

# Realization of the Mission, Objectives and Competencies of the School of Criminal Justice and Public Safety

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## ABSTRACT

The cultivation of future-ready skills in students enables them to serve as catalysts for positive change, actively addressing challenges and contributing to the betterment of their communities. This commitment aligns directly with the School of Criminal Justice and Public Safety's mission and objectives, emphasizing the graduation of well-rounded individuals equipped with essential competencies for success in an ever-changing world. To assess the level of fulfillment of these mission and objectives, as well as the attainment of required competencies, a quantitative descriptive study was conducted. A questionnaire was administered to 964 students enrolled in the Bachelor of Forensic Science and Bachelor of Science in Criminology programs. The findings revealed a high level of fulfillment of the school's mission and objectives, with a weighted mean of 3.59. Additionally, the competencies required for each year level in both programs were fully attained. For the Bachelor of Forensic Science, the overall mean is 3.29, specific findings revealed that for the First-Year level, the competencies "Know when it is appropriate to listen and when to speak" and "Respond open-mindedly to different ideas and values" both received the highest mean score of 3.60, indicating they were Fully Attained. The competency "Utilize time and manage workload efficiently" received a mean score of 3.03, which is Highly Attained. For the Second Year Level, the competencies "Collaborate and cooperate effectively with teams" and "Apply professional, social, and ethical standards in the practice of martial arts" both received the highest mean score of 3.34, indicating they were Fully Attained, while the competency "Develop leadership, confidence, maturity, responsibility and dependability" received a mean score of 3.20, which is Highly Attained. For the Third-Year level, the competency "Understanding crimes and penalties" received a mean score of 3.33, indicating it was Fully Attained, while the competency "Ability to assess and provide care in first aid situations" received a mean score of 3.00, which is Highly Attained. For the Fourth-Year level, the competency "Evaluation and management of gender-based violence against women, child maltreatment, and children in conflict with the law" received the highest weighted mean of 3.46, indicating it was Fully Attained, while the competency "Able to competently write and interpret laboratory reports" received a mean score of 2.90, which is Highly Attained. While for the Bachelor of Science in Criminology the overall mean is 3.36, specific findings revealed that for the First Year Level of Bachelor of Science in Criminology, the competency on "Manifest a desire to continuously pursue personal and professional development" got the highest mean which is 3.44 (Fully Attained), while the competency "Have a thorough Understanding on the provisions of RA 11131" got the lowest mean which is 3.06 (Highly Attained). For the Second-Year level, the competency on "Understanding the duties and responsibilities of the first responder, investigator and SOCO team at the crime scene" has the highest weighted mean of 3.34 (Fully Attained). The competencies "Know the organizational set-up, procedure and guidelines and relevant laws regarding the different law enforcement agencies" and "Apply concepts of photography in documenting the crime scene and other forensic evidence" got the lowest mean of 3.17 (Highly Attained). For the Third-Year level, the competency on "Understand the types of leadership and management" has the highest weighted mean of 3.40 (Fully Attained), while "Make a complete and detailed police report" has a mean of 3.11 (Highly Attained). Lastly, for the Fourth Year Level, the competency "Propose and defend Criminological research" has a weighted mean of 3.43

(Fully Attained), and the competency "Enhance knowledge on Forensic Science subjects in preparation for the board examination" has a mean of 3.22 (Highly Attained). These findings indicate that the school is effectively instilling desired values and adequately preparing students for their future roles.

**Keywords:** competencies, mission, objectives, criminology, forensic science

## INTRODUCTION

School is the most important age in life and provides a platform for learning. Every academic institution aspires for quality and excellence of its academic programs. Thus, an educational institution's mission, objectives and competencies are like the pillars of a building, it serves as its foundation. A school must periodically review its mission, objectives and competencies to assess whether it is making progress toward its goals, reflect on setbacks that may have occurred along the way, and reconfirm its commitments.

Mission statements contribute to the institutional identity of an organization (DPT, 2006) and guide all activities of organizations and businesses (Akgemci, 2007). While, objectives help students to articulate what they should be able to do as a result of the instruction and consequently aid in designing more effective instruction planning, activities, and assessments (Gronlund, 2000). Competencies are critical for equipping students with the knowledge, skills and attitudes that they will need to successfully navigate their personal journeys in learning, living and working. Students use and develop competencies when they encounter unfamiliar or challenging situations (Students Learning through Competencies (n.d.)).

Students who are best prepared for the future are change agents. They can have a positive impact on their surroundings, influence the future, understand others' intentions, actions and feelings, and anticipate the short and long-term consequences of what they do. The concept of competency implies more than just the acquisition of knowledge and skills; it involves the mobilization of knowledge, skills, attitudes and values to meet complex demands. Future-ready students will need both broad and specialized knowledge (OECD, 2018).

In addition, students will need to apply their knowledge in unknown and evolving circumstances. For this, they will need a broad range of skills, including cognitive and meta-cognitive skills (e.g. critical thinking, creative thinking, learning to learn and self-regulation); social and emotional skills (e.g. empathy, self-efficacy and collaboration); and practical and physical skills (e.g. using new information and communication technology devices) (OECD, 2018).

On a study conducted by Oruonye & Ojeh (2018) entitled An Appraisal of the Attainment of Goals and Objectives of Vision and Mission Statements of Taraba State University at 10 Year Anniversary, findings revealed that high level of awareness (60%) and acceptance (61%) of the University's vision and mission. However, many could not recite by heart the wordings of the vision and mission statements. Also, about 60% of respondents see the vision and mission as spurring students and staff performance, with mixed feelings on whether the vision and mission influence the quality of staff employed in the University. The findings of the study would assist the University in developing its strategic plan for the years ahead. Based on the findings, the study recommends the need to orient both staff and students of the import of the University's vision and mission statement. The institution's vision and mission statements should be hung in all offices and strategic points in the University. The University Management should incorporate the vision and mission statement in all aspects of the University policies and decisions which would be appraised from time to time.

