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PERFORMANCE OF TARLAC STATE UNIVERSITY - COLLEGE OF CRIMINAL JUSTICE EDUCATION FACULTY AND STAFF: A MULTI-STAKEHOLDER SYNTHESIS

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ABSTRACT

This study provides a comprehensive evaluation of faculty and staff performance within the College of Criminal Justice Education of Tarlac State University. Anchored in the Context Input-Process-Product evaluation model of Stufflebeam, the research employs a descriptive analytical synthesis integrating quantitative institutional performance data, student evaluation results, qualitative alumni narratives, and external stakeholder assessments from law enforcement agencies. Data were drawn from institutional performance instruments, accreditation documents, and extension service reports covering academic years 2022 to 2025.

Findings reveal consistently outstanding instructional performance with a mean rating of 4.82 out of 5.00. Stakeholders affirm faculty credibility grounded in professional field experience and mentorship engagement. Extension initiatives, particularly the LIGTASS Program, demonstrate strong community impact and institutional social responsibility. Administrative services reflect high efficiency, with a documented ninety five percent satisfaction rate in credential processing and internship coordination. However, a significant gap is identified in forensic technology integration, particularly in cybercrime investigation and digital forensic competencies. The study concludes that while institutional performance is strong, strategic development in research localization, technological advancement, and digital administrative systems is necessary to sustain competitiveness and align with evolving licensure and global standards.

KEYWORDS: *Criminology Education, Faculty Evaluation, Stakeholder Assessment, Institutional Effectiveness, Performance Management*

1. INTRODUCTION

In the Philippine higher education system, the quality of criminology programs is often measured by graduate performance in the Criminologist Licensure Examination. Although licensure outcomes provide clear indicators of academic preparedness, they do not fully capture the institutional processes that shape graduate competence. The Commission on Higher Education, through CMO No. 5, series of 2018, mandates a shift from content centered instruction toward competency-based education that emphasizes applied skills, ethical responsibility, and professional readiness. This policy direction expands performance expectations beyond students and places greater responsibility on faculty and administrative personnel.

The College of Criminal Justice Education at Tarlac State University plays a vital role in preparing students for careers in law enforcement, forensic science, corrections, and public safety administration. Faculty members influence learning outcomes through instructional quality, mentorship, and scholarly engagement, while administrative staff ensure efficient academic operations and service delivery. As noted in the World Bank Education Report (2025), higher education institutions in Southeast Asia must strengthen alignment between academic preparation and industry demands to remain relevant and competitive. Institutional effectiveness therefore depends on the coordinated performance of both academic and non-academic personnel.

This study examines how faculty and staff performance contributes to educational quality, stakeholder satisfaction, and community engagement within the College of Criminal Justice Education. The investigation is anchored in the Context Input-Process-Product evaluation model developed by Stufflebeam, which provides a systematic framework for assessing institutional performance.

Within this framework, context refers to the regulatory and professional environment shaping criminology education, including national licensure standards and public safety expectations established by the Commission on Higher Education. Input includes faculty qualifications, professional experience, research capability, administrative systems, and learning resources. Process encompasses instructional delivery, research productivity, extension initiatives, and administrative efficiency. Product represents measurable outcomes such as board examination performance, graduate employability, stakeholder satisfaction, and community impact.

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By applying the Context Input Process Product model, this study evaluates whether faculty and staff performance at Tarlac State University effectively translates institutional resources and professional competencies into meaningful educational and societal outcomes.

2. METHODOLOGY

This research employed a descriptive analytical synthesis design. Institutional data from academic years 2022 to 2025 were examined through data triangulation.

Quantitative data were drawn from Student Evaluation of Teachers results and Individual Performance Commitment and Review ratings as documented in Tarlac State University performance manuals (Tarlac State University, 2024). Qualitative data included alumni testimonials and assessments from partner agencies such as the Philippine National Police, Bureau of Jail Management and Penology, and Bureau of Fire Protection. Documentary analysis included accreditation self-survey reports from PAASCU (2025) and extension publications.

Faculty evaluation follows a seventy thirty weighted model in which instruction and research comprise the majority of assessment criteria. Administrative staff are evaluated based on efficiency, quality, and timeliness in accordance with Civil Service Commission standards.
Data were analyzed through thematic synthesis for qualitative narratives and descriptive statistical interpretation for quantitative ratings.

