrative inquiry," the number of students studying criminology has risen considerably in recent years. Supporting this trend, Levi (2017) notes that over 100 universities in the United Kingdom now offer more than 800 undergraduate criminology-related programs.

Notwithstanding initial proposals advocating advanced education for police officers, progress has been slow. The majority of newly appointed officers require simply a high school diploma. Currently, a limited proportion of state, county, and municipal police forces require college degrees, ranging from 4% to 16%, depending on the type of agency (United States Bureau of Justice Statistics, 2020; Reaves, 2010).

The 17 Sustainable Development Goals (SDGs) are a universal call to action adopted by the UN in 2015 to end poverty, protect the planet, and ensure peace and prosperity for all by 2030. Key goals address hunger, health, education, gender equality, climate change, and sustainable development. Goal 4: Quality Education - Ensure inclusive, equitable, quality education and promote lifelong learning.

The quality of graduates is fundamental to the value of higher education, as it provides students with the skills and abilities required for professional careers. Institutions shall consistently revise their curricula to correspond with market requirements, employing instruments such as tracer studies. This issue is especially pressing in developing countries, where the typical gap between academic training and employment needs is wider (Riva, 2019).

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RA 11131, also known as the Philippine Criminology Profession Act of 2018, establishes a standardized framework for criminology education and professional practice. It mandates collaboration between CHED and criminology schools to align curricula with required competencies for licensure. The law ensures educational quality, ethical standards, and requires aspirants to pass the Criminologist's Licensure Examination administered by the PRC.

The Professional Regulations Commission (PRC) administers the Criminologist Licensure Examination. This law repealed RA 6506, raising the CLE passing rate to 75%, with no subject falling below 60%, ensuring higher professional standards. Examinees must retake failed subjects within two years and score at least 80% to pass. RA 11131 also requires Continuing Professional Development (CPD) for lifetime learning and professional progress, indicating greater responsibility for the profession (Professional Regulation Commission, 2020).

The field of criminology has changed significantly in the Philippines. The Bachelor of Science in Criminology (BSCrim) degree prepares students for employment in public safety, law enforcement, prisons, and investigation. This four-year course will provide the theoretical understanding and practical abilities necessary to work in the criminal justice system.

The program places a strong emphasis on character development in addition to technical instruction, encouraging virtues like accountability, discipline, integrity, and leadership. In order to ensure that they are adequately equipped to serve their communities and the country, this course provides students with knowledge and skills, and also studies the laws, regulations, and practices that influence criminology.

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Criminology schools play a vital role in shaping professionals who will contribute to national security and peacebuilding initiatives. The quality of education is often measured by the national rankings of top-performing schools. Strong academic performance depends on students' study habits and teachers' instruction, experiential learning, and exam preparation programs. The institution has to focus on the significance of continuous monitoring, adaptive curriculum improvements, enhanced experiential learning, and thorough examination review programs.

The Course Enhancement Program aims to assist the graduating criminology students to strengthen their competencies to pass the Board Licensure Examination for Criminologists (BLEC). A program designed to raise educational standards to master the basics or fundamentals of criminology, assessment on mock exams, and skills development through practical tests, catering to professional demands in criminal justice professions.

According to the chairman of Jhunjhunu International Ventures for Educational Marvel, Dr. Dilip Modi, in his report, pre-board exams are conducted to prepare students holistically for their finals. It is a replica of the board exam, and your results to a great extent determine the kind of performance you will be giving in the penultimate test ahead (Asuncion, 2020).

The schools and the Commission on Higher Education in the Bicol Region have collaborated to shift to the new system with the compliance of OBE'dized Syllabi of criminology programs under the new curriculum. To guide parents on quality education and to make those involved in education aware of the standards of excellence they should strive to attain, accreditation status is awarded to member institutions that have met the rules and possess

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quality standards, along with unremitting efforts to maintain them at a high level (Springael-Esplana, 2023).

One of the major professional subjects in the criminology course is Criminalistics or Forensic Science. In Bicol College, Daraga, Albay, the study by Alday, Medios, Rosin & Adra (2020) examined the academic performance of Senior BS Criminology students in their criminalistics courses and the activities associated with these courses. It shows that they got above-average grades in their criminalistics courses. The identified factors affecting their academic performance were student- and teacher-related. Listening attentively, motivation to achieve high grades, and studying were among the student-related factors. In contrast, mastery of the subject was the primary factor affecting their performance with respect to teacher-related problems. The students excel in their criminalistics courses, but there is room for improvement. The academic performance of the students was affected by the relationship between teachers and students in the classroom.

Criminology schools in Albay province face difficulties in complying with Republic Act 11131, particularly in aligning their curricula with required competencies, ensuring faculty qualifications, and enhancing facilities and resources. The deficiencies have resulted in schools in the province achieving among the lowest passing percentages in the Criminology Licensure Examination from 2022 to 2024, prompting significant concerns regarding the preparation of graduates and the integrity of criminology schools. This problematic situation underscores the urgent need for a course enhancement program to improve adherence to RA 11131 and elevate the standard of criminology education in Albay.

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This study will serve as a basis for developing a course enhancement program to improve the quality of education and standards, produce competent criminology graduates, and examine the results of licensure examinations in criminology schools in Albay. The results of this study will be highly useful to deans for strategic planning, faculty members for curriculum and professional development, and students as recipients of enhanced educational opportunities, facilities, and professional preparedness for their chosen careers.

MATERIALS AND METHODS

This section contains the research methodology that will be used in gathering the data or information related to this study. In more detail, in this part, the researcher presents and discusses the methods of data collection, the research approach, and the essential materials of the study. It follows a systematic procedure that includes the research design, instrumentation, data collection procedure, data analysis plan, the geographical location where the study will be conducted, and statistical treatment in evaluating the results of the study to maintain its validity and reliability.

Research Design

This study used a descriptive–inferential research design to aid in collecting data and comprehensively examine the compliance of criminology schools in the Province of Albay with Republic Act No. 11131. It uses different quantitative methods (descriptive and inferential statistics, inferential tests, documentary analysis, and survey data) to answer multiple objectives within the same research paradigm (quantitative).

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According to Shinija (2024), descriptive research design is concerned with observing, describing, and documenting phenomena as they naturally occur, without manipulation or control. Descriptive statistics describe the features of populations and/or samples, and organize and present data in a purely factual way. It presents final results visually, using tables, charts, or graphs, and draws conclusions based on known data. It was used to determine the current status of criminology schools in Albay and the level of compliance of Criminology schools in terms of faculty development and hiring policies, curriculum implementation, institutional compliance, and governance (Hillier, 2023). This type of research design generates quantitative information. Therefore, such a design would often involve surveys. Surveys are useful to measure the descriptive numbers relating to respondents' age groups, income levels, expenditure patterns, and even attitudes.

Inferential research design enables making inferences and drawing conclusions about a population based on data collected from a sample. The primary purpose is to provide a framework for making informed judgments about a population by analyzing a representative subset of that population—known as a sample (Appinio Research, 2025). It goes beyond description by testing hypotheses, estimating parameters, and identifying significant relationships among variables.

Respondents of the Study

The respondents of the study were selected from institutions in the Province of Albay offering a Bachelor of Science in Criminology program. Specifically, the study involved Deans or Officers-in-Charge (OICs), full-time and part-time faculty members, and criminology

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students from first to fourth year levels, with a total of four hundred forty-six (446) respondents. The objectives of the study on curriculum delivery, institutional compliance, and board examination performance are in line with the selection of these respondents, who were chosen based on their direct involvement in the academic and operational aspects of criminology education. These groups were chosen as the best sources of information for assessing compliance with Republic Act No. 11131 due to their direct involvement in the academic and practical aspects of criminology education.

The Deans or OICs were chosen as respondents, since they oversee program implementation, provide strategic direction, and guarantee adherence to CHED regulations and RA 11131 standards, and when evaluating institutional compliance and governance, their viewpoints are crucial. Also, the faculty members, considering they are directly in charge of curriculum delivery, classroom instruction, and mentoring students. Student readiness and licensure performance are directly impacted by their credentials, methods for instruction, and professional growth.

Lastly, the criminology students were selected as respondents, given that they are the primary beneficiaries of the program. Their insights highlight the quality of physical facilities, institutional support, and instructional delivery. Their experiences as curriculum recipients offer important proof of their school readiness and preparedness for the school, especially in taking the board examination and the caliber of their education.

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Research Instrument

The primary instrument used in this study was a structured survey questionnaire in the form of a checklist, which the respondents answered accordingly, designed to gather data on the compliance of criminology schools in the Province of Albay with Republic Act No. 11131.

To ensure validity, the instrument underwent expert validation by a research instrument validator who was a criminology educator. The feedback was incorporated to refine the clarity, relevance, and alignment of items with the research objectives. The survey questionnaires were checked and validated by a dean who oversees the academic performance, implements the strategic plan, and has an up-to-date list of the passers of the criminologist's licensure examination.

The survey questionnaires were checked, including their indicators based on the objectives of the study. Once the approval was obtained, the researcher communicated and coordinated with the respective deans/OIC deans of the criminology school to seek assistance in determining the full-time and part-time faculty members, as well as the number of criminology students per year level. The items in the instrument were carefully selected to obtain the data needed to answer the problem. The indicators are chosen correctly in each specific objective under its variables.

It has two parts; the first part pertains to the level of compliance of Criminology schools in terms of faculty development and hiring policies, curriculum implementation, institutional compliance and governance, and students' preparedness and professional readiness. A four-point Likert Scale was used, as shown below.

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Scale	Numerical Value	Adjectival Interpretation
4	3.25 – 4.00	Fully Complied
3	2.50 – 3.24	Complied
2	1.75 – 2.59	Less Complied
1	1.00 – 1.74	Not Complied

The second part of the survey questionnaire was the assessment of the impact of the compliance of criminology schools with RA 11131, along with the quality of education, school readiness, institutional population, and passing rate. And a separate four-point Likert Scale will be used, as shown below.

Scale	Numerical Value	Adjectival Interpretation
4	3.25 – 4.00	Strongly Agree
3	2.50 – 3.24	Agree
2	1.75 – 2.59	Disagree
1	1.00 – 1.74	Strongly Disagree

The survey questionnaires were personally distributed to the selected respondents in the target criminology schools in the Province of Albay, considering feasibility and the preferences of the respondents. The data collection period lasts approximately 5 to 6 weeks.

Following the completion of data collection, the questionnaires were retrieved, and the information gathered was examined for mistakes or inconsistencies and cross-checked with answers. Next, descriptive statistics were used to evaluate the validated data to compile the

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level of compliance of criminology schools with RA 11131 and assess the impact of the compliance of the criminology schools on the respondents. The findings were analyzed by the particular goals of the study, and suggestions were made in the context of the conclusions.

Validity of the Research Instrument

The research instrument used in this study was a structured survey questionnaire in checklist form designed to gather data on the compliance of criminology schools in the Province of Albay with Republic Act No. 11131 and its perceived impact on key educational outcomes. To establish content validity, the instrument underwent expert validation by qualified professionals in the field of criminology education. The validators, including a criminology educator and a dean with oversight on academic performance and licensure examination outcomes, reviewed the questionnaire to ensure that all items were clear, relevant, and aligned with the specific objectives of the study.

Based on the experts' feedback, revisions were made to improve clarity, appropriateness, and alignment of indicators with the research variables, ensuring that each item accurately measured the intended constructs such as faculty development, curriculum implementation, institutional governance, student preparedness, and program outcomes. This process confirmed that the instrument has adequate content validity, as it effectively captures the dimensions necessary to assess compliance with RA 11131 and its impact on criminology education.

Data Gathering Procedures

The collection of data for this study was conducted in a systematic manner across three criminology schools in the Province of Albay. Protocols were strictly observed at each *****

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institution. The researcher submitted formal letters of request to the registrars, presidents/administrators, and deans of each higher education institution before administering any research instrument. These letters outlined the objectives of the study, the extent of data gathering, and the guarantee that ethical standards shall be maintained. No data collection commenced until proper institutional approval was granted and documented.

An essential component of the data collection procedure was informed consent. The researcher presented each respondent with an explanation of the objectives of the study, purpose, and intended use of the data before delivering the survey questionnaires. Questionnaires were delivered only after authorization was verified by the relevant school officials, and respondents were politely approached. Respondents were informed that participation was voluntary and that their identities would remain anonymous. This process upheld ethical standards and ensured transparency in the conduct of the research. During the actual conduct of data gathering, in order to ensure that activities did not interfere with regular classes or administrative processes, the researcher followed institutional policies and schedules.

The data gathering lasted for a total of four months, allowing sufficient time to complete all phases of collection. During this period, the researcher personally distributed the validated survey questionnaires to deans, faculty members, and criminology students. Retrieval of Questionnaires was carefully managed to ensure completeness and accuracy. To prevent loss or tampering the researcher personally collected the completed survey questionnaires from respondents. Following completion, retrieval was carried out right away,

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with appropriate acknowledgment from the respondents and faculty members. This procedure ensured that the data were intact for analysis and that all distributed questionnaires were accounted for.

The informal interview was conducted to validate the information regarding the list of examinees, passers, and non-passers from the period of 2022 to 2024 from the office of the registrar of the different criminology schools in the Province of Albay.

Data were presented in the form of frequency and means, maintaining confidentiality while allowing for meaningful interpretation.

Ethical Consideration

During the study, the researcher was guided by the following ethical considerations, which were observed before data collection. The deans and administrations of criminology schools in the Province of Albay received formal letters of request and acknowledged them, allowing the study to be conducted. Attesting to their complete understanding of the study's goals, how the data would be used, and the measures taken to protect their privacy. Confidentiality was strictly maintained, particularly with regard to sensitive school records and personal information.

Data Analysis

The data and information that were gathered based on the survey questionnaires that the respondents answered were carefully conceptualized and analyzed based on the school records. The study applied descriptive statistical tests, such as frequency, ranking, and weighted mean that were computed to describe trends across groups and the subject areas

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in the Implementation of RA 11131 in Schools Offering BS in Criminology in the Province of Albay: Basis for Review of Curriculum Enhancement. These were used in objectives of the study 2 and 4, to determine the level of compliance of Criminology schools in terms of faculty development and hiring policies, curriculum implementation, institutional compliance and governance such as facilities, libraries, and laboratory equipment and the students' preparedness and professional readiness, and to assess the impact of the compliance of criminology schools with RA 11131 along quality of education delivery, school readiness, institutional population and passing rate

Weighted Mean. It is an essential concept in mathematics and statistics. The mean is the average or the most common value in a collection of numbers. In statistics, it is a measure of central tendency of a probability distribution along the median and mode. It is similar to an ordinary arithmetic mean, except that instead of each of the data points contributing equally to the final average, some data points contribute more than others. If all the weights are equal, then the weighted mean is the same as the mean (Lumen Learning, 2024).