Also, on the study of Montano, M. (2021), The Management of the City College of Calamba towards the Attainment of the School's Vision and Mission: A Basis for a Framework for Skills Enhancement Program, according to the research result, the management functions of the CCC Administrators specifically, planning, organizing, leading and controlling were generally effective as assessed by the two set of respondents. In the management functions of the School's Administrators in relation to the attainment of CCC's vision and mission the conducted correlation analysis generated a computed gamma coefficients of 0.577 and 0.729 which means that there are "high positive correlations" between the effectiveness of the

management practices of the school administrators and the attainment both of the vision and mission. Raneses, M. (2018) on her study Bicol University College of Nursing Vision, Mission, Goal, and Objectives: Awareness, Dissemination, and Attainment found that stakeholders are highly aware of the BUCN VMGO due to wide dissemination through posters, flyers, IEC materials, and social media. The college's strategies towards the attainment of its VMGO are seen to be well-practiced, most significant of which are ensuring a pool of highly qualified professors, distributing various VMGO info-dissemination materials, promoting its personnel's professional and personal development, and taking responsibility for students' advancement. Areas for improvement include BUCN's regular tracking of graduates, undertaking activities with institutional linkages and communities, encouraging students to join organizations and participate in their activities, and having parents and guardians commit to overseeing their children's and wards' academic standing. Summarily, it can be said that stakeholders are cognizant of BUCN's VMGO, that BUCN implements effective strategies to realize its VMGO, and that different stakeholders have distinctive suggestions to help BUCN attain its vision and to improve the college in general.

Thus, the purpose of this study is to assess the fulfillment of the students on the department's mission and objectives and to know the attainment status of the competencies of the School of Criminal Justice and Public Safety. Findings on this study can help the administrators, faculty, staff and students to enhance or sustain strategies towards the achievement of the school's mission, objectives and competencies.

### **Theoretical and Conceptual Framework**

This study is anchored on the following theories and concepts:

**Competency-based education.** An approach to designing academic programs with a focus on competencies (knowledge, skills and abilities) rather than time spent in a classroom. Competency-based education combines an intentional and transparent approach to curricular design with an academic model in which the time it takes to demonstrate competencies varies and the expectations about learning are held constant. Students acquire and demonstrate their knowledge and skills by engaging in learning exercises, activities and experiences that align with clearly defined programmatic outcomes. Students receive proactive guidance and support from faculty and staff. Learners earn credentials by demonstrating mastery through multiple forms of assessment, often at a personalized pace (Strategy Labs, 2017).

**Outcomes-based education.** According to Spady (1994), outcomes-based education entails centering and structuring an institution's programs and instructional endeavors around specific and well-defined outcomes that all students exhibit upon completing their studies at the institution. OBE is a system of education giving priority to ends, purposes, accomplishments and results. It is a realistic approach adopted worldwide today as part of the strategy of quality assurance, in which decisions about the curriculum and instruction are driven by the exit learning outcomes that the students should display at the end of a program or a course.

**Social Cognitive Theory (SCT).** Started as the Social Learning Theory (SLT) in the 1960s by Albert Bandura. It developed into the SCT in 1986 and posits that learning occurs in a social context with a dynamic and reciprocal interaction of the person, environment, and behavior. The unique feature of SCT is the emphasis on social influence and its emphasis on external and internal social reinforcement. SCT considers the unique way in which individuals acquire and maintain behavior, while also considering the social environment in which individuals perform the behavior. The theory takes into account a person's past experiences, which factor into whether behavioral action will occur. These past experiences influence reinforcements, expectations, and expectancies, all of which shape whether a person will engage in a specific behavior and the reasons why a person engages in that behavior (The Social Cognitive Theory, n.d.).

The conceptual framework for this research consists of four key components:

**Mission:** The mission statement of the School of Criminal Justice and Public Safety outlines its purpose, values, and core competencies. It serves as a guiding statement that is communicated to all stakeholders and helps to align the actions of the institution with its overall direction and purpose.

**Objectives:** The objectives of the School of Criminal Justice and Public Safety outline the specific outcomes

it seeks to achieve in terms of student learning, research, and community engagement. These objectives should be measurable, achievable, and aligned with the institution's mission statement.

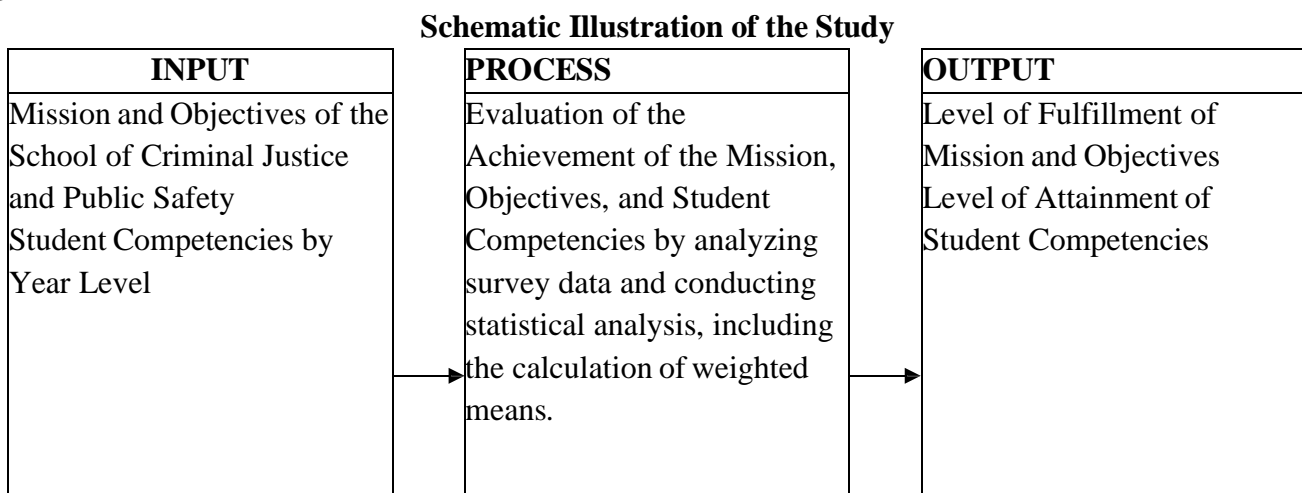
**Competencies:** The competencies of the School of Criminal Justice and Public Safety refer to the knowledge, skills, and abilities that students should possess upon graduation. These competencies are based on industry standards and the needs of employers and should be regularly reviewed and updated to ensure they are relevant and aligned with the institution's mission and objectives.

