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### Feasibility Study on Offering Bachelor of Science in Agriculture (BSAgric) Program in Laguna State Polytechnic University - Lopez Satellite Campus

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#### Abstract

A feasibility study ensures that the BS Agriculture program is academically relevant, financially sustainable, and aligned with industry needs. It provides data-driven insights to support decision-making and ensures that the program will be beneficial for students, the institution, and the agricultural sector as a whole. This study employed a quantitative research design using a descriptive survey approach to assess the perceived benefits of the BS Agriculture program. The respondents included Senior High School students from public and private institutions within the service areas of LSPU-Lopez Satellite Campus, as well as representatives from DepEd, LGUs, DA, farmers, and private entrepreneurs. Data were collected through survey questionnaires, informal interviews, and documentary

analysis to ensure validation and triangulation. Data were analyzed using mean, weighted mean, percentage, and ranking to determine student enrollment intentions and the program's benefits to the community. The findings indicate that the BS Agriculture program is highly beneficial, particularly in knowledge development, professional growth, and advocacy for food sustainability. BS Agriculture program is feasible to offer since the management aspects is strongly supported, financially viable and market driven graduates. The study recommends enhancing agriculture education through provision of necessary facilities for learning, research opportunities, and industry linkages to further strengthen the program's impact in the locality and in the region.

**Keywords:** BS Agriculture, Feasibility Study, LSPU Lopez Satellite Campus, Agriculture Program

#### Introduction

Laguna State Polytechnic University came unto being as University by Virtue of Republic Act No. 9402. The University shall primarily provide advanced education, professional, technological and vocational instruction in agriculture, fisheries, forestry, science, engineering, industrial technologies, teacher education, medicine, law, arts and sciences, information technology and other related fields. It shall also undertake research and extension services, and provide progressive leadership in its areas of specialization. Section 3 provides that on Curricular Offerings. -The University shall offer graduate, undergraduate, and short-term technical courses within its areas of specialization and according to its capabilities, as the Board of Regents may deem necessary to carry out its objectives and in order to meet the needs of the Province of Laguna and Region IV-A.

The Laguna State Polytechnic University-Lopez Satellite Campus was established in 2012 at Hondagua, Lopez, Quezon. In its initial operations, there were twenty-seven enrollees during First Semester of School Year 2012-2013 in Diploma in Agricultural Technology-Bachelor of Agricultural Technology (DAT-BAT) program with First Batch of sixteen BAT graduates in 2016. From thereon, the total enrolment rose to almost a thousand students in current five Courses, to wit: BS Agriculture, BS Agro-Fisheries Business Management, BS Tourism Management, BS Criminology and Bachelor of Elementary Education, serving students from southern Quezon and nearby Tagalog-speaking towns of Camarines Norte.

Laguna State Polytechnic University - Lopez Satellite Campus as one of the tertiary schools in the province of Quezon has mission 'driven by progressive leadership, is a premier institution providing technology-mediated agriculture, fisheries, and other related and emerging disciplines significantly contributing to the growth and development of the region and nation. Thus, the LSPU - Lopez Satellite Campus agriculture department participates in the development and growth of local and national economy by linking the agriculture related program with the agricultural industry.

In order to improve profitability and get various sectors ready for the challenges of globalization, Republic Act 8435 mandates immediate actions to modernize the Philippines' agriculture and fisheries sectors. The Agriculture Fisheries Modernization Plan (AFMP) is being implemented with the assistance of government agencies, including DOLE, NEDA, DPWH, DTI, LGUs, DAR, DepEd, CHED, DENR, DOST, and DOF. The development of the Philippine agriculture industry, which contributes to the country's economy, is one of the Act's main goals. According to Bugador (2015), agriculture increases output and jobs while also contributing to the nation's GDP.

According to Balingbing (2014)<sup>[2]</sup>, Fortales (2015)<sup>[6]</sup>, and Verecio (2016)<sup>[20]</sup>, the Department of Labor and Employment (DOLE) lists agriculture as one of the preferred skills in priority industries, along with fisheries, business process outsourcing (BPO), tourism, hotels and restaurants, construction, and wholesale and retail trade. Additionally, under the Expanding Economic Opportunities in Agriculture, Forestry, and Fisheries (AFF) initiative, the National Economic and Development Authority (NEDA) has identified agriculture as one of the key programs and initiatives for 2017–2022. (NEDA, 2019). In a similar vein, agriculture and agribusiness are given top priority in every region of the nation, according to the Department of Trade and Industry's (DTI) national industry roadmap localization and consultation (Bugador, 2015; see also DOLE 2015).

CMO No. 23 series of 2021 is a result of CHED's mandate to increased promotion of agriculture as a topic of study due to the industries' need for it. The Commission promulgates the Policies and Standards (PS) of BS Agriculture in order to meet the needs of global competitiveness, it aims to rationalize the nation's undergraduate agricultural education (CMO No. 23, s. 2021)<sup>[3]</sup>. Based on these ideas and the Medium-Term Development Plan's response, which aims to increase productivity, income, and entrepreneurship nationwide (CMO No. 23, s. 2021)<sup>[3]</sup>, Laguna State Polytechnic University's Lopez Satellite Campus supports community needs and government agency promotion by conducting a feasibility study of the province's potential Bachelor of Science in Agriculture (BSAgri) program and eventually producing competency standards for agriculture and agribusiness (PQF 6).