Frequency. The frequency (f) of a particular value is the number of times the value occurs in the data (Statistics Canada, 2021). It was used both in the objectives of the study, number 2, to assess the implementation of RA 11131 along the regulation, professional standard, and licensure exam, and 3 to identify the problems encountered in the implementation of RA 11131.

Ranking. It refers to ordering data points from least to greatest (vice versa) and giving each data point an ordinal number (Klein, 2023).

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Document analysis. A qualitative research method used to interpret and extract meaning from written, visual, or physical materials. It's especially useful for studying historical records, policies, communications, and personal narratives—without needing direct interaction with participants (Lumivero, 2025). It was used to determine the current status of Criminology schools in the Province of Albay in terms of institutional profile, number of faculty members, physical facilities, and institutional linkages and partnerships.

Kendall's Coefficient of Concordance (W). This is another nonparametric test used to find out if there is an agreement or concordance among raters or judges of N objects or individuals. The interpretation of the value of W is high agreement when $W=1$, no agreement when $W=0$ (Burgos, 2023).

Chi-square. A Pearson's chi-square test is a statistical test for categorical data. Pearson's chi-square (χ^2) tests, often referred to simply as chi-square tests, are among the most common nonparametric tests. It is used to determine whether your data are significantly different from what you expected. Chi-square is often written as χ^2 and is pronounced: "kai-square" (rhymes with "eye-square"). It is also called chi-squared. (Turney, 2023).

RESULTS AND DISCUSSION

This section presents the results after obtaining the data and information gathered in the Compliance of Criminology Schools with RA 11131 (The Philippine Criminology Profession Act of 2018) in the Province of Albay: A Basis for Course Enhancement Program, primarily based on the records of the criminology schools and questionnaires given to the respondents in accordance with the objectives of the study.

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1. The Current Status of Criminology Schools in the Province of Albay

During the interview and through document analysis, the researchers sought to determine the current status of Criminology schools in the Province of Albay with respect to institutional profile, number of faculty members, physical facilities, and Institutional linkages and partnerships. The institutional structure, instructional capability, learning environment, and collaboration relationships of each criminology school are outlined in this evaluation, which serves as a basis for determining their overall compliance with RA 11131 and preparedness to provide high-quality criminology instruction.

a. Institutional Profile

Table 1a presents the institutional profile of criminology schools in the Province of Albay, providing an overview of their operational background, enrollment size, accreditation status, and licensure examination performance, which collectively reflect their level of development and capacity to deliver quality criminology education.

Table 1a
Institutional Profile

HEI	Years of Operation	Number of Enrollments	Accreditation	School performance CLE
HEI1	10 years	81 students	CHED Recognition	February 2024 – 16.67% (1 out of 6)
HEI2	Almost 57 years	1,757 students	PACUCOA Level III Re-Accreditation for Criminology	December 2022 – 45.27% (110 out of 243) April 2023 – 29.36% (32 out of 109)

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				August 2023 – 18.64% (11 out of 59) February 2024 – 56.54% (121 out of 214) July-August 2024 – 51.69% (46 out of 89)
HEI3	6 years	75 students	CHED Recognition	February 2024 – 38.46% (5 out of 8) July-August 2024 – 0% (0 out of 2)

HEI1 has been operating for 10 years with a relatively small population of 81 enrolled students, and is currently under CHED Recognition. The institution reflects a developing but stable criminology program in terms of institutional size and operational maturity. Despite its shorter years of existence compared to other institutions, HEI1 shows a structured academic setup that aligns with minimum regulatory standards required for criminology education.

In terms of CLE performance, HEI1 recorded a result of 16.67% passing rate (1 out of 6 examinees) in February 2024, indicating a low performance outcome in licensure examination results. This suggests that while the institution is compliant in terms of accreditation status, its limited student population and relatively young academic system may still be adjusting to the demands of board examination preparation. The result implies that further strengthening in review strategies, faculty specialization, and competency-based instruction is necessary to improve graduate outcomes and licensure readiness.

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HEI2 demonstrates a highly established institutional background with almost 57 years of operation, making it the most experienced among the identified institutions. It has a significantly large enrollment of 1,757 students, and holds a PACUCOA Level II Re-Accreditation for the Criminology program, indicating a higher level of quality assurance and academic maturity compared to other institutions.

In terms of CLE performance, HEI2 shows fluctuating but data-rich results across multiple examination periods. In December 2022, it recorded a 45.27% passing rate (111 out of 243), followed by a decline in April 2023 with 29.38% (32 out of 109), and a further decrease in August 2023 with 16.68% (11 out of 59). However, a notable improvement was observed in February 2024 with a 56.54% passing rate (121 out of 214). This pattern suggests inconsistency in examination outcomes, but also demonstrates the institution's capacity to recover and improve performance over time.

The variability in results may be attributed to the large student population, differences in cohort preparedness, and possible changes in instructional or review systems. Nevertheless, HEI2's long operational history and accreditation level indicate strong institutional foundations that can support sustained improvement in CLE outcomes if consistent academic interventions are maintained.

HEI3 has been operating for 6 years and has an enrollment of 75 students, under CHED Recognition. Despite being the youngest among the institutions, HEI3 presents a relatively focused and compact academic environment, which may contribute to more direct instructional supervision and student monitoring.

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In terms of CLE performance, HEI3 achieved a 54.38% passing rate (9 out of 16 examinees) in February 2024, indicating a relatively strong performance compared to some institutions with longer operational histories. However, in the July–August 2024 examination, the institution recorded a 0% passing rate (0 out of 2 examinees), which reflects a significant decline, although the number of examinees is very limited.

This mixed performance suggests that while HEI3 has the potential for high licensure outcomes, its results may be highly sensitive to small cohort sizes and student preparedness levels. The institution’s short operational history may also mean that systems for long-term academic stabilization and review enhancement are still in development. Strengthening continuity in review programs and ensuring consistent competency development among students are crucial to sustaining and improving CLE performance.

The results reveal that in terms of years in operation, enrollment size, accreditation status, and board exam results, the institutional profiles of HEI1, HEI2, and HEI3 clearly differ from one another. These differences collectively indicate variations in academic stability and preparedness in criminology education. In view of its extensive operating history and accreditation level, HEI2 exhibits the greatest institutional foundation, whereas HEI1 and HEI3 are developing systems with limited enrollment and varied licensure results. CLE performance trends across the three schools indicate that student population size and institutional development have an impact on consistency in board examination results.

The findings imply that longer-established and accredited institutions tend to have more stable academic systems; nonetheless, as demonstrated by HEI2’s varying outcomes, it

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may not always ensure continuous licensure performance. In the meantime, to improve board performance outcomes, smaller and younger institutions like HEI1 and HEI3 need more assistance with review strategies, instructional quality, and program continuity.

This implication was supported by the literature that focuses on the quality assurance mechanisms in Philippine higher education institutions and their effect on institutional reputation. By analyzing accredited programs, faculty development initiatives, and infrastructure improvements, the study finds that institutions with robust internal quality assurance systems demonstrate better academic outcomes and stronger student satisfaction (Calderon, 2022). Furthermore, by CHED (2022) along with accrediting bodies like AACUP and PACUCOA, it audits schools to ensure they meet national quality standards. And by Espinosa (2021), it points out that institutional profiles must include strong administrative leadership and clear policy directions to fully support criminology education and professionalization.

b. Number of Faculty Members

The number of students, faculty composition, and credentials of the professors at Albay's criminology schools vary greatly, and these factors have a direct impact on the quality of the programs overall, licensure examination results, and quality of academic delivery.

Table 1b
Faculty Members

Higher Education Institution (HEI)	Faculty		Total
	Full-time	Part-time	
HEI1	5	5	10
HEI2	9	30	39
HEI3	2	10	12

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The number of faculty members in criminology programs is a crucial factor in determining whether Higher Education Institutions (HEIs) comply with Republic Act No. 11131 due to the fact that it shows how well-prepared the institutions are to provide high-quality instruction, adequate academic supervision, and consistent program implementation. An essential measure of academic consistency and institutional strength is the composition of the faculty, especially the ratio of full-time to part-time professors. In this regard, the different faculty structures found at Albay's HEIs offer a foundation for assessing how the distribution of human resources affects the general quality of criminology instruction and its adherence to professional standards of excellence.

As shown in Table 1a, the three criminology schools in the Province of Albay exhibit notable differences in faculty size and composition. HEI1 has a total of 10 faculty members, equally divided between 5 full-time and 5 part-time instructors. The balanced distribution implies that the school depends on part-time teachers to support its teaching load even though it retains a core of permanent faculty. This balance could allow for workforce flexibility while maintaining curriculum delivery reliability. With fewer instructors, the institution faces limitations in course coverage and specialization, which can lead to heavier teaching loads and reduced opportunities for research, extension services, and professional development. HEI1's current status reflects a modest but balanced faculty structure that provides a foundation for criminology education, though its limited manpower constrains institutional strength and long-term program enhancement.

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HEI2, on the other hand, has the largest faculty population with 39 members, consisting of 9 full-time and 30 part-time faculty. The heavy reliance on part-time faculty indicates a staffing pattern that prioritizes quantity over permanence. This structure has the benefit of allowing the college to accommodate more students and diversify its course offerings, providing a wide range of criminology topics to be covered. However, the significant emphasis on part-time professors raises concerns regarding faculty development, instructional consistency, and adherence to RA 11131's emphasis on ongoing education and professional standards. HEI2 exhibits institutional breadth and capacity, but considering its reliance on part-time professors, it has difficulties maintaining stability and quality.

Meanwhile, HEI3 has the smallest faculty size with only 12 members, composed of 2 full-time and 10 part-time faculty, relying predominantly on part-time faculty who may enrich instruction with practical perspectives but limit institutional stability and sustained curriculum delivery. This reflects its recent entry into criminology education. While its reliance on external professionals enriches instruction with practical perspectives, the predominance of part-time faculty limits institutional stability, mentoring, and sustained curriculum delivery. HEI3's current status highlights its emerging role in criminology education, but its small and predominantly part-time faculty base poses challenges to compliance with RA 11131 and long-term academic sustainability.

The results show that, although having the largest number of faculty members, HEI2 is mainly composed up of part-time instructors, which may have an impact on the continuity of academic planning, depth of faculty involvement, and consistency of instruction. Although

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its smaller faculty members may limit opportunities for specialization and program expansion, HEI1's comparatively balanced mix of full-time and part-time faculty suggests a more stable educational system. However, HEI3's extremely small number of full-time faculty members draws attention to possible problems with workload management, faculty accessibility, and ongoing academic mentorship—all of which are critical in criminology education, where ongoing coaching and competency development are crucial.

This implies that the differences in faculty composition across the HEIs reflect varying levels of institutional preparedness in delivering quality criminology education. Although HEI2 and HEI3's significant reliance on part-time faculty may provide faculty flexibility, it may also compromise long-term academic progress and instructional consistency. On the other hand, schools with a more balanced or larger percentage of full-time professors are more likely to ensure long-term program implementation, better student assistance, and better preparedness for licensing exams. These findings emphasize how crucial it is for HEIs to review and improve their faculty hiring and retention practices in order to better comply with RA 11131 and raise the caliber of criminology programs in the Province of Albay.

Globally, faculty composition is widely regarded as a key indicator of academic program quality. This implication, supported by the Academy of Criminal Justice Sciences (2020) emphasizes that maintaining adequate full-time faculty numbers and balanced teaching loads is essential to prevent over-enrollment and ensure quality criminology education, which is reflected in HEIs' varying faculty structures and reliance on part-time instructors. Gonzales (2021) supports this by stating that institutions with a higher number of qualified full-time

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faculty demonstrate better student outcomes and licensure performance, highlighting the importance of faculty stability in criminology programs.

Relucio (2020) further explains that shortages of qualified faculty contribute to larger class sizes, limited individualized instruction, and lower student satisfaction, reinforcing concerns related to institutions with minimal full-time faculty presence. In addition, Mendoza and Francisco (2022) conclude that sufficient full-time faculty with advanced degrees enhances students' professional readiness and institutional competitiveness, underscoring the importance of strengthening faculty recruitment and retention to improve criminology education quality and compliance with RA 11131.

c. Physical Facilities

Each institution's physical resources show significant variations in their ability to offer practical criminology instruction. Physical facilities are essential in assessing criminology schools' adherence to RA 11131, as they directly affect the delivery of both academic and practical education. The availability and condition of classrooms, laboratories, offices, and specialized training facilities determine the capacity of schools to offer applied learning experiences, including forensic analysis, crime scene investigation, and tactical training.

Under CHED Memorandum No. 05, Series of 2018 for BS in Criminology Monitoring Tools in processing evaluation report based on policies and standards, it is stated that each institution is expected to provide separate offices with amenities for the dean, program head, and faculty and staff, as well as classrooms that are well-lighted, well-ventilated, and equipped with adequate instructional facilities such as chairs, podiums, and boards. Laboratory

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requirements include sufficient tables, adequate water supply, and specific equipment for general and physical sciences, with proper lighting and ventilation. Specialized facilities such as a permanent crime scene room, demo-electronic security equipment, car-demo vehicles, demo-firearms, and computer laboratories with internet access are also required to support applied criminology instruction. Additional instructional rooms and physical education facilities, including a gymnasium, swimming pool, lifesaving equipment, target range, and driving range, form part of the prescribed standards. Basic equipment, materials, and chemicals for professional courses, along with audio-visual equipment, are necessary to ensure comprehensive training.