**Realization:** The realization component of the framework refers to the extent to which the School of Criminal Justice and Public Safety is achieving its mission, objectives, and competencies. This component includes factors such as leadership, organizational culture, resources, and continuous improvement efforts. The realization component serves as the focus of the research, which seeks to assess the extent to which the institution is achieving its goals and identify areas for improvement.

### Schematic Illustration of the Study

The study utilized the Input, Process, and Output model as the research paradigm, the input includes the mission and objectives of the School of Criminal Justice and Public Safety as well as the year level competencies. The process involved collecting data through a survey questionnaire, and the collected data were analyzed using weighted mean. The output of this study is the identified level of fulfillment of the mission and objectives of SCJPS and the level of attainment of the student competencies of both programs Bachelor of Forensic Science and Bachelor of Science in Criminology.

**Figure 1**



### Significance of the Study

This study is significant because it will provide valuable insights into the effectiveness of the School of Criminal Justice and Public Safety in achieving its goals and objectives. The findings of this study will help the school identify areas for improvement and develop strategies to enhance the quality of education provided to students. Additionally, the study's findings and recommendations will be useful for other educational institutions seeking to improve their educational outcomes. Ultimately, this study will contribute to the ongoing efforts to enhance the quality of education and training provided to students pursuing careers in criminal justice and public safety. By doing so, this study has the potential to positively impact not only the students of the School of Criminal Justice and Public Safety but also the communities they will serve as future professionals in the field.

### Objectives of the Study

This study aims to assess the extent of the realization of the Mission, Objectives and Competencies of the School of Criminal Justice and Public Safety. Specifically, it aims to answer the following:

1. to determine the level of fulfillment of the mission and objectives of the School of Criminal Justice and

- Public Safety; and
- to know the level of attainment of the students on the different year level of competencies of the program

**METHODOLOGY**

This section discusses the research design, population and locale of the study, data gathering tool, data gathering procedures, treatment of data and ethical considerations.

**Research Design**

The study used a quantitative descriptive design to assess the fulfillment of the mission and objectives of the School of Criminal Justice and Public Safety, as well as the competency attainment of students at different academic levels. This design allows for quantifying and describing the data collected, providing a clear and objective analysis of the research objectives.

**Population and Locale of the Study**

The respondents of this study were 964 students, 753 were criminology students and 211 were forensic science students who were enrolled in the school year 2022-2023. The study was conducted in the University of Baguio, School of Criminal Justice and Public Safety.

**Data Gathering Tool**

The data gathering tool used in this study is a questionnaire. The first part of the questionnaire is the Mission and Objectives of the School of Criminal Justice and Public Safety. The second part is the competencies of Bachelor of Forensic Science which is based from CMO 48, series of 2012 and Bachelor of Science in Criminology based from CMO 05, series of 2018.

**Data Gathering Procedure**

First, the researcher prepared a letter addressed to the Dean and the Program Chairs of BS Criminology and BfSc to allow the researcher to administer questionnaire. After the approval of the letter, the researcher converted the questionnaire to google form, the link to the google form was disseminated to all faculty members for them to share it to their respective class group chats.

**Treatment of Data**

The data collected from the questionnaire was analyzed using a weighted mean and interpreted using the likert scale below:

**Level of Fulfillment of the Mission and Objectives of SCJPS**

Range	Verbal Description	Interpretation
3.26 to 4.00	Very much fulfilled	The mission and objectives are very much achieved.
2.51 to 3.25	Moderately fulfilled	The mission and objectives are moderately achieved.
1.76 to 2.50	Barely fulfilled	The mission and objectives are barely achieved.
1.00 to 1.75	Not fulfilled	The mission and objectives are not achieved.

**Level of Attainment of the Competencies of SCJPS**

Range	Verbal Description	Interpretation
3.26 to 4.00	Fully attained	The competencies are very much achieved.
2.51 to 3.25	Highly attained	The competencies are highly achieved.
1.76 to 2.50	Moderately attained	The competencies are moderately achieved.
1.00 to 1.75	Poorly attained	The competencies are not achieved.

**Ethical Consideration**

Prior to the conduct of the study, the respondents were informed of the purpose of the study, their rights and responsibilities through the informed consent form. The researcher further informed the respondents that

their participation is voluntary, and the respondents have the right to withdraw from the study at any time without any consequences. The researcher ensured that the data collection process is conducted in a professional and respectful manner. In addition, the researcher ensured the privacy of the respondents by keeping their identities anonymous and confidential. The respondents' names or any other identifying information were not disclosed in the paper and all data collected were stored securely. Lastly, the researcher will disseminate the findings of the study to the respondents through email or during a school research presentation.