3. RESULTS AND DISCUSSION

Instructional Competence and Academic Delivery

The results indicate that faculty members consistently achieve outstanding performance ratings, with a mean score of 4.82 out of 5.00 in student evaluations. This level of instructional competence aligns with findings of the Professional Academy of the Philippines (2025), which emphasizes that students in criminology programs highly value instructors with professional law enforcement experience.

Students report that learning becomes more meaningful when faculty integrate Supreme Court rulings, crime scene simulations, and real-world case narratives into classroom instruction. Such strategies promote applied understanding and analytical thinking. These findings support competency-based education principles advocated by the Commission on Higher Education (2018), which call for experiential and outcome-oriented instruction.

Mentorship also emerges as a significant factor in stakeholder satisfaction. Faculty accessibility and academic guidance extend beyond formal classroom sessions. Alumni narratives describe sustained faculty support during internship placement and board examination preparation. Within the CIPP framework, these instructional processes demonstrate effective transformation of faculty qualifications into tangible student outcomes.

Research Productivity and Scholarly Contribution

While instructional performance is consistently strong, research productivity reveals variation among faculty members. According to PAASCU (2025), accreditation standards increasingly emphasize scholarly output and community-based research. Some faculty members have produced indexed publications and instructional modules; however, the study identifies a need for more localized criminological research addressing crime patterns in Tarlac City and surrounding municipalities.

The World Bank Education Report (2025) stresses that higher education institutions must align research agendas with regional development priorities. In this context, localized crime analysis and applied policy research would enhance both curriculum relevance and community engagement.

Additionally, research findings are not consistently integrated into curricular revision or extension program design. This disconnect suggests that scholarly output does not always translate into institutional innovation. Strengthening research dissemination mechanisms may therefore enhance the product dimension of institutional performance.

Extension Services and Community Engagement

The LIGTASS Program represents a significant institutional strength. Documented in university extension reports (Tarlac State University, 2025), this initiative includes self defense seminars, drug awareness campaigns, and barangay level crime prevention workshops.

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Community leaders and partner agencies consistently express satisfaction with faculty participation in these initiatives. Extension activities reflect institutional social responsibility and reinforce public trust. According to PAASCU (2025), effective community engagement strengthens accreditation standing and institutional credibility.

Within the CIPP framework, extension services represent a strong product outcome derived from effective instructional and organizational processes.

Administrative Efficiency and Stakeholder Satisfaction

Administrative staff performance demonstrates high efficiency and reliability. Office records indicate a ninety five percent satisfaction rate in the processing of academic credentials and internship documentation. These findings align with Civil Service Commission standards emphasizing service quality and timeliness.

However, stakeholders increasingly expect digital service delivery systems. As noted by the World Bank Education Report (2025), digital transformation is essential for tertiary institutions seeking operational efficiency and stakeholder responsiveness. While current administrative services are effective, modernization through integrated information systems is necessary for long term sustainability.

Forensic Technology Integration Gap

A significant finding of this study is the limited integration of advanced forensic technology within instructional practice. Although theoretical foundations are strong, competencies in cybercrime investigation and digital forensics require enhancement. The Commission on Higher Education (2018) emphasizes the importance of technological proficiency in contemporary criminology programs.

Without strategic investment in laboratory modernization and faculty training, this gap may eventually affect licensure performance and graduate competitiveness. Addressing this issue is critical for aligning institutional performance with global law enforcement standards.

4. CONCLUSION

The Faculty and Staff of the College of Criminal Justice Education at Tarlac State University demonstrate strong institutional performance characterized by instructional excellence, meaningful mentorship, impactful extension engagement, and reliable administrative service.

However, sustained institutional advancement requires strategic action in three key areas. First, forensic technology integration must be strengthened through faculty training and laboratory modernization. Second, research productivity should emphasize localized criminological studies and systematic dissemination into curriculum development. Third, administrative systems must transition toward digital platforms to enhance efficiency and stakeholder responsiveness.

By reinforcing these domains, the College of Criminal Justice Education can further align its institutional processes with national standards articulated by the Commission on Higher Education and global expectations in criminal justice education. Through sustained innovation and strategic development, the college is positioned to advance toward recognition as a Center of Excellence and to continue producing competent, ethical, and industry responsive graduates.

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