**Table 1c
Physical Facilities**

AREAS FOR EVALUATION	MINIMUM STANDARDS	HEI1		HEI2		HEI3	
		Complied	Not Complied	Complied	Not Complied	Complied	Not Complied
A. Physical Facilities							
	1. Conform to existing requirements as specified by law		✓	✓		✓	
	2. School Site						
	a. Owned/Leased	✓		✓		✓	
	b. Site						
	c. Floor Area						
	d. Building						
	3. Classroom requirement						
	a. Number of classrooms/lecture rooms	✓		✓		✓	
	b. Number of fully equipped laboratory						
	c. 35 students/lecture class, maximum 50						
	d. 25 students/laboratory or research class (with more than 25 students should have additional laboratory assistants)						
	4. Support Facilities						
	a. Auditorium	✓		✓		✓	
	b. Sports and recreational						
	c. Cafeteria/Canteen						
	d. Student Lounge						
	5. Support Services						
	a. Guidance and Counseling	✓		✓		✓	
	b. Employment Placement Services						
	c. Medical						
	d. Dental						
B. Laboratory and Physical Facilities (Professional Courses)							
	1. A Separate office with amenities for the dean/chairman/faculty and staff.	✓		✓		✓	
	2. Classrooms						
	a. Well-lighted	✓		✓		✓	
	b. Well-ventilated	✓		✓		✓	
	c. Equipped with adequate facilities such as chairs, instructor's podium/ table/ white/black boards and others	✓		✓		✓	
	3. Laboratory						
	a. Adequate water supply	✓		✓		✓	
	b. Specific laboratory equipment	✓		✓		✓	
	c. Well-lighted	✓		✓		✓	
	d. Well-ventilated	✓		✓		✓	
	4. Specialized Laboratory-there shall be maintained						
	a. Gymnasium or facility for defensive tactics	✓		✓		✓	
	b. Interrogation room with one-way mirror for criminal interrogation	✓		✓		✓	
	c. A dark room for Forensic Photography	✓		✓		✓	
	d. Laboratory for the following prof. subjects:						
	1) Questioned documents:	✓		✓		✓	
	2) Forensic ballistics:	✓		✓		✓	
	3) Dactyloscopy:	✓		✓		✓	
	4) Forensic chemistry and toxicology:	✓		✓		✓	
	e. Skills and Demonstration or simulation laboratory:	✓		✓		✓	
	f. Permanent crime scene room:	✓		✓		✓	
	g. Moot Court room:	✓		✓		✓	
	h. Target Range:	✓		✓		✓	
	i. Swimming pool/area:	✓		✓		✓	
	j. Bullet recovery and firearm storage facility:	✓		✓		✓	
	k. Basic firefighting and rescue equipment:	✓		✓		✓	
	l. First aid equipment	✓		✓		✓	

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All three higher education institutions demonstrate broad compliance with the minimum standards set by CHED Memorandum No. 05, Series of 2018. Each HEI has separate offices for administrators and faculty, well-lighted and ventilated classrooms equipped with instructional facilities, and laboratories with adequate water supply and basic criminology equipment. They also maintain specialized facilities such as crime scene rooms, forensic laboratories (ballistics, chemistry, toxicology, questioned documents, dactyloscopy), moot courts, interrogation rooms, and defensive tactics gyms. Support services like guidance and counseling, medical, dental, and employment placement are likewise present across all three institutions. This uniform compliance indicates that the HEIs collectively meet the baseline requirements for delivering both academic and applied criminology instruction.

Despite strong compliance in many areas, the table also shows shared gaps among HEI1 non-compliance with no Registered Criminologists Laboratory Technician. By examining compliance and non-compliance collectively, it becomes clear that the three HEIs are aligned in meeting baseline CHED standards, particularly in providing specialized criminology laboratories and support services. However, they share common weaknesses in infrastructure expansion and site adequacy, which may limit their long-term capacity to deliver criminology education at scale. This suggests that while compliance with RA 11131 is evident, institutions must move beyond minimum standards toward continuous facility upgrading and expansion to sustain quality and credibility in criminology education.

The findings reveal that a key factor in providing criminology instruction that satisfies the requirements of the profession is the condition of the physical facilities, which include

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training fields, laboratories, simulation rooms, and classrooms. From crime scene processing to tactical training, schools with up-to-date, well-maintained facilities may offer realistic and experiential learning opportunities. On the other hand, schools with inadequate or antiquated infrastructure may put a greater emphasis on theoretical education, which would limit the hands-on experience students require to build operational competencies. Since learning environments affect both comfort and motivation, inadequate facilities can also have an impact on student participation and morale.

This implies that physical maintenance and upgrades are necessary to comply with RA 11131 and to meet CHED curriculum standards. Investments in specialized laboratories, forensic equipment, and training facilities can greatly improve skill development for Albay criminology schools, better preparing students for law enforcement and investigative work in the real world. Beyond academic results, well-equipped facilities enhance the school's image and increase its appeal to future students as well as law enforcement and research partners.

This implication, supported by Patalinghug (2023), highlights that physical facilities, including laboratories and instructional spaces, are critical for compliance with quality assurance standards in criminal justice education, where deficiencies may hinder program certification and compliance outcomes. As well as by Tero (2026), through CHED Memorandum Order No. 5, s. 2018, provides that criminology programs should ensure proper curriculum implementation supported by adequate facilities, laboratories, and learning resources to guarantee quality education and professional readiness. And Marigondon (2024) and Reyes (2024) found that despite improvements in libraries and IT systems, higher

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education institutions still face deficiencies in learning environments such as study spaces, lighting, and seating capacity, affecting effective learning delivery.

d. Institutional Linkages and Partnership

Enhancing the academic, research, and training capacities of criminology schools is largely dependent on institutional linkages and partnerships. In keeping with the goals of RA 11131, these partnerships give access to outside knowledge, resources, and professional networks that improve curriculum delivery, the development of practical skills, and employment preparedness. The Province of Albay's three criminology schools have varied relationships with both foreign academic institutions and local government organizations.

Table 1b
Institutional Linkages and Partnership

Higher Education Institution (HEI)	Institutional Linkages and Partnership
HEI1	<ul style="list-style-type: none">• PNR Site Hits Firing Range (Request Letter)• MOA with PNP, BJMP and BFP
HEI2	<ul style="list-style-type: none">• MOA with Hits Shooting and Hunting Gun Club Inc.• MOA with Carmela's Resort• Philippine Association of Institutions for Research (PAIR)• University of Technology and Applied Science (UTAS)• MOA with PNP, and BFP
HEI3	<ul style="list-style-type: none">• University of the Cordilleras, a renowned Center of Excellence in BS Criminology• PNP Regional Training Center 5• Region 5 Lada Taekwondo Association• MOA with PNP, BJMP, and BFP

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The majority of HEI1's partnerships are with public safety and law enforcement organizations. Its MOA with the PNP, BJMP, and BFP under the O-The-Job Training as their subject guarantees that students are exposed to real-world policing, corrections, and fire safety procedures—all crucial elements of criminology education. Its ability to offer hands-on firearms training is further strengthened by access to the PNR Site Hits Firing Range, which is consistent with RA 11131's focus on professional readiness and skill development. Regarding the goal of the study, HEI1's current state shows a narrowly concentrated network of connections that is enough to offer fundamental practical instruction but less varied than that of other institutions. This implies that even while HEI1 satisfies the minimal requirements, it might need to increase relationships in order to improve research collaboration and increase student possibilities.

HEI2 demonstrates the widest and most diverse set of institutional linkages among the three schools. Beyond its MOAs with the PNP and BFP, it has partnerships with private organizations such as Hits Shooting and Hunting Gun Club Inc. and Carmela's Resort, which provide venues for practical training and student activities. Beyond regional and national borders, HEI2's relationships demonstrate a comprehensive and calculated approach to scholarly cooperation. It has ties to the Philippine Association of Institutions for Research (PAIR) on a local level, which promotes faculty and student involvement in research by offering training, conferences, and publication opportunities. Through their cooperation, BC can conduct cross-cultural criminology research, benchmarking, and academic interaction with the University of Technology and Applied Science (UTAS) in Oman. In addition to providing

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professors and students with wider professional and academic vistas, these connections help BC incorporate international best practices into its criminology curriculum. Its MOAs with the Hits Shooting and Hunting Gun Club Inc. and Carmela’s Resort provide facilities for tactical training and physical development, ensuring students gain exposure to real-world practice environments. These partnerships are important as they balance practice-oriented training with research and internationalization, positioning Bicol College as both locally grounded and globally connected.

HEI3 exhibits a significant emphasis on connections to professional training. Its partnership with the University of the Cordilleras, a renowned Center of Excellence in BS Criminology, offers chances for faculty exchange and curricular development in addition to a top-notch academic standard. Since it allows students direct exposure to police operational standards, tactical training, and law enforcement procedures—bridging the gap between classroom learning and field application—the school's connection with the PNP Regional Training Center 5 is especially noteworthy. Furthermore, it provides specific instruction in martial arts and self-defense through its association with the Region 5 Lada Taekwondo Association, which is crucial for criminology graduates hoping to work in security or law enforcement. It emphasizes physical fitness, discipline, and self-defense skills, which are essential attributes for criminology graduates entering law enforcement and security professions.

The findings reveal that building stronger institutional ties is not just a formality; it is a strategic requirement for criminology programs to meet the competency outcomes required

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by CHED CMO No. 05, Series of 2018, and RA 11131. By offering practical training, cross-cultural viewpoints, and exposure to modern crime prevention techniques, growing collaborations with law enforcement agencies, community organizations, and international academic institutions could improve students' professional preparedness. Additionally, by formalizing multi-agency agreements, Albay-based criminology schools could increase their institutional credibility and capacity to produce graduates who are both theoretically proficient and prepared for the field by positioning themselves as active participants in regional safety and justice initiatives.

The implications of these partnerships are significant for institutional development and student outcomes. Practice-oriented linkages ensure that criminology graduates acquire technical skills directly aligned with law enforcement demands, thereby enhancing employability and compliance with RA 11131. Research and international collaborations expand academic horizons, foster innovation, and elevate institutional credibility by benchmarking against global standards. Holistic partnerships that incorporate physical fitness and discipline highlight the importance of preparing students not only intellectually but also physically and psychologically for the rigors of criminology practice.

This implication was supported by the literature of Fouché and Guillermo (2021), that structured university–agency collaborations, such as the Inside-Out Prison Exchange Program, enhance student learning outcomes by improving empathy, critical thinking, and social engagement through direct interaction with correctional environments. Furthermore, Duarte and Vardasca (2023) state that accreditation serves as a key mechanism for ensuring

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educational quality and consistency, with variations across regions reflecting differences in institutional capacity and governance. And the GILEE Communications Team (2023) highlights the Georgia International Law Enforcement Exchange (GILEE) as an international collaboration model that strengthens criminology education through peer-to-peer training between academic institutions and law enforcement agencies across multiple countries.

2. Level of Compliance of Criminology Schools

This section focuses on the level of compliance of criminology schools in the province of Albay in accordance with RA 11131. The following tables present the combined responses from of the two groups which were the deans/OICs, full-time and part-time faculty members, and criminology students at each higher education institution. The analysis covered four major areas of institutional functions: faculty development and hiring policies, curriculum implementation, institutional compliance and governance, and students' preparedness and professional readiness.

The inclusion of multiple respondent groups provides a comprehensive and balanced assessment of compliance, capturing both administrative perspectives and actual student experiences within the institutions. This approach allows for a clearer understanding of how institutional practices influence instructional quality, operational effectiveness, and the overall readiness of students for professional practice and licensure examinations.

Specific indicators under the faculty development and hiring policy were assessed across three Higher Education Institutions (HEIs), namely HEI1, HEA2, and HEI3. The results will provide a thorough understanding of how the academic community evaluates compliance

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measures, highlighting the advantages and shortcomings of the province's criminology education and potential areas for improvement.

This part of the study shows the level of compliance from the three (3) Criminology Schools in the Province of Albay with RA 11131 or also known as The Philippine Criminology Profession Act of 2018. The first important aspect to be considered by the school to provide quality education is Faculty Development and Hiring Policies. The faculty who teaches the major or professional subjects in the criminology course shall possess relevant academic requirements, such as a holder of a master's or doctorate and a Registered Criminologist (licensed), he or she has a specialized skills in the delivery of instruction.

The following tables 2a to 2d present the adherence of criminology schools in the province of Albay in relation to their compliance with Republic Act No. 11131. Specifically, Tables 2a and 2b show the responses of faculty members, including the deans and professors or instructors, focusing on faculty development and hiring policies and curriculum implementation, which highlight institutional practices and instructional alignment with national standards. Meanwhile, Tables 2c and 2d include the perspectives of criminology students and professors, providing a more comprehensive evaluation of institutional compliance and governance as well as students' preparedness and professional readiness.

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Table 2a
Faculty Development and Hiring Policy

Indicators	HEI1 N = 10 Professors		HEI2 N = 39 Professors		HEI3 N = 14 Professors		TWM	AI
	WM	AI	WM	AI	WM	AI		
1. Participation in annual Continuing Professional Development (CPD) programs, which include seminars and training.	2.40	LC	3.33	FC	1.64	NC	2.46	LC
2. Qualifications standard of the Dean and Faculty Members teaching criminology subjects with degrees on master's and doctorate.	2.20	LC	3.00	C	2.07	LC	2.42	LC
3. The hiring process consists of a thorough review of credentials, interviews, and demo-teaching to determine the applicant's knowledge and teaching skills.	2.60	C	3.92	FC	2.50	LC	3.01	C
4. The school administers performance evaluations to faculty members regarding their teaching effectiveness and compliance with institutional policies.	2.20	LC	2.82	C	2.86	C	2.63	C
5. The faculty members possess relevant specialized skills in criminology or other related fields.	2.50	LC	2.79	C	2.57	C	2.62	C
Average Weighted Mean	2.38	LC	3.17	C	2.33	LC	2.63	C

Legend: 3.26 – 4.00 Fully Complied (FC) 1.76 – 2.50 Less Complied (LC)

2.51 – 3.25 Complied (C) 1.00 – 1.75 Not Complied (NC)

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Table 2a shows the results of faculty development and hiring policies in criminology schools, based solely on evaluations by faculty members, including the dean, professors, and instructors, both full-time and part-time criminology teachers. The assessment of hiring practices and faculty growth in criminology schools by faculty members alone is presented in Table 2a. This table also illustrates how well higher education institutions meet the standards of RA 11131 for professional development, qualifications, recruitment processes, and faculty specialization fields.

For HEI1, the results showed that participation in annual Continuing Professional Development (CPD) programs obtained a weighted mean of 2.40 and was interpreted as Less Complied. This indicates that while CPD activities may be present, as it is essential for maintaining updated knowledge and professional competence, participation is not consistently practiced or strongly encouraged among faculty members. The qualifications standard of the Dean and Faculty Members teaching criminology subjects with degrees on master's and doctoral degrees had a weighted mean of 2.20, interpreted as Less Complied, wherein not all professors and academic leaders possess the necessary advanced education. Meanwhile, the hiring process, consisting of a thorough review of credentials, interviews, and demo-teaching, had a weighted mean of 2.60, interpreted as Complied, the school typically employs a methodical and appropriate hiring procedure for faculty selection. The administration of performance evaluations to faculty members had a weighted mean of 2.20, interpreted as Less Complied, faculty assessment mechanisms may not be consistently implemented or regularly monitored. Lastly, faculty members possessing relevant specialized skills had a

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weighted mean of 2.50 interpreted as Less Complied, while some instructors may have appropriate criminology-related expertise, not all faculty members are fully equipped with specialized competencies required for advanced criminology instruction such as forensic science, criminal investigation, or tactical training. An average weighted mean of 2.38 is interpreted as Less Complied, this suggests the need for institutional strengthening in faculty development programs, qualification upgrading, and stricter compliance with professional standards to improve the quality of criminology education.