**RESULTS AND DISCUSSIONS**

This section presents the findings, interpretation and analysis of the level of fulfillment of the mission and objectives of the School of Criminal Justice and Public Safety as well as the level of attainment of the different year level competencies of Bachelor of Forensic Science and Bachelor of Science in Criminology.

**Level of Fulfillment of the Mission and Objectives of the School of Criminal Justice and Public Safety**

As gleaned in Table 1, findings revealed that the Mission of the School of Criminal Justice and Public Safety is very much fulfilled with a weighted mean of 3.54. This means that the school has successfully achieved its mission to train criminologists and forensic scientists who embody the ideals of patriotism, justice, truth, and integrity. This result suggests that the curriculum and faculty are effectively instilling the desired values and ethics in students. Education systems have long recognized the value of developing students' moral character and have integrated ethical thinking as an essential component of holistic education (Lorié, 2023). The ability to navigate ethical dilemmas contributes to shared problem-solving and peaceful coexistence. Across societies, ethical reasoning has been valued alongside other cognitive abilities as part of educating the whole person. Most formal education programs, including secular ones, aim to develop the moral character of students as a core goal.

The finding also suggests that students believe the school has provided them with the intended education, experiences, and opportunities that align with its mission, enabling them to acquire the necessary skills, knowledge, and values. This is in line with the concept of mission-driven education, which emphasizes the alignment of curriculum, teaching methods, and experiences with the institution's mission and values (Haski-Leventhal, 2020). Effective curricula, developed collaboratively and continuously evaluated, are critical in supporting teachers and guiding students' learning (Tunnell, 2022).

Furthermore, the students feel well-prepared for their future roles as criminologists and forensic scientists. This indicates that the curriculum, teaching methods, faculty, and overall educational environment have successfully aligned with the mission, resulting in a positive learning experience for the students. The tripartite review conducted by the SCJPS in collaboration with various industry partners every academic year further highlights the significance of preparing students to perform exceptionally well in technical and academic aspects related to criminology and forensics. This aligns with the school's mission and objectives, suggesting that the educational program is effectively equipping students with the necessary competencies for success in their chosen fields.

**Table 1**

Level of Fulfillment of the Mission and Objectives of the School of Criminal Justice and Public Safety

Indicators	WM	Verbal Description
<b>Mission</b>		
Endeavors to train Criminologists and Forensic Scientists who embody the ideals of patriotism, justice, truth and integrity.	3.54	Very Much Fulfilled

<b>Objectives</b>		
<b>The SCJPS aims to produce a graduate who:</b>		
1. Demonstrates exemplary performance in the law enforcement profession.	3.59	Very Much Fulfilled
2. Ensures accurate, complete, and prompt conduct of case investigations.	3.55	Very Much Fulfilled
3. Promotes and protects human rights without discrimination and bias.	3.64	Very Much Fulfilled
4. Conducts criminological and forensic researches for community well – being.	3.57	Very Much Fulfilled
5. Advocates crime prevention programs for a safer environment.	3.61	Very Much Fulfilled
6. Exemplifies responsible leadership through socio-civic endeavors.	3.63	Very Much Fulfilled
<b>Overall Mean</b>	<b>3.59</b>	<b>Very Much Fulfilled</b>

For the school objectives, findings shows that the objectives of the school are very much fulfilled with an overall mean of 3.59, demonstrating success in producing graduates who excel in the law enforcement profession. These graduates exhibit exemplary performance, ensure accurate case investigations, promote human rights without bias, conduct research for community well- being, advocate crime prevention, and demonstrate responsible leadership through socio-civic endeavors.

The Code of Ethics of the Board of Criminology emphasizes the importance of applying scientific knowledge to enhance public safety and solve crimes. It emphasizes effective leadership and public influence in matters related to public safety. These ethical principles align closely with the school's objectives, emphasizing the development of professionals dedicated to applying scientific methods, continuous self-improvement, and creating a positive societal impact (Board of Criminology-Code of Ethics, n.d.).

Furthermore, the findings suggest that students perceive the school as providing a balanced quality education, with a rigorous curriculum, effective teaching, and academic standards. Students feel actively engaged in their learning experiences, supported by the school, and have a positive relationship with teachers, staff, and peers. The school is also seen as well-equipped with necessary facilities and resources, including libraries, laboratories, technology, and extracurricular activities. Consistent with these findings, Hanaysha et al. (2023) discovered that both classroom environment and university facilities emerged as significant predictors of academic performance and student engagement. Their study, published in the International Journal of Information Management Data Insights, highlighted the importance of providing a conducive learning environment and well-equipped facilities in enhancing student outcomes.

In addition, the school is successful in fostering students' personal growth and development, with improvements in critical thinking, problem-solving skills, communication abilities, and overall character development. Students believe the school is adequately preparing them for their future endeavors, with confidence in their readiness for higher education, career opportunities, or other paths they plan to pursue after graduation.

The school's approach to education is further supported by the use of interactive teaching methods, which motivate learning and encourage students to develop a critical position about the taught content (Senthamarai, 2018). These methods lead to increased student engagement, better retention of information, and higher satisfaction (Senthamarai, 2018).

### Level of Attainment of the Year Level Competencies

The survey results reveal that the competencies required at various year levels within both the Bachelor of Science in Criminology and Bachelor of Forensic Science programs have been successfully attained.

**Bachelor of Forensic Science**

This program aims to provide students with comprehensive knowledge of scientific crime investigation and detection. It seeks to educate them on the application of scientific principles and methodologies to legal issues and criminal investigations. The program also aims to equip students with competencies and forensic skills that meet international standards. Ultimately, the program's goal is to produce graduates who possess the necessary forensic skills and expertise to contribute to judicial processes. As a result, graduates of this program must be competent and well-prepared for their chosen careers. (CMO No. 48, s. 2012).