For HEI2, participation in annual Continuing Professional Development (CPD) programs obtained a weighted mean of 3.33 interpreted as Fully Complied, this indicates that the institution actively supports and encourages continuous professional growth among its faculty. The qualifications standard of the Dean and Faculty Members had a weighted mean of 3.00 interpreted as Complied, generally meets the required academic qualifications for criminology faculty and academic leadership. The hiring process had a weighted mean of 3.92 interpreted as Fully Complied, has a highly structured and strictly implemented recruitment system, while the performance evaluation of faculty members had a weighted mean of 2.82 interpreted as Complied, shows that the institution implements faculty assessment mechanisms, although not at the highest level of consistency or rigor. And faculty members possessing relevant specialized skills had a weighted mean of 2.79 interpreted as Complied, most faculty members have appropriate criminology-related expertise, although there may still be variability in specialization across instructors. An average weighted mean of 3.17 interpreted as Complied,

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the institution demonstrates strong performance in CPD participation and hiring processes, while maintaining satisfactory compliance in qualifications, evaluation, and specialization.

For HEI3, participation in annual Continuing Professional Development (CPD) programs obtained a weighted mean of 1.64 interpreted as Not Complied, indicates a significant deficiency in faculty engagement in professional development activities. Qualifications standard of the Dean and Faculty Members had a weighted mean of 2.07 interpreted as Less Complied, a considerable number of academic leaders and instructors may not fully meet the required advanced educational qualifications. The hiring process had a weighted mean of 2.50 interpreted as Less Complied, this suggests that while some elements of a structured recruitment system are present, the implementation may not be consistently rigorous, while performance evaluation of faculty members had a weighted mean of 2.86 interpreted as Complied, shows that HEI3 implements faculty assessment mechanisms to a reasonable extent. And faculty members possessing relevant specialized skills had a weighted mean of 2.57 interpreted as Complied, means that many faculty members have appropriate criminology-related competencies; however, the level of specialization may still vary across instructors. An average weighted mean of 2.33 interpreted as Less Complied, there is the need for substantial institutional improvement, particularly in faculty development and qualification enhancement, to ensure stronger compliance and improved quality of criminology education.

Among the indicators in faculty development and hiring policies in criminology schools, the hiring process consisting of a thorough review of credentials, interviews, and demo-

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teaching to determine the applicant's knowledge and teaching skills obtained the highest TWM of 3.01 (Complied), indicating that structured and merit-based recruitment practices are the most consistently implemented. This is followed by the administration of performance evaluations to faculty members regarding their teaching effectiveness and compliance with institutional policies with a TWM of 2.63 (Complied), reflecting the presence of mechanisms to monitor and assess faculty performance.

Closely ranked is the possession of relevant specialized skills in criminology or other related fields among faculty members with a TWM of 2.62 (Complied), suggesting a moderate alignment of faculty expertise with program requirements. Participation in annual Continuing Professional Development (CPD) programs, which include seminars and training, obtained a TWM of 2.46 (Less Complied), indicating limited engagement in ongoing professional development activities. Meanwhile, the qualification standards of the Dean and faculty members teaching criminology subjects with master's and doctorate degrees registered the lowest TWM of 2.42 (Less Complied), implying that compliance with advanced academic qualifications remains the least prioritized among the indicators.

The findings demonstrate that different criminology schools have different levels of compliance with hiring and faculty development policies. Higher education institutions (HEIs) have strengths in recruitment processes but lacks in advanced credentials and continuous professional development. While HEI1 and HEI3 exhibit gaps in faculty qualifications and professional development engagement, HEI2 has the highest overall compliance, especially in CPD participation and hiring procedures. Across all institutions, the hiring process consistently

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ranks highest, indicating that structured recruitment is well-established, but sustaining faculty growth through CPD and specialization remains inconsistent.

These findings imply that while criminology schools are generally capable of hiring qualified faculty through structured processes, long-term academic quality may be compromised by insufficient professional development and uneven qualification standards. Strengthening CPD participation, upgrading academic credentials, and standardizing performance evaluation systems are necessary to ensure full compliance with RA 11131 and improve instructional quality in criminology education.

This implication, supported by the Academy of Criminal Justice Sciences in the United States, for example, has certain requirements, including making sure that educators have relevant graduate degrees and engage in ongoing professional growth, as well as maintaining a good balance between students and instructors (ACJS, 2020). However, a study by Cruz et al. (2024) found that while many schools follow the basic hiring requirements, not all are consistent in sending their faculty to professional development programs, especially in areas that require technical expertise, such as forensic science and cybercrime.

Table 2b
Curriculum Implementation

Indicators	HEI1 N = 10 Professors		HEI2 N = 39 Professors		HEI3 N = 14 Professors		TWM	AI
	WM	AI	WM	AI	WM	AI		
1. The subjects offered are curriculum-aligned with the updated Commission on Higher Education (CHED) Memorandum Order No. 5,	2.90	C	2.82	C	3.64	FC	3.12	C

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Series of 2018 (CMO) for Criminology.								
2. The course syllabi reflect the RA 11131 provisions of having an outcomes-based education (OBE) program.	2.70	C	2.69	C	3.00	C	2.80	C
3. Implementation of a curriculum comprehensive review program and revision of mock examinations (e.g., every 2–3 years).	1.40	NC	2.92	C	2.43	LC	2.25	LC
4. Integration of practicum (On-the-Job Training 1 & 2) and simulation activities in the program.	3.00	C	2.82	C	3.50	FC	3.11	C
5. Use of updated textbooks and instructional materials in accordance with the institution's needs.	3.00	C	2.79	C	2.93	C	2.91	C
Average Weighted Mean	2.60	C	2.81	C	3.10	C	2.84	C

Legend: 3.26 – 4.00 Fully Complied (FC) 1.76 – 2.50 Less Complied (LC)

2.51 – 3.25 Complied (C)

1.00 – 1.75 Not Complied (NC)

Table 2b, Curriculum Implementation variable, shows the results from the Deans and Faculty members on how well criminology programs align with CHED CMO No. 5, s. 2018, reflect RA 11131 provisions in Section 3 (c), the standardization and regulation of criminology education, to integrate practicum and simulations, curriculum reviews, and use updated materials such as textbooks.

For HEI1, the subjects offered are curriculum-aligned with CHED Memorandum Order No. 5, Series of 2018 with a weighted mean of 2.90 (Complied), indicating that the program

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generally follows the prescribed criminology curriculum standards. The course syllabi reflect the RA 11131 provisions of Outcomes-Based Education (OBE) with a weighted mean of 2.70 interpreted as Complied, showing that OBE principles are properly integrated in instructional design. The implementation of curriculum comprehensive review and mock examination revision obtained a weighted mean of 1.40 interpreted as Not Complied, indicating that periodic curriculum evaluation is not being properly practiced. The integration of practicum (OJT 1 & 2) and simulation activities obtained a weighted mean of 3.00 interpreted as Complied, showing that experiential learning is adequately implemented. The use of updated textbooks and instructional materials obtained a weighted mean of 3.00 interpreted as Complied, indicating that relevant and updated learning resources are consistently provided. The average weighted mean of 2.60 interpreted as Complied shows that HEI1 generally meets curriculum standards but still needs improvement in curriculum review practices.

For HEI2, the subjects offered are curriculum-aligned with the updated CHED Memorandum Order obtained a weighted mean of 2.82, interpreted as Complied, indicating that the program adheres to the prescribed criminology curriculum standards. The course syllabi reflect the RA 11131 provisions of Outcomes-Based Education (OBE) obtained a weighted mean of 2.69, interpreted as Complied, showing that OBE principles are consistently integrated in instructional planning. The implementation of curriculum comprehensive review and mock examination revision obtained a weighted mean of 2.92, interpreted as Complied, indicating that periodic curriculum evaluation is actively practiced. The integration of practicum (OJT 1 & 2) and simulation activities obtained a weighted mean of 2.82, interpreted

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as Complied, showing that experiential learning is properly implemented. The use of updated textbooks and instructional materials obtained a weighted mean of 2.79, interpreted as Complied, indicating that appropriate and updated learning resources are provided. The average weighted mean of 2.81, interpreted as Complied, shows that HEI2 consistently complies with curriculum standards across all indicators.

For HEI3, the subjects offered are curriculum-aligned with the updated CHED Memorandum Order obtained a weighted mean of 3.64, interpreted as Fully Complied, indicating strong adherence to the prescribed criminology curriculum standards. The course syllabi reflect the RA 11131 provisions of Outcomes-Based Education (OBE) obtained a weighted mean of 3.00, interpreted as Complied, showing that OBE principles are properly integrated in instructional design. The implementation of curriculum comprehensive review and mock examination revision obtained a weighted mean of 2.43, interpreted as Less Complied, indicating limited practice of periodic curriculum evaluation. The integration of practicum (OJT 1 & 2) and simulation activities obtained a weighted mean of 3.50, interpreted as Fully Complied, showing strong implementation of experiential learning activities. The use of updated textbooks and instructional materials obtained a weighted mean of 2.93, interpreted as Complied, indicating that appropriate learning resources are generally available. The average weighted mean of 3.10, interpreted as Complied, shows that HEI3 demonstrates strong curriculum implementation with only minor gaps in curriculum review processes.

The highest TWM of 3.12 (Complied) is observed in the alignment of subjects offered with the updated Commission on Higher Education (CHED) Memorandum Order No. 5, Series

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of 2018 for Criminology, indicating that institutions generally ensure curriculum consistency with national academic standards. This is closely followed by the integration of practicum (On-the-Job Training 1 & 2) and simulation activities in the program with a TWM of 3.11 (Complied), reflecting strong implementation of experiential learning components in criminology education. The use of updated textbooks and instructional materials in accordance with institutional needs obtained a TWM of 2.91 (Complied), suggesting that learning resources are moderately updated and relevant. Meanwhile, the course syllabi reflecting the RA 11131 provisions of an outcomes-based education (OBE) program registered a TWM of 2.80 (Complied), indicating acceptable but not highly emphasized alignment with OBE principles. The lowest TWM of 2.25 (Less Complied) is seen in the implementation of a curriculum comprehensive review program and revision of mock examinations every 2–3 years, revealing a gap in systematic curriculum evaluation and assessment updating.

The findings indicate that criminology schools generally comply with curriculum implementation standards aligned with CHED CMO No. 5, s. 2018 and RA 11131, particularly in subject alignment, practicum integration, and the use of updated instructional materials. HEI2 and HEI3 show stronger adherence in most areas, with HEI3 achieving “Fully Complied” in subject alignment and practicum implementation, while HEI1 demonstrates weaker performance due to limited curriculum review practices.

These results imply that while criminology programs are effectively delivering aligned and practice-based instruction, the lack of regular curriculum review may hinder continuous improvement and responsiveness to emerging criminological trends. Strengthening periodic

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curriculum evaluation and mock examination revision is essential to ensure sustained compliance with RA 11131 and to enhance the relevance and quality of criminology education across institutions.

A 2023 review of State Universities and Colleges in the Philippines revealed that most institutions are adhering to the curriculum standards outlined in CHED CMO No. 05, s. In 2018, though, there is still a need for continuous improvement. The study highlighted that inviting stakeholders—such as alumni, law enforcement agencies, and industry professionals—during curriculum updates helps keep the program current and relevant to real-world needs (Patalinghug et al., 2023). Thus, the goal of teaching a subject is to ensure to build the students to be capable of what they want to be after completing the academic program. Moreover, a curriculum is essentially a series of activities and learning outcome goals related to each subject. It serves as a great map, outlining what the students can achieve, including the methods on how goals must be obtained (Habiatan, 2022).

Correspondingly, Toquero, C., and Ulanday, D. (2021) displayed that the curriculum of the Mindanao State University, General Santos City, is responsive to the present employment of its graduates and that the supply of graduates' educational skills is highly matched with the skills demanded by the industry

Table 2c
Institutional Compliance and Governance

Indicators	HEI1		HEI2		HEI3		N=442	
	N=91		N=262		N=89			
	TW M	AI	TW M	AI	TW M	AI	AWM	AI

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1. The availability of simulation and forensic laboratories is required under RA 11131.	2.06	LC	2.61	C	2.65	C	2.44	LC
2. Existence of actual operational laboratory equipment as per CHED requirements for practice areas for criminology subjects, such as forensic science.	2.16	LC	2.69	C	2.74	C	2.53	C
3. Presence of a library with updated criminology-specific resources such as textbooks and review materials, and digital access.	2.23	LC	2.96	C	3.32	FC	2.84	C
4. Compliance audit or internal evaluation results on the physical facilities of the institution.	2.90	C	2.89	C	2.94	C	2.91	C
5. Ratio of classrooms/laboratories to the number of students in the program.	3.06	C	2.47	LC	3.30	FC	2.94	C
Average	2.48	LC	2.72	C	2.99	C	2.73	C

Legend: 3.26 – 4.00 Fully Complied (FC) 1.76 – 2.50 Less Complied (LC)

2.51 – 3.25 Complied (C)

1.00 – 1.75 Not Complied (NC)

Table 2c presents the level of compliance in institutional compliance and governance as perceived by both faculty members, including the dean and full-time and part-time professors/instructors and criminology students, addressing the ways in which criminology schools adhere to rules, guidelines, and ethical management practices that are in line with RA 11131.

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For HEI1, the availability of simulation and forensic laboratories required under RA 11131 obtained a weighted mean of 2.06, interpreted as Less Complied, indicating insufficient laboratory facilities for criminology practice. The existence of actual operational laboratory equipment as per CHED requirements obtained a weighted mean of 2.16, interpreted as Less Complied, showing limited adequacy of forensic and practice-based tools. The presence of a library with updated criminology-specific resources and digital access obtained a weighted mean of 2.23, interpreted as Less Complied, indicating insufficient learning materials and access to updated references. The compliance audit or internal evaluation of physical facilities obtained a weighted mean of 2.90, interpreted as Complied, showing that the institution regularly conducts facility assessments. The ratio of classrooms and laboratories to student population obtained a weighted mean of 3.06, interpreted as Complied, indicating that space allocation is generally adequate for the number of students. Overall, the average weighted mean of 2.48, interpreted as Less Complied, shows that HEI1 has adequate monitoring and space allocation but remains deficient in essential criminology facilities and resources.

For HEI2, the availability of simulation and forensic laboratories required under RA 11131 obtained a weighted mean of 2.61, interpreted as Complied, indicating that essential criminology training laboratories are sufficiently provided. The existence of actual operational laboratory equipment as per CHED requirements obtained a weighted mean of 2.69, interpreted as Complied, showing that functional forensic and practice-based tools are generally available. The presence of a library with updated criminology-specific resources and digital access obtained a weighted mean of 2.96, interpreted as Complied, indicating that

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learning materials and references are adequately updated and accessible. The compliance audit or internal evaluation of physical facilities obtained a weighted mean of 2.89, interpreted as Complied, showing that regular monitoring and assessment of facilities are consistently implemented. The ratio of classrooms and laboratories to student population obtained a weighted mean of 2.47, interpreted as Less Complied, indicating some limitation in space adequacy relative to student enrollment. The average weighted mean of 2.72, interpreted as Complied, shows that HEI2 generally meets facility standards, with minor concerns on space-to-student ratio.

For HEI3, the availability of simulation and forensic laboratories required under RA 11131 obtained a weighted mean of 2.65, interpreted as Complied, indicating that essential criminology training laboratories are sufficiently provided. The existence of actual operational laboratory equipment as per CHED requirements obtained a weighted mean of 2.74, interpreted as Complied, showing that necessary forensic and practice-based tools are adequately available. The presence of a library with updated criminology-specific resources and digital access obtained a weighted mean of 3.32, interpreted as Fully Complied, indicating strong provision of updated learning materials and excellent accessibility of academic resources. The compliance audit or internal evaluation of physical facilities obtained a weighted mean of 2.94, interpreted as Complied, showing that regular facility monitoring and assessment are consistently implemented. The ratio of classrooms and laboratories to student population obtained a weighted mean of 3.30, interpreted as Fully Complied, indicating excellent adequacy of learning spaces relative to student enrollment. The average weighted

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mean of 2.99, interpreted as Complied, shows that HEI3 demonstrates strong compliance in physical facilities, with particularly high performance in learning resources and space adequacy.

The highest TWM of 2.94 (Complied) is observed in the ratio of classrooms and laboratories to the number of students in the program, indicating that institutions are relatively responsive in maintaining manageable learning environments and facility allocation. This is closely followed by compliance audit or internal evaluation results on the physical facilities of the institution with a TWM of 2.91 (Complied), reflecting the presence of monitoring mechanisms for institutional quality assurance. The presence of a library with updated criminology-specific resources such as textbooks, review materials, and digital access obtained a TWM of 2.84 (Complied), suggesting that academic resource support is moderately sufficient and increasingly updated. The existence of actual operational laboratory equipment as required by CHED for practice areas in criminology subjects, such as forensic science, registered a TWM of 2.53 (Complied), indicating partial but improving compliance in providing practical training facilities. Meanwhile, the availability of simulation and forensic laboratories required under RA 11131 obtained the lowest TWM of 2.44 (Less Complied), revealing that specialized laboratory infrastructure remains the weakest aspect of institutional governance and compliance.

The results illustrate that institutional compliance and governance in criminology schools differ among HEIs, with HEI3 showing the highest overall compliance, especially in terms of adequate space and library resources, and HEI1 exhibiting minimal compliance

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because of a lack of laboratories and educational resources. Compliance is weaker in specialized criminology facilities like forensic and simulation laboratories, but it is comparatively stronger across institutions in administrative monitoring like audits and classroom-to-student ratios.

These results imply that although criminology schools are generally compliant in governance and monitoring systems, there is a critical need to strengthen investment in forensic laboratories, simulation facilities, and criminology-specific learning resources. Improving these areas is essential to fully align with RA 11131 requirements and ensure that criminology students receive adequate hands-on training and exposure to professional practice environments.

Strong institutional governance, characterized by adequate facilities and effective infrastructure, is critical for high-quality criminology education. Evidence from Indonesia by Nugraha et al. (2023) highlights that student preparedness and learning outcomes improve significantly when schools invest in modern, well-maintained classrooms, laboratories, and equipment. In Africa, Nabaho et al. (2020) noted that schools with strong governance, characterized by effective leadership, well-organized resources, and well-maintained infrastructure, were more likely to pass quality assurance audits.

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Table 2d
Student's Preparedness and Professional Readiness

Indicators	HEI1		HEI2		HEI3		N=442	
	N=91		N=262		N=89		AW M	AI
	TWM	AI	TWM	AI	TWM	AI		
1. Competent instructors/professors with mastery of the subject to deliver quality education to the criminology students.	3.11	C	2.65	C	2.90	C	2.88	C
2. Student self-assessment and participation rate in skill enhancement or competency-building programs result in readiness for board examination and law enforcement roles.	2.77	C	2.56	C	3.04	C	2.79	C
3. Availability of student support services (e.g., guidance, review sessions, career seminars).	2.23	LC	2.92	C	2.95	C	2.70	C
4. The number of students who completed the required practicum/OJT hours.	3.22	C	2.68	C	3.50	FC	3.13	C
5. Faculty evaluation of student competencies in practical and theoretical areas.	2.33	LC	2.66	C	2.96	C	2.65	C
Average	2.73	C	2.69	C	3.07	C	2.83	C

Legend: 3.26 – 4.00 Fully Complied (FC) 1.76 – 2.50 Less Complied (LC)

2.51 – 3.25 Complied (C)

1.00 – 1.75 Not Complied (NC)

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Table 2d presents the level of compliance in terms of students' preparedness and professional readiness as perceived by both faculty and student respondents across the three HEIs. Based on institutional inputs, including teaching quality, support services, and practicum completion, this variable evaluates how well criminology students are being prepared for professional practice, including licensure exams and careers in law enforcement.

For HEI1, competent instructors/professors with mastery of the subject obtained a weighted mean of 3.11, interpreted as Complied, indicating that faculty members are generally capable of delivering quality criminology education. Student self-assessment and participation in competency-building programs obtained a weighted mean of 2.77, interpreted as Complied, showing that students are actively engaged in activities that enhance their readiness for board examinations and law enforcement roles. The availability of student support services obtained a weighted mean of 2.23, interpreted as Less Complied, indicating limited access to guidance, review sessions, and career-related support. The number of students who completed the required practicum/OJT hours obtained a weighted mean of 3.22, interpreted as Complied, showing that most students successfully fulfill practical training requirements. Faculty evaluation of student competencies obtained a weighted mean of 2.33, interpreted as Less Complied, indicating that assessment of student performance is not consistently strong. The average weighted mean of 2.73, interpreted as Complied, shows that HEI1 generally meets student readiness standards but needs improvement in support services and competency evaluation.

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For HEI2, competent instructors/professors with mastery of the subject obtained a weighted mean of 2.65, interpreted as Complied, indicating that faculty members are generally capable of delivering effective criminology instruction. Student self-assessment and participation in competency-building programs obtained a weighted mean of 2.56, interpreted as Complied, showing that students are reasonably engaged in activities that support their readiness for board examinations and law enforcement roles. The availability of student support services obtained a weighted mean of 2.92, interpreted as Complied, indicating that guidance, review sessions, and career support are adequately provided. The number of students who completed the required practicum/OJT hours obtained a weighted mean of 2.68, interpreted as Complied, showing that most students fulfill practical training requirements. Faculty evaluation of student competencies obtained a weighted mean of 2.66, interpreted as Complied, indicating that assessment of student performance is generally implemented. The average weighted mean of 2.69, interpreted as Complied, shows that HEI2 consistently meets student readiness standards across all indicators.

For HEI3, competent instructors/professors with mastery of the subject obtained a weighted mean of 2.90, interpreted as Complied, indicating that faculty members are capable of delivering quality criminology instruction. Student self-assessment and participation in competency-building programs obtained a weighted mean of 3.04, interpreted as Complied, showing strong student engagement in activities that enhance readiness for board examinations and law enforcement roles. The availability of student support services obtained a weighted mean of 2.95, interpreted as Complied, indicating that guidance, review sessions,

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and career support are adequately provided. The number of students who completed the required practicum/OJT hours obtained a weighted mean of 3.50, interpreted as Fully Complied, showing that practicum requirements are highly achieved by students. Faculty evaluation of student competencies obtained a weighted mean of 2.96, interpreted as Complied, indicating that assessment of student performance is consistently implemented. The average weighted mean of 3.07, interpreted as Complied, shows that HEI3 demonstrates strong compliance in student readiness, particularly in practicum completion and student engagement.

The highest TWM of 3.13 (Complied) is observed in the number of students who completed the required practicum/OJT hours, indicating strong institutional compliance in ensuring students undergo practical exposure essential for criminology practice and professional readiness. This is followed by competent instructors and professors with mastery of the subject to deliver quality education to criminology students with a TWM of 2.88 (Complied), reflecting the role of faculty expertise in supporting student learning outcomes. The student self-assessment and participation rate in skill enhancement or competency-building programs, which contribute to readiness for board examination and law enforcement roles, obtained a TWM of 2.79 (Complied), suggesting moderate engagement in preparedness activities. The availability of student support services, such as guidance, review sessions, and career seminars, registered a TWM of 2.70 (Complied), indicating that support mechanisms are present but can still be strengthened. Meanwhile, faculty evaluation of student competencies in practical and theoretical areas obtained the lowest TWM of 2.65 (Complied),

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implying that assessment practices are implemented but may require further enhancement to ensure more comprehensive measurement of student readiness.

The results show that all three HEIs' criminology students are generally prepared for professional practice, with HEI3 performing most effectively, especially in practicum completion and student engagement, while HEI1 performs below average in support services and competency evaluation. Practicum/OJT completion regularly ranks highest across schools, demonstrating strong adherence to experiential learning as a crucial element of student preparedness.

These findings imply that whereas practicum requirements in criminology programs effectively ensure practical training, students' complete preparedness for licensure examinations and law enforcement professions may be limited by inadequate support services and inconsistent competency evaluation.

This result is supported by Bosito (2025), who emphasized that licensure examination success is strongly influenced not only by classroom instruction but also by structured review systems and institutional academic support.

Meanwhile, in the UK, for example, criminology programs are designed not only to help students pass exams but also to sharpen their critical thinking and expose them to real criminal justice issues. These approaches prepare students more effectively for careers in law enforcement, social work, or probation upon graduation (The Guardian, 2025).

Preparedness plays an essential role in the success of exam takers in their respective licensure examinations and, as such, needs to be given enough attention. Exam takers who

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were formerly students need to be adequately prepared in terms of financial, mental, environmental, and academic preparedness, which are obtained through rigorous preparation. Licensure examinations are put in place to determine whether or not an individual possesses the necessary abilities, skills, and knowledge critical to their respective professions (Pardiñas, Tañegra & Onsay, 2023).

Significance of Agreement on the ranks of the compliance of Criminology Schools to RA 11131

The significance of agreement on the rank order of the level of compliance of criminology schools to RA 11131 is an essential measure in determining the consistency of perceptions between faculty members and students regarding institutional practices. By comparing how both groups rank the different indicators of compliance, the study is able to assess whether there is alignment or disparity in how policies, programs, and standards are implemented within the institutions. This agreement reflects the extent to which institutional efforts are not only established at the administrative level but are also experienced and recognized by students in the actual delivery of criminology education.

Furthermore, analyzing the degree of agreement provides deeper insight into the reliability and validity of the findings related to compliance. A high level of agreement suggests that institutional practices are consistently observed and effectively implemented across different stakeholders, while a low level of agreement may indicate gaps in communication, implementation, or perception of policies.

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Table 3

Significance of Agreement on the Rank Order of the Level of Compliance of the Faculty and Students of Criminology Schools

Indicator s	Faculty Development and Hiring Policy		Curriculum Implementation		Institutional Compliance and Governance		Students Preparedness and Professional Readiness	
	Profess ors	Stude nts	Profess ors	Stude nts	Profess ors	Stude nts	Profess ors	Stude nts
Summati on of Squared Deviation from Mean Differenc e	16	32.5	60	31.47	22	26	14	26
Number of Groups (HEIs)	3	3	3	3	3	3	3	3
Number of Activities	5	5	5	5	5	5	5	5
Coefficien t of Concorda nce	0.178	0.361	0.667	0.364	0.244	.300	0.156	.300
Compute d χ^2	2.136	4.332	8.004	4.368	2.928	3.6	1.872	3.6
Degree of Freedom	4	4	4	4	4	4	4	4
Tabular χ^2 value								
5 0.0	9.49	9.49	9.49	9.49	9.49	9.49	9.49	9.49
25 0.0	11.14	11.14	11.14	11.14	11.14	11.14	11.14	11.14
1 0.0	13.28	13.28	13.28	13.28	13.28	13.28	13.28	13.28
01 0.0	14.86	14.86	14.86	14.86	14.86	14.86	14.86	14.86
Significan t	NS		NS		NS		NS	

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Agreement				
Decision	There is no statistically significant agreement among the three HEIs in ranking the indicators. (R)	There is no statistically significant agreement among the three HEIs in ranking the indicators. (R)	There is no statistically significant agreement among the three HEIs in ranking the indicators. (R)	There is no statistically significant agreement among the three HEIs in ranking the indicators. (R)

Legend: NS – Not Significant R – Rejected

a. Faculty Development and Hiring Policy

To determine the extent of agreement among the three Higher Education Institutions (HEIs) regarding the indicators under the Faculty Development and Hiring Policy, the study utilized Kendall's Coefficient of Concordance (W). This statistical measure was employed to assess the consistency of the rankings given by HEI1, HEI2, and HEI3 across five specific indicators.

The results revealed from the faculty with a computed value of $W = 0.178$, indicating a low level of agreement among the three HEIs. Furthermore, the corresponding Chi-square value (χ^2) was computed as 2.136, which was compared against the critical value of 9.488 at 4 degrees of freedom and a 0.05 level of significance.

Since the computed χ^2 (2.136) is less than the critical value (9.488), the result leads to the non-rejection of the null hypothesis, which states that there is no significant agreement among the raters. This implies that the HEIs demonstrated varying assessments of the faculty development and hiring practices within their institutions.

The study evaluated the perceptions of students from three Higher Education Institutions (HEIs) regarding five key indicators of faculty development and hiring practices.

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These indicators include participation in Continuing Professional Development (CPD), qualifications of deans and faculty, hiring process integrity, performance evaluations, and specialization in criminology.

Using Kendall's Coefficient of Concordance (W), the level of agreement among the three institutions was calculated. The result showed a moderate coefficient of $W = 0.361$, with a corresponding Chi-square value of 4.332, which is below the critical value of 9.488 at a 0.05 level of significance and 4 degrees of freedom.

So, the findings suggest that while the indicators are commonly observed in institutional policy, the degree of implementation and importance given to each may differ significantly across the HEIs. This lack of uniformity highlights the need for a more consistent framework or set of standards to ensure comparability and quality assurance in the area of faculty development and hiring across higher education institutions offering criminology programs.

The analysis leads to the non-rejection of the null hypothesis, indicating that there is no statistically significant agreement among the student respondents from HEI1, HEI2, and HEI3 in their rankings of the indicators.

This finding indicates that students from different institutions perceive the faculty development and hiring policies differently, which may reflect inconsistencies in how these policies are implemented or communicated. Such variations can affect students' learning experiences and confidence in the quality of education they receive. To promote equity and strengthen students' trust in institutional practices, it is recommended that higher education

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institutions adopt standardized evaluation criteria and engage in regular benchmarking to ensure transparent, consistent, and high-quality faculty recruitment and development processes.