To assess the program's effectiveness in achieving these goals, this study examined the level of attainment of year-level competencies for Bachelor of Forensic Science students. The overall findings indicate that the level of attainment of year-level competencies for the Bachelor of Forensic Science program is 3.29, which means "fully attained". This suggests that students in the Bachelor of Forensic Science program have successfully achieved the expected level of competency in their respective year levels. The results imply that these students have effectively acquired the necessary knowledge and skills in forensic science, demonstrating their preparedness for careers or further studies in the field.

While specific findings shows that the first-year students fully attained the required competencies for their level with an overall mean of 3.41. Overall, Table 2 suggests that first-year students performed well on these competencies. Their highest scores were in communication, active listening, and open-mindedness.

**Table 3**  
Level of Attainment of the First Year Level Competencies

Competencies	Mean	Verbal Description
Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts;	3.40	Fully Attained
Understand, negotiate, and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments;	3.40	Fully Attained
3. Utilize time and manage workload efficiently;	3.03	Highly Attained
4. Know when it is appropriate to listen and when to speak;	3.60	Fully Attained
5. Respond open-mindedly to different ideas and values;	3.60	Fully Attained
6. Understand the basic concepts of Forensic Science.	3.30	Fully Attained
<b>Overall Mean</b>	<b>3.41</b>	<b>Fully Attained</b>

The competency of active listening, where students excelled with a very high score (3.60), is particularly noteworthy. Effective listening is fundamental in forensic science, as it enhances information gathering, promotes accurate data interpretation, and fosters strong interpersonal relationships crucial for investigative processes and teamwork. Similarly, the high score in open-mindedness (3.60) indicates students' receptiveness to new ideas and willingness to explore innovative approaches—a quality that is invaluable in a field that constantly evolves with technological advancements and changing methodologies. Moreover, communication skills play a vital role in the practice of forensic science, and the high scores attained by students (3.40) underscore their proficiency in expressing ideas effectively through various channels. This ability to communicate clearly and concisely is essential for collaborating with peers, and presenting complex information in a comprehensible manner within the forensic science domain. Lastly, in understanding diverse views (3.40) reflect students' capacity to appreciate different perspectives and engage in inclusive dialogue—a crucial skill in a field that often requires interdisciplinary collaboration and consideration of varied viewpoints to address complex challenges effectively.

Previous research has highlighted the importance of communication skills among university students. Ihmeideh, Ahmad, and Dababneh (2010) and Cleland, Foster, and Moffat (2005) found that a positive



communication environment provides opportunities for students to learn and develop better communication skills. As university students prepare to enter the job market, they should take advantage of activities that foster communication skills in a comprehensive manner to fully develop this crucial competency (Ihmeideh et al., 2010).

The constructs and sub-constructs of communication skills are essential skills that students should equip themselves with before venturing into the working world. These skills can be combined and incorporated into the learning process, allowing students to develop their communication abilities through discussions, presentations, and exposure to real-world communication situations (Iksan et al., 2012).

**Table 4**  
Level of Attainment of the Second Year Level Competencies

Competencies	Mean	Verbal Description
Thorough knowledge and understanding on the different theories and cause of crime.	3.29	Fully Attained
Taking concrete steps to address issues on the different reasons of crime causation through the different theories of crime.	3.23	Highly Attained
3. Collaborate and cooperate effectively with teams.	3.34	Fully Attained
4. Apply professional, social, and ethical standards in the practice of martial arts.	3.34	Fully Attained
5. Develop leadership, confidence, maturity, responsibility and dependability.	3.20	Highly Attained
<b>Overall Mean</b>	<b>3.28</b>	<b>Fully Attained</b>

Overall, Table 4 suggests that second-year students performed well on these competencies with an overall mean of 3.28 which is fully attained. Their highest indicators were in teamwork, ethics, and collaboration. In terms of teamwork and collaboration, students have evaluated themselves as fully attained with a mean of 3.34, this suggests that they are adept at working effectively in teams and can contribute positively to collaborative efforts. Also, students have also displayed a strong understanding and adherence to professional, social, and ethical standards in the practice of martial art with a weighted mean of 3.34, they demonstrate their commitment to upholding ethical guidelines and conducting themselves in a professional manner. Lastly, students are actively developing qualities such as leadership, confidence, maturity, responsibility, and dependability.

**Table 5**  
Level of Attainment of the Third Year Level Competencies

Competencies	Mean	Verbal Description
Understanding the general provisions of the Revised Penal Code, Special Criminal Statutes of the Philippines, Presidential Decrees, Letters of Instructions and related cases.	3.16	Highly Attained
2. Understanding crimes and penalties.	3.33	Fully Attained
3. Acquired the basic skills needed in the operation of the different instruments in crime investigation.	3.10	Highly Attained
4. Application of various techniques in forensic investigation.	3.10	Highly Attained
5. Recognizing the significance of unearthed skeletal material (human/cultural/archaeological/forensic).	3.19	Highly Attained

6. Differentiating between ante-mortem, perimortem, and postmortem traumatic damage.	3.30	Fully Attained
7. Demonstrate skillful performance on the fundamentals of martial arts.	3.05	Highly Attained
8. Ability to assess and provide care in first aid situations.	3.00	Highly Attained
9. Analyze real life situations using inductive and deductive reasoning.	3.25	Fully Attained
<b>Overall Mean</b>	<b>3.17</b>	<b>Highly Attained</b>

The competencies of third-year students are highly attained with an overall mean of 3.17, the indicators with highest means are: understanding crimes and penalties, differentiating between types of traumatic damage, and understanding legal documents.