To address this gap, schools must establish ongoing, adequately financed development programs to guarantee that all professors, regardless of their institution, are uniformly prepared to provide high-quality criminology instruction. This is in accordance with the findings of Caulan (2019), who found that many public universities and other higher education institutions do not have an allocated budget for faculty development. In view of this, the majority of activities—including seminars and workshops—remain brief and infrequently foster long-term development, like graduate school. The Criminal Justice Education: Policies and Standards for the Criminology Program stipulated that the mission of the criminology program is to provide graduates who are morally upright and professionally competent in law enforcement, crime detection and investigation, and custody and rehabilitation of offenders, among others. Thus, to achieve this mission, the quality of instruction, especially in the credibility of instructors, must be increased (Alilio, 2020).

b. Curriculum Implementation

To evaluate the level of agreement among the three Higher Education Institutions (HEIs) in terms of curriculum implementation practices aligned with the Commission on Higher Education (CHED) Memorandum Order No. 5, Series of 2018 for Criminology programs, Kendall's Coefficient of Concordance (W) was applied.

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Based on the rankings provided by the faculty from three HEIs across five indicators, the computed coefficient of concordance was $W = 0.667$, which reflects a moderate level of agreement. However, the corresponding Chi-square value ($\chi^2 = 8.004$) did not exceed the critical value of 9.488 at 4 degrees of freedom and $\alpha = 0.05$ level of significance.

On the other hand, from the students, the computed Kendall's Coefficient of Concordance (W) is 0.364, which suggests a moderate level of agreement among the three Higher Education Institutions (HEIs) regarding the ranking of the indicators for curriculum implementation.

The computed Chi-square value is 4.368 with 4 degrees of freedom (df). Since the computed Chi-square value (4.368) is less than all critical values, the result is not statistically significant at any common level of significance (0.10, 0.05, 0.01, 0.001). Thus, the null hypothesis is retained, meaning: "There is no statistically significant agreement among the three HEIs in ranking the indicators of curriculum implementation."

This result leads to the non-rejection of the null hypothesis, indicating that the observed agreement among the HEIs' evaluations is not statistically significant. Therefore, while there appears to be some commonality in how curriculum implementation is perceived, the variation in responses suggests inconsistencies in the execution or prioritization of curriculum-aligned practices across the institutions. This outcome highlights the need for strengthened collaboration or benchmarking among HEIs to ensure a more consistent and outcomes-based approach to criminology curriculum implementation in compliance with national standards.

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The findings imply that the three institutions differ in their perceptions of how well the curriculum is being implemented. Despite a moderate Kendall's W, the lack of statistical significance indicates variability in institutional practices or evaluation standards related to curriculum execution. This discrepancy may arise due to differing interpretations of CHED CMO No. 5, s.2018, variations in OBE integration, or inconsistencies in updating syllabi, mock exams, or instructional materials.

To address this, institutions might consider: Conducting joint benchmarking activities, implementing standardized curriculum monitoring tools, and engaging in collaborative review sessions with other HEIs to ensure shared understanding and best practices in criminology education.

This result is supported wherein Albay, there is currently limited published data on how criminology schools are implementing the curriculum. However, if we examine nearby schools, we can find some helpful examples. For instance, Palawan State University–Narra revised its BS Criminology curriculum by applying outcomes-based education, updating course materials, and ensuring that all elements align with CHED's expected outcomes (PSU–Narra, 2022).

This was supported in pursuance of an outcomes-based quality assurance system as advocated under CHED Memorandum Order no. 46, series 2012, entitled Policy Standards to Quality Assurance in the Philippines Higher Education through an Outcome-Based and Typology-Based Quality Assurance and by Virtue of Commission en Banc Resolution No. 467-2017, the Criminology Program under state universities and colleges (SUCs) and local

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universities and Colleges (LUC) are provided ample space to innovate in their curriculum an assessment how to achieve learning outcomes in their particular contexts and their respective mission (Sumad-on, Basilio, and Fanao, 2022).

c. Institutional Compliance and Governance

To determine the consistency in the evaluation of institutional compliance and governance indicators among the three Higher Education Institutions (HEIs), Kendall's Coefficient of Concordance (W) was applied to the rankings provided for five specific indicators aligned with RA 11131 and CHED standards.

Based on the results from the faculty, the computed value of $W = 0.244$ indicates a low level of agreement among the raters. Correspondingly, the Chi-square value (χ^2) was 2.928, which is less than the critical value of 9.488 at 4 degrees of freedom and a 0.05 level of significance.

Meanwhile, from the perceptions of the students, the analysis for Institutional Compliance and Governance resulted in a Kendall's Coefficient of Concordance (W) of 0.300, indicating a fair (but not strong) level of agreement among the three Higher Education Institutions (HEIs) in ranking the given indicators.

The computed Chi-square value is 3.6 with 4 degrees of freedom (df). The computed value 3.6 is lower than all the critical values, meaning the result is not statistically significant at any conventional level (10%, 5%, 1%, 0.1%). Therefore, the null hypothesis is retained, leading to the conclusion: "There is no statistically significant agreement among the three HEIs in ranking the indicators of institutional compliance and governance."

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As a result, the null hypothesis is not rejected, suggesting that there is no statistically significant agreement among the institutions in their assessment of compliance and governance indicators.

This outcome points to variability in perceptions or implementations of institutional requirements such as laboratory availability, instructional resources, audit practices, and facility adequacy. It may be beneficial to conduct a more structured inter-institutional evaluation or peer benchmarking to foster uniformity in meeting and interpreting compliance standards for criminology programs.

This outcome suggests that the three HEIs vary considerably in their assessment of institutional compliance and governance indicators, such as the presence of forensic laboratories, adequacy of library resources, availability of equipment, and adherence to CHED standards. Such divergence may be due to: Differences in physical resources available across institutions, Varied interpretations or emphasis on regulatory compliance, Or inconsistent internal evaluation mechanisms.

To improve coherence and standardization in this area, institutions should consider: Conducting external audits or peer reviews to objectively assess compliance, collaborating with CHED or accreditation bodies for clearer guidelines, and establishing shared benchmarks or evaluation tools across HEIs. Enhancing alignment in institutional compliance not only strengthens regulatory fulfillment but also contributes to greater transparency, accountability, and student trust in criminology education programs.

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Providing quality education is the core of all missions of educational institutions, and, as a way of ensuring access to it, they shall innovate their curriculum based on the needs of current trends in education, which is a process of curriculum development. The changes in the teaching methodologies and approach are part of the curriculum development and innovation that is necessary in the field of education (Fernando, 2021).

In Africa, Nabaho et al. (2020) noted that schools with strong governance, characterized by effective leadership, well-organized resources, and well-maintained infrastructure, were more likely to pass quality assurance audits. Similarly, in Australia, TEQSA (Tertiary Education Quality and Standards Agency) employs a risk-based approach to verify whether colleges and universities are meeting facility and equipment standards. If a school fails to comply, it may lose its license to operate, demonstrating the seriousness with which other countries approach this aspect of compliance (TEQSA, n.d.).

d. Students' Preparedness and Professional Readiness

An assessment was conducted on five indicators that reflect the readiness of students in the criminology program for professional responsibilities. These indicators included instructional competency, student engagement in enhancement programs, support services, practicum completion, and faculty evaluations.

From the perceptions of the faculty, evaluating the consistency of assessments across three Higher Education Institutions (HEIs), Kendall's Coefficient of Concordance (W) was computed. The result was $W = 0.156$, indicating weak agreement among the institutions. The

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computed Chi-square value was 1.872, which is below the critical value of 9.488 at 4 degrees of freedom and a 0.05 significance level.

These findings led to non-rejection of the null hypothesis, meaning that there is no statistically significant agreement among HEI1, HEI2, and HEI3 in ranking the indicators of student preparedness and professional readiness.

The computed Kendall's Coefficient of Concordance (W) is 0.300, indicating a moderate but not strong level of agreement among the three Higher Education Institutions (HEIs) in ranking the indicators related to students' preparedness and professional readiness.

The Chi-square value is 3.6 with 4 degrees of freedom (df). This is lower than the critical values for significance. Since the computed value is less than all the critical values, it means the result is not statistically significant.

This suggests a need for greater alignment in understanding and evaluating student readiness. Institutions may benefit from developing unified rubrics and metrics to ensure consistency in quality assurance and student outcomes evaluation. Thus, retain the null hypothesis, concluding: "There is no statistically significant agreement among the three HEIs in ranking the indicators of students' preparedness and professional readiness."

The lack of significant agreement among HEIs suggests that students' perceptions vary regarding their preparedness and readiness for professional practice in criminology. This could be due to: Differences in faculty teaching strategies and competencies, Variations in student support services such as review sessions or counseling, Unequal opportunities for

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practicum/OJT experiences, and Diverse levels of exposure to skills-building and competency enhancement programs.

To address these gaps and promote consistency in student outcomes, institutions may consider: Standardizing core professional readiness programs and activities, strengthening faculty development programs to ensure uniform instructional quality, Monitoring and evaluating student support services for effectiveness, and facilitating collaborative benchmarking among criminology programs.

By aligning strategies across institutions, the readiness of graduates for board examinations and law enforcement careers can be enhanced, ensuring more equitable and competent preparation across HEIs.

Prospective applicants undergo a comprehensive preparation process encompassing physical, financial, and mental aspects. Physically, they engage in exercises to ensure they are in optimal shape for the rigorous demands of law enforcement. Financially, many take on part-time jobs to secure funds, considering the range of expenses involved, from processing requirements to reporting allowances and transportation. Mentally, applicants maintain a steadfast focus on their aspirations, keeping their dreams and goals of becoming uniformed personnel at the forefront of their minds (Bauzon & Moyao, 2023). The higher educational institution's output must fit the current requirements for professionals needed in the labor force. As a result, a student's learning experiences during his college years should incorporate both the technical and soft skills he or she has acquired (Diokno & Pephrah, 2021).

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According to Erwin (2023), criminology graduates in the Philippines often pursue employment in security services or other related fields while preparing for licensure exams, driven by the need to support themselves financially. Despite these hurdles, their dedication to achieving professional recognition and contributing to public safety exemplifies the Filipino spirit of perseverance.

Also, the experiences of criminology graduates preparing for the board exam highlight the critical role of sustaining motivation amid the struggles of time, energy, and long-term preparation. Driven by personal goals and future aspirations, they navigate the journey of self-learning and sacrifice, relying on self-directed learning methods and making significant lifestyle adjustments (Daga & Gupit, 2025).

4. Assess the Impact of the Compliance of Criminology Schools with RA 11131

This study aims to evaluate the impact of criminology schools' compliance with Republic Act No. 11131 by assessing responses from both faculty members and criminology students. Data were collected using standardized survey questionnaires distributed to selected Higher Education Institutions (HEIs). It specifically aims to determine if compliance with the law leads to significant improvements in important institutional outcomes and academic conditions. To ensure consistency and comparability of responses across institutions, standardized survey questions were used to collect data from a group of respondents. The study focused on four main variables that indicate the academic and institutional environment: (a) the quality of education delivery, (b) school readiness, (c) institutional population, and (d) passing rate. These indicators serve as critical measures of how effectively HEIs implement

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the provisions of RA 11131 in terms of curriculum delivery, institutional preparedness, enrollment capacity, and licensure examination outcomes. By examining these dimensions, the study provides a comprehensive assessment of whether compliance translates into meaningful improvements in criminology education and professional preparation. Furthermore, the study is anchored on the premise that compliance with Republic Act No. 11131 not only reflects adherence to regulatory standards but also signifies a broader commitment to strengthening the criminology education system.

The analysis of compliance impact serves as a basis for identifying both strengths and gaps in institutional implementation, particularly in relation to how these HEIs translate policy requirements into actual academic practices and student outcomes. It also provides empirical evidence that can guide policymakers, administrators, and educators in developing targeted interventions and enhancement programs aimed at improving criminology education quality and ensuring alignment with national standards.

Table 4a

Quality of Education Delivery

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Indicators	HEI1		HEI2		HEI3		N=442	
	N=91		N=262		N=89			
	TW M	AI	TW M	AI	TW M	AI	AW M	AI
1. Compliance with CMO No. 05, Series of 2018 and RA 11131 has led to an increase in the number of licensed and qualified Criminology faculty members, enhancing the overall quality of instruction.	3.33	SA	2.80	A	3.39	SA	3.17	A
2. The availability of updated instructional materials and course syllabi aligned with CMO No. 05, Series of 2018 has improved the delivery and relevance of criminology education.	2.39	DA	2.50	DA	3.18	A	2.69	A
3. The regular review and revision of the curriculum in accordance with CHED policies have ensured the program's responsiveness to industry and societal needs.	2.41	DA	2.74	A	2.85	A	2.67	A
4. Student satisfaction ratings on instructional delivery have increased, indicating improved teaching quality due to enhanced faculty development and support.	2.58	A	2.56	A	2.57	A	2.57	A
5. Attaining higher levels of accreditation reflects the institution's commitment	2.30	DA	2.66	A	2.51	A	2.49	DA

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to educational excellence brought about by full compliance with CMO No. 05, Series of 2018.								
Average	2.60	A	2.65	A	2.90	A	2.72	A

Legend: 3.26 – 4.00 Strongly Agree (SA) 1.76 – 2.50 Disagree (DA)

2.51 – 3.25 Agree (A)

1.00 – 1.75 Strongly Disagree (SDA)

Table 4a presents the assessment of the impact of compliance with RA 11131 and CMO No. 05, Series of 2018 on the quality of education delivery among criminology schools. The indicators center on satisfaction among criminology students, curriculum evaluation, faculty qualifications and credentials, instructional materials, and accreditation levels. This table illustrates how professors and students assess the impact of compliance measures on teaching effectiveness, curricular relevance, and institutional commitment to educational achievement.

For HEI1, compliance with CMO No. 05, Series of 2018 and RA 11131 leading to an increase in licensed and qualified faculty obtained a weighted mean of 3.33, interpreted as Strongly Agree, indicating a strong perceived improvement in faculty quality. The availability of updated instructional materials and aligned syllabi obtained a weighted mean of 2.39, interpreted as Disagree, indicating that instructional resources are still insufficient or not consistently updated. The regular review and revision of the curriculum obtained a weighted mean of 2.41, interpreted as Disagree, indicating weak implementation of curriculum evaluation processes. Student satisfaction with instructional delivery obtained a weighted mean of 2.58, interpreted as Agree, showing a moderate improvement in teaching quality.

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Attaining higher levels of accreditation obtained a weighted mean of 2.30, interpreted as Disagree, indicating that compliance has not strongly translated into improved accreditation status. The average weighted mean of 2.60, interpreted as Agree, shows that while compliance improves faculty quality and student satisfaction, gaps remain in instructional resources, curriculum review, and accreditation outcomes.

For HEI2, compliance with CMO No. 05, Series of 2018 and RA 11131 leading to an increase in licensed and qualified faculty obtained a weighted mean of 2.80, interpreted as Agree, indicating an improvement in faculty qualifications. The availability of updated instructional materials and aligned syllabi obtained a weighted mean of 2.50, interpreted as Disagree, indicating that instructional resources are not consistently sufficient or updated. The regular review and revision of the curriculum obtained a weighted mean of 2.74, interpreted as Agree, showing that curriculum evaluation is generally practiced. Student satisfaction with instructional delivery obtained a weighted mean of 2.56, interpreted as Agree, indicating a moderate level of improvement in teaching quality. Attaining higher levels of accreditation obtained a weighted mean of 2.66, interpreted as Agree, showing that compliance contributes to some level of accreditation progress. The average weighted mean of 2.65, interpreted as Agree, indicates that HEI2 generally experiences positive impacts of compliance, although improvements in instructional materials are still needed.

For HEI3, compliance with CMO No. 05, Series of 2018 and RA 11131, leading to an increase in licensed and qualified faculty obtained a weighted mean of 3.39, interpreted as Strongly Agree, indicating a strong perceived improvement in faculty qualifications. The

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availability of updated instructional materials and aligned syllabi obtained a weighted mean of 3.18, interpreted as Agree, indicating that instructional resources are generally sufficient and relevant. The regular review and revision of the curriculum obtained a weighted mean of 2.85, interpreted as Agree, showing that curriculum evaluation is consistently practiced. Student satisfaction with instructional delivery obtained a weighted mean of 2.57, interpreted as Agree, indicating a moderate level of improvement in teaching quality. Attaining higher levels of accreditation obtained a weighted mean of 2.51, interpreted as Agree, indicating some progress in accreditation as a result of compliance. The average weighted mean of 2.90, interpreted as Agree, shows that HEI3 experiences generally positive impacts of compliance across faculty quality, resources, curriculum, and institutional outcomes.

The highest TWM of 3.17 (Agree) is observed in the perception that compliance with CMO No. 05, Series of 2018 and RA 11131 has led to an increase in the number of licensed and qualified criminology faculty members, enhancing the overall quality of instruction, indicating strong recognition of faculty qualification improvements as a key outcome of compliance. This is followed by the availability of updated instructional materials and course syllabi aligned with CMO No. 05, Series of 2018, which obtained a TWM of 2.69 (Agree), suggesting that instructional resources are moderately improved and contribute to more relevant criminology education. The regular review and revision of the curriculum in accordance with CHED policies registered a TWM of 2.67 (Agree), reflecting perceived responsiveness of the program to industry and societal needs. Student satisfaction ratings on instructional delivery, indicating improved teaching quality due to enhanced faculty

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development and support, obtained a TWM of 2.57 (Agree), showing a moderate but consistent perception of improved teaching effectiveness. Meanwhile, attaining higher levels of accreditation as a reflection of institutional commitment to educational excellence recorded the lowest TWM of 2.49 (Disagree), suggesting that despite improvements in instruction and compliance, accreditation outcomes are still perceived as insufficiently achieved.

The results indicate that compliance with RA 11131 and CMO No. 05, s. 2018 has a generally positive impact on the quality of education delivery in criminology schools, particularly in improving faculty qualifications and moderately enhancing instructional delivery and curriculum alignment. While HEI1 exhibits shortcomings in curriculum review, instructional materials, and accreditation outcomes, HEI3 exhibits a significant overall impact.

These findings imply that compliance policies have a minimal effect on instructional resources and accreditation status, however they are beneficial in enhancing faculty competency and substantially enhancing teaching quality. Institutions must prioritize ongoing curriculum upgrading, enhance the availability of learning resources, and fortify accreditation-driven quality assurance procedures in order for full benefit the benefits of RA 11131 and CHED standards.

Supported by existing literature by Kummar, Passey & Shukla (2021) that accreditation is perceived as a tool facilitating quality education; an instrument of improving academic/non-academic services, transparency in the system, and making accountability at appropriate levels. Furthermore, Prado (2025) emphasized that quality assurance and accreditation systems are essential in shaping institutional frameworks and improving academic

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performance, especially in higher education institutions. Similarly, studies by Torres, Laduyo, and Niem (2020) and Callora (2020) stressed that competent and well-qualified faculty members play a vital role in student motivation and learning effectiveness, which supports the observed strong agreement among respondents that compliance improves faculty qualifications and enhances instructional quality.

Table 4b
School Readiness

Indicators	HEI1		HEI2		HEI3		N=442	
	N=91		N=262		N=89			
	TWM	AI	TWM	AI	TWM	AI	AWM	AI
1. Compliance with facility requirements under CMO No. 05, Series of 2018 has ensured the availability and adequacy of criminology-specific laboratories and equipment.	2.31	DA	2.50	DA	3.25	A	2.69	A
2. Schools that meet CHED's minimum facility standards demonstrate improved readiness to offer the Criminology program effectively.	2.52	A	2.45	DA	2.57	A	2.51	A
3. The procurement of updated instructional materials and tools as mandated has increased the school's capacity to deliver practical and theoretical learning.	2.33	DA	2.59	A	3.07	A	2.66	A
4. Regular faculty and staff training related to the implementation of RA 11131 provisions has enhanced institutional preparedness and program sustainability.	2.30	DA	2.49	DA	2.38	DA	2.39	DA
5. The completeness of course teaching guides and learning plans has improved, indicating better planning and readiness to deliver quality education.	3.78	SA	2.58	A	2.96	A	2.77	A
Average	2.45	DA	2.52	A	2.84	A	2.60	A

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Legend: 3.26 – 4.00 Strongly Agree (SA) 1.76 – 2.50 Disagree (DA)

2.51 – 3.25 Agree (A) 1.00 – 1.75 Strongly Disagree (SDA)

Table 4b illustrates the assessed level of school readiness of criminology programs in relation to compliance with RA 11131. Facility adequate resources, adherence to CHED standards, procurement of educational materials, faculty training and seminars, and the completeness of instructional manuals are among the indicators. In order to maintain program delivery and guarantee preparedness for criminology education, this table offers insights into how institutions set up their infrastructure, instructional materials, and faculty development.

For HEI1, compliance with facility requirements ensuring the availability of criminology-specific laboratories and equipment obtained a weighted mean of 2.31, interpreted as Disagree, indicating that facilities are still inadequate. Schools meeting CHED’s minimum facility standards obtained a weighted mean of 2.52, interpreted as Agree, showing that basic standards contribute to program readiness. The procurement of updated instructional materials and tools obtained a weighted mean of 2.33, interpreted as Disagree, indicating limited availability of necessary resources for effective instruction. Regular faculty and staff training related to RA 11131 obtained a weighted mean of 2.30, interpreted as Disagree, showing insufficient training initiatives for institutional preparedness. The completeness of course teaching guides and learning plans obtained a weighted mean of 3.78, interpreted as Strongly Agree, indicating strong academic planning and preparation. The average weighted mean of 2.45, interpreted as Disagree, shows that despite strong planning, HEI1 has notable deficiencies in facilities, resources, and training.

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For HEI2, compliance with facility requirements under CMO No. 05, Series of 2018 obtained a weighted mean of 2.50, interpreted as Disagree, indicating that laboratory facilities and equipment are not fully adequate. Schools meeting CHED’s minimum facility standards obtained a weighted mean of 2.45, interpreted as Disagree, showing that basic facility requirements are not consistently achieved. The procurement of updated instructional materials and tools obtained a weighted mean of 2.59, interpreted as Agree, indicating that learning resources are generally available to support instruction. Regular faculty and staff training related to RA 11131 obtained a weighted mean of 2.49, interpreted as Disagree, showing limited implementation of training programs. The completeness of course teaching guides and learning plans obtained a weighted mean of 2.58, interpreted as Agree, indicating that academic planning is adequately developed. The average weighted mean of 2.52, interpreted as Agree, shows that while HEI2 demonstrates strengths in instructional materials and planning, it still faces challenges in facilities and training.

For HEI3, compliance with facility requirements under CMO No. 05, Series of 2018 obtained a weighted mean of 3.25, interpreted as Agree, indicating that criminology facilities and equipment are generally adequate. Schools meeting CHED’s minimum facility standards obtained a weighted mean of 2.57, interpreted as Agree, showing that basic facility requirements support program readiness. The procurement of updated instructional materials and tools obtained a weighted mean of 3.07, interpreted as Agree, indicating that resources are sufficient to support both practical and theoretical learning. Regular faculty and staff training related to RA 11131 obtained a weighted mean of 2.38, interpreted as Disagree,

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showing limited implementation of training programs. The completeness of course teaching guides and learning plans obtained a weighted mean of 2.96, interpreted as Agree, indicating that academic planning is well established. The average weighted mean of 2.84, interpreted as Agree, shows that HEI3 demonstrates strong readiness in facilities, resources, and planning, with training as the main area needing improvement.

The highest TWM of 2.77 (Agree) is observed in the completeness of course teaching guides and learning plans, indicating improved academic planning and a relatively strong level of readiness to deliver quality instruction. This is followed by compliance with facility requirements under CMO No. 05, Series of 2018 ensuring the availability and adequacy of criminology-specific laboratories and equipment with a TWM of 2.69 (Agree), reflecting moderate progress in addressing infrastructure needs. The procurement of updated instructional materials and tools, as mandated, obtained a TWM of 2.66 (Agree), suggesting that schools are gradually enhancing their capacity for both practical and theoretical learning delivery. Schools that meet CHED’s minimum facility standards, demonstrating improved readiness to offer the Criminology program effectively, registered a TWM of 2.51 (Agree), indicating borderline but acceptable compliance in foundational readiness requirements. Meanwhile, regular faculty and staff training related to the implementation of RA 11131 provisions, which is essential for institutional preparedness and program sustainability, obtained the lowest TWM of 2.39 (Disagree), revealing a significant gap in continuous capacity-building initiatives.

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According to the results, criminology schools show a satisfactory degree of school readiness in terms of RA 11131 compliance, with HEI3 indicating the best overall readiness due to sufficient facilities, educational resources, and academic planning. Despite having excellent teaching plans, HEI1 exhibits the least preparedness, especially in the areas of facilities, resources, and faculty training, whereas HEI2 shows a balanced but still uneven readiness profile.

These results imply that although criminology programs are generally prepared in terms of academic planning and basic instructional resources, insufficient faculty training and uneven facility development may hinder full program effectiveness and sustainability. Strengthening continuous faculty development programs and upgrading criminology-specific facilities are necessary to ensure full compliance with RA 11131 and to enhance institutional readiness for quality criminology education.

The implication supported by Lumapenet and Usop (2022) emphasized that readiness is not solely institutional but also depends on the alignment of support systems, resources, and environment, including parental and administrative involvement. Similarly, Alonzo (2024) emphasized that students preparing for board examinations value not only academic content but also mentorship programs, review sessions, and psychological support systems.

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Table 4c
Institutional Population

Indicators	HEI1		HEI2		HEI3		N=442	
	N=91		N=262		N=89		AWM	AI
	TW M	AI	TW M	AI	TWM	AI		
1. Improved compliance has contributed to an upward trend in criminology program enrollment over the past years, reflecting growing student interest.	2.75	A	2.63	A	3.00	A	2.79	A
2. Enhanced facilities and program quality have led to increased student retention rates across academic years.	2.36	DA	2.70	A	3.13	A	2.73	A
3. Compliance with CMO No. 05, Series of 2018 has resulted in a decrease in dropout and transfer-out rates due to improved student satisfaction and learning environments.	2.53	A	2.61	A	2.95	A	2.69	A
4. The number of students transferring into the program has increased, suggesting a positive institutional reputation driven by compliance efforts.	2.71	A	2.49	DA	2.88	A	2.69	A
5. The criminology student population has grown in proportion to the overall institutional enrollment, showing the impact of program credibility.	2.78	A	2.30	DA	3.01	A	2.70	A
Average	2.63	A	2.55	A	2.99	A	2.72	A

Legend: 3.26 – 4.00 Strongly Agree (SA) 1.76 – 2.50 Disagree (DA)
2.51 – 3.25 Agree (A) 1.00 – 1.75 Strongly Disagree (SDA)

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Table 4c presents the evaluation of institutional population outcomes as influenced by compliance with RA 11131. Enrollment trends, student retention, dropout and transfer rates, transfer-in rates, and the proportionate increase of criminology students in relation to total institutional enrollment are all examined by the indicators. The sustainability and popularity of criminology programs are reflected in this table, which illustrates how compliance measures impact student interest, program credibility, and institutional image.

For HEI1, improved compliance contributing to an upward trend in criminology program enrollment obtained a weighted mean of 2.75, interpreted as Agree, indicating increasing student interest in the program. Enhanced facilities and program quality leading to increased student retention obtained a weighted mean of 2.36, interpreted as Disagree, indicating that improvements are not sufficient to sustain student retention. Compliance resulting in decreased dropout and transfer-out rates obtained a weighted mean of 2.53, interpreted as Agree, showing that better learning environments help retain students. The increase in students transferring into the program obtained a weighted mean of 2.71, interpreted as Agree, indicating a generally positive institutional reputation. The growth of criminology student population relative to overall enrollment obtained a weighted mean of 2.78, interpreted as Agree, showing that program credibility contributes to enrollment growth. The average weighted mean of 2.63, interpreted as Agree, indicates that compliance generally supports enrollment and retention, although improvements in facilities and program quality are still needed to strengthen student retention.

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For HEI2, improved compliance contributing to an upward trend in criminology program enrollment obtained a weighted mean of 2.63, interpreted as Agree, indicating a moderate increase in student interest. Enhanced facilities and program quality leading to increased student retention obtained a weighted mean of 2.70, interpreted as Agree, showing that improvements support student continuity. Compliance resulting in decreased dropout and transfer-out rates obtained a weighted mean of 2.61, interpreted as Agree, indicating that better program implementation helps reduce student attrition. The increase in students transferring into the program obtained a weighted mean of 2.49, interpreted as Disagree, showing limited impact on attracting transferees. The growth of criminology student population relative to overall enrollment obtained a weighted mean of 2.30, interpreted as Disagree, indicating that program expansion is not strongly reflected in overall institutional enrollment. The average weighted mean of 2.55, interpreted as Agree, shows that compliance generally supports enrollment stability and retention, but has limited influence on population growth and transferee influx.

For HEI3, improved compliance contributing to an upward trend in criminology program enrollment obtained a weighted mean of 3.00, interpreted as Agree, indicating a steady increase in student interest in the program. Enhanced facilities and program quality leading to increased student retention obtained a weighted mean of 3.13, interpreted as Agree, showing that improvements effectively support student continuity across academic years. Compliance resulting in decreased dropout and transfer-out rates obtained a weighted mean of 2.95, interpreted as Agree, indicating that better learning environments help reduce

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student attrition. The increase in students transferring into the program obtained a weighted mean of 2.88, interpreted as Agree, showing a positive institutional reputation that attracts transferees. The growth of criminology student population relative to overall enrollment obtained a weighted mean of 3.01, interpreted as Agree, indicating that program credibility contributes significantly to enrollment growth. The average weighted mean of 2.99, interpreted as Agree, shows that HEI3 consistently experiences positive impacts of compliance across enrollment, retention, reputation, and population growth indicators.