Students have shown a very high level of proficiency (3.33) in understanding crimes and penalties. This implies that they have a strong grasp of the different types of crimes and the corresponding legal consequences. In terms of differentiating between types of traumatic damage, students have excelled, scoring very highly (3.30) in this competency. This suggests their ability to identify and distinguish between various forms of traumatic injuries. Lastly, students have shown their ability to analyze real-life situations using reasoning skills, scoring highly (3.25) in this competency. This demonstrates their capacity to apply logical and critical thinking to evaluate and understand complex scenarios. Overall, these findings highlight the Bachelor of Forensic Science students' strong understanding of legal provisions, crimes and penalties, instruments used in crime investigation, forensic techniques, the significance of skeletal material, types of traumatic damage, martial arts fundamentals, first aid care, and reasoning skills in analyzing real-life situations.

**Table 6**  
Level of Attainment of the Fourth Year Level Competencies

Competencies	Mean	Verbal Description
Proper application of court procedures in the prosecution of offenses in simulated court presentation.	3.34	Fully Attained
Evaluation and management of gender-based violence against women child maltreatment and children in conflict with the law.	3.46	Fully Attained
Application of the proper techniques in the recognition, collection, handling, preservation, documentation and evaluation of evidence.	3.31	Fully Attained
4. Simulation of the scientific techniques of approaching the crime scene and crime scene processing.	3.44	Fully Attained
Recognition of the different types of evidence such as hairs, fibers, chemicals, drugs of abuse, blood, semen, glass fractures, paints, soil, fingerprints, and documents.	3.32	Fully Attained
6. Able to competently write and interpret laboratory reports.	2.90	Highly Attained
7. Exposed to actual evidence collection, examination, analysis and other police works.	3.08	Highly Attained
<b>Overall Mean</b>	<b>3.28</b>	<b>Fully Attained</b>

Table 6 suggests that fourth-year students performed well on most competencies as reflected on the overall mean of 3.28 which means fully attained. The highest indicators were in evaluation and management of gender-based violence, crime scene processing, and application of court procedures. However, their

performance in writing and interpreting laboratory reports was lower than in other areas.

On the competency of evaluation and management of gender-based violence, child maltreatment and children in conflict with the law, students scored highly (3.46) in this competency, which suggests they are capable of handling these sensitive cases. The ability to effectively evaluate and manage cases related to gender-based violence, child maltreatment, and children in conflict with the law is important in forensic science. These areas demand a comprehensive understanding of the legal frameworks, psychological dynamics, and social implications involved. This indicates that students are prepared to address these challenging matters and make positive impacts on the lives of disadvantaged people and communities. The competency of simulating scientific techniques for approaching crime scenes and processing them, with a weighted mean score of 3.44 (fully attained), indicates that students possess a strong ability to apply scientific methods effectively in crime scene investigation. This finding suggests that students are well-equipped to analyze and process crime scenes using systematic and evidence-based approaches, ensuring thorough and accurate documentation of forensic evidence. Also, the competency on proper application of court procedures in simulated court presentations got a weighted mean of 3.34 interpreted as fully attained, this finding suggests that students possess the necessary skills to conduct themselves professionally in a courtroom setting, adhere to legal procedures, and present their case or findings accurately and persuasively. While the competency in writing and interpreting laboratory reports received a weighted mean score of 2.90, which is still interpreted as highly attained, it is comparatively lower than the other areas. This suggests that while students have a strong understanding of laboratory report writing and interpretation, there is potential for further improvement and development in this specific skill set. Accurate documentation and interpretation of laboratory findings are crucial in forensic science, as these reports serve as vital evidence in criminal investigations and legal proceedings. By continuously refining their skills in this area, students can enhance their ability to effectively communicate complex scientific information in a clear and concise manner.

### **Summary of Level of Attainment of the Competencies of Bachelor of Forensic Science**

The findings of the study on the level of attainment of year-level competencies in the Bachelor of Forensic Science program indicate that students have successfully achieved the expected level of competency in their respective year levels. The overall mean of 3.29 suggests that the competencies required at various year levels have been "fully attained". This implies that students have effectively acquired the necessary knowledge and skills in forensic science, demonstrating their preparedness for careers or further studies in the field.

**Table 7**

**Summary of Level of Attainment of the Competencies of Bachelor of Forensic Science**

<b>Year Level</b>	<b>WM</b>	<b>Verbal Description</b>
First Year	3.41	Fully Attained
Second Year	3.28	Fully Attained
Third Year	3.17	Highly Attained
Fourth Year	3.28	Fully Attained
<b>Overall Mean</b>	<b>3.29</b>	<b>Fully Attained</b>

### **Bachelor of Science in Criminology**

The field of criminology focuses on studying crime, justice agencies, and their responses to crime, criminals, and victims (CMO No.5, s. 2018). The mission of Criminology programs is to produce competent and ethical graduates who can effectively contribute to crime prevention, detection, law enforcement, offender rehabilitation, and criminological research. Assessing students' competencies is crucial to ensure graduates are professionally competent and morally upright in addressing criminality. This aligns with the vision of Higher Education Institutions (HEIs) to meet the challenges of globalization in criminology and

continuously improve their readiness to tackle evolving issues.

The general findings indicate that competencies for each year level in the Bachelor of Science in Criminology program are fully attained, as reflected by an overall mean score of 3.26. This suggests that students across different years of the program have successfully achieved the expected competencies.

Attaining the competencies at each year level indicates that the program is effectively delivering the necessary knowledge, skills, and training to students. It demonstrates that the curriculum and instructional methods are aligned with the desired learning outcomes.

### Level of Attainment of the First Year Level Competencies

First-year students have fully attained the expected competencies, with an overall mean of 3.27. Their highest scores were in demonstrating a desire to continuously pursue personal and professional development (3.44), indicating their motivation to improve throughout their education and careers. This finding aligns with research on self-directed learning (Zimmerman, 1989) which emphasizes the importance of student motivation in academic achievement. According to Zimmerman, when students are intrinsically motivated and take ownership of their learning process, they are more likely to actively engage in learning activities, set goals, and persist in the face of challenges. This, in turn, leads to higher levels of achievement. Students' motivation to continuously pursue personal and professional development is crucial. Given the evolving nature of the field, it is essential for students to stay updated with the latest knowledge, research, and techniques. Their motivation to improve themselves indicates a proactive approach to learning and professional growth.

Next is proper ready position and physical defense techniques on fundamentals of martial arts (3.32), this indicates they have a strong grasp of the basic physical skills and techniques taught in the martial arts curriculum. Lastly, demonstrating an in-depth understanding of criminology, criminal etiology, sociology of law, penology, and victimology (3.25), this suggests first-year students are grasping the core theoretical concepts and principles that underpin the criminal justice system. Having a strong conceptual knowledge base will enable them to better understand and apply practical skills later in the program.

**Table 8**  
**Level of Attainment of the First Year Level Competencies**

Competencies	Mean	Verbal Description
Demonstrate in – depth understanding on Criminology, criminal etiology, sociology of law, penology and victimology.	3.25	Fully Attained
2. Have a thorough Understanding on the provisions of RA 11131.	3.06	Highly Attained
3. Demonstrate proper ready position and physical defense techniques on fundamental of martial arts.	3.32	Fully Attained
Know the different views and perspective of the different classification of criminological theories through identifying its strength, weakness and policy implications	3.26	Fully Attained
5. Manifest a desire to continuously pursue personal and professional development	3.44	Fully Attained
<b>Overall Mean</b>	<b>3.27</b>	Fully Attained

Second-year students in the Bachelor of Science in Criminology program have also fully attained the expected competencies, with an overall mean of 3.23. Their highest scores were in understanding the duties and responsibilities of the first responder, investigator, and SOCO team at the crime scene (3.34), this suggests they have a strong grasp of the roles and procedures involved in initial response, investigation, and forensic examination of crime scenes. Mastering these concepts is crucial for effective crime scene

management and evidence collection. Next is understanding the jurisprudential concepts on criminal law and evidence (3.25), this indicates they are developing a solid foundation in the legal principles and evidentiary rules that govern criminal cases. A strong working knowledge of criminal law and evidence is essential for success in law enforcement and the courts. Lastly, demonstrating an increased understanding of the roles and functions of the five pillars of the PCJS and the processes (3.23), comprehending the interplay between these pillars is key to navigating the complexities of the criminal justice system. These findings are aligned to the goals of CMO No. 5, s.2018, where the program aims to equip graduates with the knowledge, skills, and values to effectively contribute in several key areas. The strong performance of students on competencies related to crime scene investigation procedures, legal principles and evidence rules, and understanding the Philippine Criminal Justice System (PCJS) all support this alignment. These findings suggest the program is effectively preparing students for success in various aspects of the criminal justice field.

**Table 9**  
**Level of Attainment of the Second Year Level Competencies**

Competencies	Mean	Verbal Description
Demonstrate an increased understanding on the Roles and functions of the five pillars of the PCJS and the processes.	3.23	Fully Attained
Know the basic and legal process of criminal and specialized investigation of different kinds of crimes, intelligence and instrumentation	3.28	Fully Attained
3. Understand the jurisprudential concepts on Criminal law and evidence	3.25	Fully Attained
Know the organizational set-up, procedure and guidelines and relevant laws regarding the different law enforcement agencies	3.17	Highly Attained
5. Apply concepts of photography in documenting the crime scene and other forensic evidence.	3.17	Highly Attained
6. Know the constitutional and legal bases of human rights-based policing.	3.22	Fully Attained
7. Understanding the duties and responsibilities of the first responder, investigator and SOCO team at the crime scene.	3.34	Fully Attained
8. Understand the basic and legal concepts and processes of institutional correction.	3.22	Highly Attained
<b>Overall Mean</b>	<b>3.23</b>	Highly Attained

The competencies of third-year students in the Bachelor of Science in Criminology program are highly attained, with an overall mean of 3.23. Their highest scores were understanding types of leadership and management (3.40), this indicates they are developing the knowledge and skills necessary to effectively lead and manage teams within law enforcement agencies. Strong leadership and management are critical for organizational success and effective crime prevention and control. Next is, understanding the significance of ethics and values in law enforcement work and personal life (3.39) this suggests they have a strong appreciation for the importance of ethical conduct and personal integrity in the criminal justice field. Developing a strong ethical foundation is crucial for maintaining public trust and upholding the principles of justice. Lastly, understanding the basic concepts of drugs, vice, and salient provisions of RA 9165 as amended (3.26), this suggests that third-year students have understood the importance of legal framework and concepts related to drug control and enforcement.