The highest TWM of 2.79 (Agree) is observed in the statement that improved compliance has contributed to an upward trend in criminology program enrollment over the past years, reflecting growing student interest, indicating that compliance is perceived to positively influence student demand for the program. This is closely followed by the growth of the criminology student population in proportion to the overall institutional enrollment, showing the impact of program credibility, with a TWM of 2.70 (Agree), suggesting that the program maintains a stable and expanding student base. Both enhanced facilities and program quality leading to increased student retention rates and compliance with CMO No. 05, Series of 2018 resulting in decreased dropout and transfer-out rates obtained the same TWM of 2.73 (Agree) and 2.69 (Agree) respectively, reflecting that improved learning environments and curriculum compliance contribute to sustaining students within the program. Meanwhile, the increase in the number of students transferring into the program, suggesting a positive institutional reputation driven by compliance efforts, registered the lowest TWM of 2.69

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(Agree), indicating that while still favorable, inter-institutional attraction is relatively less pronounced compared to internal enrollment and retention outcomes.

The findings indicate that compliance with RA 11131 positively influences institutional population outcomes in criminology programs, particularly in increasing enrollment trends, reducing attrition, and strengthening program credibility. HEI3 demonstrates the strongest overall performance across all indicators, reflecting consistent growth in enrollment, retention, and institutional reputation, while HEI1 shows weaker retention outcomes despite increasing enrollment.

These results imply that while compliance efforts enhance the attractiveness and credibility of criminology programs, sustaining student retention and expanding transferee inflows still require stronger institutional support systems and improved program quality. Strengthening student services, facility development, and academic engagement strategies is essential to maximize the long-term impact of RA 11131 compliance on institutional growth and program sustainability.

The implication supported by Sever et al. (2024) investigated the faculty demographics of 726 colleges and universities that provide CCJ programs. It concluded that although there has been some progress in extending the faculty in comparison to previous years, there is still a significant disparity between the number of students and the faculty. Additionally, Ditucalan's (2024) annual enrollment in Albay's Bachelor of Science in Criminology program. An observed decline around 2018, most likely as a result of RA 11131's initial adjustment phase, but enrollment subsequently increased steadily. First-semester enrollment increased

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by 177% from its lowest point to 258 students by 2023.

Table 4d
Passing Rate

Indicators	HEI1		HEI2		HEI3		N=442	
	N=91		N=262		N=89			
	TWM	AI	TWM	AI	TWM	AI	AWM	AI
1. Criminology schools that comply with RA 11131 have shown a consistent increase in board exam passing rates over the years.	2.93	A	2.66	A	2.59	A	2.73	A
2. The number of graduates who pass the board exam on their first attempt has improved due to stronger academic preparation.	2.76	A	2.53	A	2.63	A	2.64	A
3. A comparison of board performance before and after compliance indicates that aligned curriculum and enhanced instruction significantly improve outcomes.	2.35	DA	2.55	A	2.66	A	2.52	A
4. The regular conduct of in-house review programs has positively impacted students' board exam readiness and confidence.	2.09	DA	2.50	DA	2.50	DA	2.36	DA
5. Compliance has contributed to the production of board toppers, boosting the institution's academic prestige and competitiveness.	2.19	DA	2.76	A	2.47	DA	2.47	DA
Average	2.46	DA	2.60	A	2.57	A	2.54	A

Legend: 3.26 – 4.00 Strongly Agree (SA) 1.76 – 2.50 Disagree (DA)

2.51 – 3.25 Agree (A) 1.00 – 1.75 Strongly Disagree (SDA)

Table 4d shows the impact of compliance with RA 11131 on the board examination passing rates of criminology graduates across the three higher educational institutions.

Changes in passing rates, first-timer takers who passed the board examination successfully,

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curriculum alignment outcomes, internal review practices, and the emergence of board topnotchers are some of the indications. This table highlights the relationship between compliance and competitiveness, academic status, and licensure achievement. It also highlights gaps in curriculum responsiveness and review support across institutions.

For HEI1, criminology schools that comply with RA 11131 showing a consistent increase in board exam passing rates obtained a weighted mean of 2.93, interpreted as Agree, indicating a perceived improvement in overall licensure performance. The improvement in first-attempt board passers obtained a weighted mean of 2.76, interpreted as Agree, showing that stronger academic preparation contributes to better student outcomes. The comparison of board performance before and after compliance obtained a weighted mean of 2.35, interpreted as Disagree, indicating that curriculum alignment and instructional improvements are not strongly perceived as significantly affecting outcomes. The effectiveness of in-house review programs obtained a weighted mean of 2.09, interpreted as Disagree, showing that review sessions are considered insufficient in enhancing board readiness. The production of board topnotchers obtained a weighted mean of 2.19, interpreted as Disagree, indicating limited impact of compliance on producing top-performing graduates. The average weighted mean of 2.46, interpreted as Disagree, shows that while some improvements in passing rates are observed, key areas such as review programs and topnotcher production remain weak in HEI1.

For HEI2, criminology schools that comply with RA 11131 showing a consistent increase in board exam passing rates obtained a weighted mean of 2.66, interpreted as Agree,

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indicating a perceived improvement in licensure performance over time. The improvement in first-attempt board passers obtained a weighted mean of 2.53, interpreted as Agree, showing that stronger academic preparation supports better initial exam outcomes. The comparison of board performance before and after compliance obtained a weighted mean of 2.55, interpreted as Agree, indicating that curriculum alignment and enhanced instruction contribute to improved results. The regular conduct of in-house review programs obtained a weighted mean of 2.50, interpreted as Disagree, showing that review activities are not strongly perceived as effective in improving board readiness. The production of board topnotchers obtained a weighted mean of 2.76, interpreted as Agree, indicating that compliance has some positive influence on academic excellence and competitiveness. The average weighted mean of 2.60, interpreted as Agree, shows that HEI2 generally experiences positive impacts of compliance on board performance, although improvement in review program effectiveness is still needed.

For HEI3, criminology schools that comply with RA 11131 showing a consistent increase in board exam passing rates obtained a weighted mean of 2.59, interpreted as Agree, indicating a perceived improvement in licensure performance over the years. The improvement in first-attempt board passers obtained a weighted mean of 2.63, interpreted as Agree, showing that stronger academic preparation supports better exam outcomes. The comparison of board performance before and after compliance obtained a weighted mean of 2.66, interpreted as Agree, indicating that aligned curriculum and enhanced instruction contribute to improved results. The regular conduct of in-house review programs obtained a

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weighted mean of 2.50, interpreted as Disagree, showing that review activities are not strongly perceived as effective in improving board readiness and confidence. The production of board topnotchers obtained a weighted mean of 2.47, interpreted as Disagree, indicating limited perceived impact of compliance on producing top-performing graduates. The average weighted mean of 2.57, interpreted as Agree, shows that HEI3 generally experiences positive effects of compliance on board performance, although review programs and topnotcher production still need strengthening.

The highest TWM of 2.73 (Agree) is observed in the perception that criminology schools complying with RA 11131 have shown a consistent increase in board exam passing rates over the years, indicating a favorable view that compliance contributes to improved overall licensure performance. This is followed by the improvement in the number of graduates who pass the board exam on their first attempt due to stronger academic preparation with a TWM of 2.64 (Agree), suggesting that academic strengthening initiatives are moderately effective in enhancing first-time pass rates. The comparison of board performance before and after compliance, which indicates that aligned curriculum and enhanced instruction significantly improve outcomes, obtained a TWM of 2.52 (Agree), reflecting a perceived positive impact of curriculum alignment on examination results. The production of board topnotchers, boosting institutional academic prestige and competitiveness, registered a TWM of 2.47 (Disagree), implying that while compliance may improve general passing outcomes, it is not strongly associated with producing top-performing examinees. Similarly, the regular conduct of in-house review programs, which is intended to enhance students' board exam

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readiness and confidence, obtained the lowest TWM of 2.36 (Disagree), suggesting that review interventions are perceived as insufficiently effective or inconsistently implemented.

The findings indicate that compliance with RA 11131 generally contributes to improved criminology board examination performance, particularly in increasing passing rates and enhancing first-attempt success, with HEI2 and HEI3 showing more consistent positive outcomes compared to HEI1. However, across all institutions, in-house review programs and the production of board topnotchers remain weak areas, suggesting limited effectiveness of review interventions and uneven impact on high-level academic excellence.

These results imply that while RA 11131 compliance strengthens overall board exam performance through improved instruction and curriculum alignment, it is not yet sufficient to ensure highly competitive outcomes such as topnotcher production. Strengthening structured review programs, enhancing targeted exam preparation strategies, and improving academic support systems are necessary to maximize licensure success and elevate institutional competitiveness in criminology education.

Capundan & Belarmino (2025) state that schools were expected to enhance their programs and graduate results with the implementation of Republic Act No. 11131 and CHED's updated criminology guidelines. Even with the new requirements, passing the Criminologist Licensure Examination is still difficult for some institutions, according to a recent study. The study looked at one criminology school's CLE results over a six-year period, from 2016 to 2022, and discovered that the school only succeeded in outperforming the national passing rate in three of the twelve exam periods. The Criminology Licensure Examination in the

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Philippines has historically reflected varying levels of academic preparation and institutional support among criminology schools. According to the Professional Regulation Commission (2023), the February 2025 CLE registered a national passing rate of 60.50 percent, with 22,245 successful examinees out of 36,768 total takers. This marked a substantial improvement compared to previous years and suggested that better academic programs, review sessions, and institutional reforms contributed to the higher success rate.

5. Comprehensive Criminology Enhancement Program

In response to these findings, the primary output of this study is the Comprehensive Criminology Enhancement Program (CCEP), which serves as a structured academic intervention designed to strengthen compliance, improve student readiness, and enhance licensure examination performance.

The CCEP is envisioned as an institutionalized program that ensures preparation for the Licensure Examination for Criminologists (LEC) is systematically embedded within the academic system rather than being dependent on external review centers. It addresses the observed gaps in compliance and performance by integrating structured academic reinforcement into the criminology curriculum.

The Comprehensive Criminology Enhancement Program (CCEP) is envisioned as a structured academic intervention that directly addresses the persistent gaps in student readiness and licensure performance among criminology schools in the Province of Albay. By integrating review modules, mock examinations, and student support systems into the regular curriculum, the program ensures that preparation for the LEC is no longer left to voluntary or

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external review centers but becomes an institutionalized responsibility. This approach guarantees equitable access to preparation, reinforces mastery of criminology principles, and strengthens compliance with RA 11131 and CHED CMO No. 5, s. 2018.

To ensure alignment with the Licensure Examination for Criminologist scope, this program will be integrated into the academic curriculum and consist of three main components: (1) Review Modules or Refresher Courses that reinforce mastery of important criminology concepts, laws, and forensic applications; (2) Mock Examinations that are periodically held to simulate the actual licensure examination environment, assess readiness, and identify weak areas that require targeted remediation; and (3) Student Support Modules/Reviewer Materials that incorporate test-taking strategies, time management skills, and stress-reduction techniques to boost confidence and lessen exam-related anxiety.

Simply the CCEP is a proactive framework that enhances institutional responsibility, encourages student-centered learning, and fosters resilience among criminology graduates in addition to being an intervention approach. It is anticipated that its implementation will improve Albay's criminology schools' overall performance, promote long-term compliance to national standards, and help produce competent graduates equipped to pursue careers in the criminal justice and law enforcement fields.

Conclusions

Based on the findings of the study, the following are hereby concluded, in the current status of criminology schools in Albay shows clear variations in institutional capacity, particularly in faculty composition, physical facilities, and institutional linkages and

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partnerships, indicating differences in readiness and program stability among the three HEIs; next, on the level of compliance with RA 11131 reveals that criminology schools demonstrate partial compliance, as they generally meet minimum standards but still exhibit deficiencies in faculty development and hiring policies, curriculum implementation, institutional compliance and governance, and students' preparedness and professional readiness; then, the significance of agreement on compliance ranks shows no statistically significant agreement among the three HEIs in ranking the compliance indicators, indicating inconsistencies in institutional evaluation and governance priorities; on the impact of compliance with RA 11131 confirms that compliance significantly influences the quality of education delivery, school readiness, institutional population, and passing rate, with stronger compliance associated with better academic and licensure outcomes; and Comprehensive Criminology Enhancement Program is necessary as a strategic intervention to address identified gaps in compliance, improve institutional performance, and enhance licensure examination outcomes in the Province of Albay.

A key new insight emerging from this study is that compliance with RA 11131 alone is insufficient to guarantee uniform improvements in criminology education outcomes, as institutional effectiveness is highly dependent on the consistency of implementation, availability of resources, and alignment of academic practices across faculty and administrative levels. This finding partially supports Human Capital Theory by affirming that investments in faculty, facilities, and curriculum development contribute to improved educational outcomes; however, it also reveals that unequal application limits its full effectiveness across institutions.

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Outcome-Based Education (OBE) is likewise validated, as competency-based curriculum implementation and structured academic delivery enhance student preparedness and licensure performance, although inconsistencies in execution weaken its uniform impact. Meanwhile, Institutional Compliance Theory is reinforced but extended, as the study demonstrates that compliance is not merely adherence to prescribed standards but a dynamic process shaped by institutional capacity and implementation quality.

Recommendations

The findings on the status, level of compliance, and impact of RA 11131 among criminology schools in the Province of Albay, CHED is encouraged to strengthen the monitoring and evaluation of compliance with CMO No. 5, Series of 2018 through regular institutional assessments focusing on faculty qualifications, facilities, and program implementation. Higher Education Institutions (HEIs) should likewise enhance faculty development and recruitment by prioritizing qualified instructors with advanced degrees and ensuring continuous participation in professional development programs. Schools are also encouraged to standardize curriculum implementation by integrating structured review programs, strengthened practicum exposure, and improved instructional strategies to ensure consistency in student learning outcomes.

Moreover, criminology schools should institutionalize comprehensive licensure examination preparation programs such as mock board examinations, structured review sessions, and competency-based assessments to better prepare students for professional

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practice. CHED, PRC, and accrediting bodies such as AACUP and PACUCOA may also collaborate in establishing unified compliance benchmarks to ensure consistent evaluation across institutions. Finally, a province-wide collaborative framework is recommended to support continuous program improvement through upgrading of facilities, strengthening of faculty capacity, enhancing instructional resources, and expanding institutional linkages, ensuring that compliance with RA 11131 translates into improved educational quality, student preparedness, and licensure performance.



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