**Table 10**  
**Level of Attainment of the Third Year Level Competencies**

Competencies	Mean	Verbal Description
Know the fire chemistry fire, fire protection, prevention and control and legal aspects of fire and arson investigation.	3.22	Highly Attained
2. Understand the Scope and Application of the probations, parole and executive clemency laws.	3.18	Highly Attained
3. Know the significance of ethics and values in law enforcement works and personal life.	3.39	
4. Study side by side the different policing models, international agreements and conventions regarding police system.	3.15	Highly Attained
5. Know and apply the interview and interrogation techniques on investigation of crimes.	3.19	Highly Attained
6. Know the jurisprudential concept of criminal procedure and evidence.	3.10	Highly Attained
7. Understand the types leadership and management.	3.40	Fully Attained
8. Understand, observed, apply knowledge on the protection of human rights during the Law Enforcement Operation.	3.30	Fully Attained
9. Understand the basic and legal concepts on traffic laws, traffic management and accident investigation.	3.33	Fully Attained
10. Understand the step-by-step process of ADR Mechanisms and crises management.	3.14	Highly Attained
11. Propose a criminological research paper.	3.14	Highly Attained
12. Locate, developed, process, analyze, examine and report latent print evidence.	3.25	Fully Attained
13. Make a complete and detailed police report.	3.11	Highly Attained
14. Know the basic concepts of drugs, vice salient provisions of RA 9165 as amended.	3.26	Fully Attained
15. Internalize the importance of Forensic Chemistry and toxicology in crime investigation.	3.24	Highly Attained
<b>Overall Mean</b>	<b>3.23</b>	<b>Highly Attained</b>

For the fourth-year students, results shows that they have fully attained the expected competencies, with an overall mean of 3.30. Their highest scores were in proposing and defending criminological research (3.43), this suggests they have developed strong skills in conducting research, analyzing data, and presenting their findings effectively. Also, knowing the basics of legal writing (3.34), this indicates they have understood the conventions and techniques required for effective legal writing, such as drafting reports, affidavits, and other legal documents. Strong legal writing skills are essential for success in law enforcement, the courts, and other criminal justice settings. Lastly, knowing the proper care, handling, and preservation of documents and making a questioned document examination report (3.33), this suggests fourth-year students have developed expertise in the forensic examination of documents, which is crucial for identifying forgeries, alterations, and other document-related evidence. Proficiency in this area enhances their ability to support criminal investigations and prosecutions.

**Table 11**  
**Level of Attainment of the Fourth Year Level Competencies**

Competencies	Mean	Verbal Description
1. Proposed and defend Criminological research.	3.43	Fully Attained

Know the proper care, handling and preservation of documents and make a questioned document examination report.	3.33	Fully Attained
3. Know the basics of legal writing.	3.34	Fully Attained
Enhanced knowledge on Criminal Detection and Investigation subjects in preparation for the board examination.	3.31	Fully Attained
5. Enhanced knowledge on Forensic Science subjects in preparation for the board examination.	3.22	Highly Attained
6. Enhanced knowledge on Criminal Jurisprudence subjects in preparation for the board examination.	3.26	Fully Attained
Enhanced knowledge on Crime Sociology and Correctional Administration subjects in preparation for the board examination.	3.26	Fully Attained
8. Enhanced knowledge on Law Enforcement Administration subjects in preparation for the board examination	3.26	Fully Attained
<b>Overall Mean</b>	<b>3.30</b>	Fully Attained

### Summary of Level of Attainment of the Competencies of Bachelor of Science in Criminology

The findings on the year level competencies of the Bachelor of Science in Criminology program reveal a consistent progression of competencies among students. First-year students have shown a strong foundation with a mean score of 3.27, excelling in areas such as motivation for personal and professional growth, mastery of martial arts fundamentals, and understanding core criminology principles. Second-year students, with an overall mean of 3.23, have demonstrated proficiency in crime scene duties, jurisprudential concepts, and comprehension of the Philippine Criminal Justice System pillars. Third-year students, also with a mean of 3.23, have showcased strengths in leadership and management, ethical awareness in law enforcement, and understanding drug control concepts. Finally, fourth-year students, with an overall mean of 3.30, have excelled in criminological research, legal writing basics, and document handling expertise. These findings emphasize the students' development and readiness for the complexities of the criminal justice field, with opportunities for further growth in communication, adaptability, and collaboration to enhance their preparedness for future challenges in their careers. However, the results also highlight areas where students may need additional support and guidance to fully attain the desired competencies. The need for improvement in certain areas, such as communication skills, adaptability, and collaboration, is evident. To address these gaps and ensure that students are well-equipped for their future careers, it is crucial to implement targeted interventions and strategies that focus on enhancing these specific competencies.

**Table 12**

### Summary of Level of Attainment of the Competencies of Bachelor of Science in Criminology

Year Level	WM	Verbal Description
First Year	3.27	Fully Attained
Second Year	3.23	Fully Attained
Third Year	3.23	Highly Attained
Fourth Year	3.30	Fully Attained
<b>Overall Mean</b>	<b>3.26</b>	<b>Fully Attained</b>

## CONCLUSION AND RECOMMENDATIONS

### Conclusions

The findings of this study reveal the School of Criminal Justice and Public Safety's commitment to excellence in education, as evidenced by its success in producing highly competent and ethical graduates in

the fields of forensic science and criminology. The high levels of mission fulfillment and competency attainment serve as a testament to the school's dedication to providing quality education and preparing students for the challenges they will encounter in their chosen careers.

### Recommendations

Based from the findings of the study the following are recommended:

1. The teachers who are handling subjects on technical writing may organize workshops or seminars led by industry professionals in law enforcement to share best practices in report writing.
2. Teachers who are handling subjects in crime scene investigation may invite guest speakers from law enforcement agencies to share their expertise and provide feedback on student performance in crime scene processing.
3. Encourage students to participate in professional organizations and attend conferences to learn about ethical standards and best practices in the field.
4. Provide more robust mentorship and guidance programs to support students, especially in areas where they may need additional assistance to fully attain the desired competencies. This could involve faculty-student mentoring, peer-to-peer support, and specialized workshops or seminars.
5. To future researchers to consider conducting longitudinal studies to track the long-term development and career trajectories of graduates, this could provide valuable insights into the program's effectiveness and the sustained impact on students' professional growth.

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