By definition, agriculture is the practice of cultivating the land and rearing livestock for the purpose of producing food, fiber, and other desired products, is a fundamental human activity that has shaped the course of civilizations throughout history. At its core, agriculture encompasses a diverse range of practices and techniques, each contributing to the overarching goal of meeting the nutritional and material needs of human societies. (Harris & Fuller, 2014)<sup>[7]</sup> (Paudel & Bhandari, 2021).

One of the primary roles of agriculture is the provision of food security, ensuring that populations have access to a reliable and sustainable source of sustenance. This encompasses the production of staple crops, such as grains and vegetables, as well as the raising of livestock for meat, dairy, and other animal-based products. In this capacity, agriculture has been instrumental in supporting the growth and development of human populations, enabling the transition from hunter-gatherer societies to more sedentary, agrarian-based communities.

Beyond its role in food production, agriculture also serves as a vital source of raw materials for a wide range of industries.

Agricultural products, such as cotton, wool, and plant-based fibers, are essential to the textile industry, providing the raw materials for clothing, upholstery, and other textile-based products. Similarly, agricultural byproducts, such as wood and plant-based oils, are utilized in the production of fuel, furniture, and a multitude of other consumer and industrial goods.

Generally speaking, it is advantageous that agriculture accounts for roughly 40% of the economy's GDP. Additionally, it is encouraging to see that the main focus of the nation's government agencies' goals, initiatives, and objectives is food security, which aims to provide Filipinos with more inexpensive and always accessible food.

Recently though, the shift towards global information technology affects and continuously facing challenges the agriculture performance in the country. One of these is the shift to electronics and services industry which affects the overall production of the country from agricultural to industrial and commercial aspects (Bugador, 2015). Sanchez (2015) identified challenges such as 'lack of important provisions that will guarantee food security and reduce poverty in the country side, lack of programs that will link agriculture and industry, and insufficient activities aimed to vigorously transfer advanced production and the lives of the Filipino people.

These are challenges for the government including other agencies such as DA, DTI, DOLE, LGU, academic institution, and others to revive agricultural industry and continue to respond to the need of many local communities. At present, DA, LGU, DAR, and other related bureaus push for the implementation of many programs and strategies for the agriculture sector thereby broadening its scope and services to all the consumers. Similarly, Laguna State Polytechnic University - Lopez Satellite Campus takes the opportunity to support the programs and policies of the government by way of proposing a new program on agriculture to be able to extend its 4 mandates (instruction, research, production, and extension) in the community and beyond.

A feasibility analysis on how the program supports the university's strategic plan and the department in question, as well as the market, financial, and other service viability of the university, is crucial, according to the analyzed research. To meet these needs, LSPU-Lopez Satellite Campus carried out the same feasibility assessment. In fact, LSPU Lopez Satellite Campus enthusiastically supports the nation's ultimate objective to increase the agricultural workforce and to promote sustainable agriculture for communities' food sufficiency and economic sustainability, despite the challenges the nation faces today, such as the string of typhoons that have severely damaged infrastructure and agriculture. Hence, this study was conducted to determine the feasibility of offering the program in terms of needs of the community and the readiness of the college in offering such program in other province in CALABARZON.

### Objectives of the Study

Generally, the study determined the feasibility of offering Bachelor of Science in Agriculture (BSAgri) Program in Laguna State Polytechnic University - Lopez Satellite Campus. Specifically, it:

1. Determine the profile of the participants in terms of:
  - a. Senior High School offering TVL and GAS track
  - b. Stakeholders

2. Determine the reason or intention of the senior high school graduates to enroll in BS Agri program
3. Determine the perceived benefits in choosing BS Agriculture program by the senior high school students
4. Identify the strength and weakness (internal and external factors) in offering BS Agri program in LSPU-Lopez in terms of:
  - a. Management aspect
  - b. Market demand aspect
  - c. Financial aspect
  - d. Operational aspect.

## Materials and Methods

### Research Design

This study utilized the descriptive research design employed with mixed-methods approach. Survey method was used as basis for assessing the offering program/s in college/university (Balingbing, 2014 & Sevilla, 1992) <sup>[2, 18]</sup>. Triangulation were also used to qualify the data obtained from survey results and to collect the point of view of the respondents.

### Respondents of the Study

The respondents of this study were composed of Senior High School graduate students with TVL and GAS track from Senior High Schools in the service areas of LSPU-Lopez Satellite Campus, respectively. These students are representatives from public and private senior high schools schools, namely: Eastern Tayabas College, Hondagua Port High School, Lalaguna Rural Academy and Lopez Integrated National High School in Lopez, Quezon, and Tiniguiban Rural High School and Calauag Central College in Calauag, Quezon. Other participants were DepEd Officials, LGU-OPAG, DA, farmers and other private entrepreneurs.

### Research Instrument

The study utilized survey questionnaire, informal interview and documentary analysis (based on the data, records, files or documents available in the campus) to validate/triangulate the data gathered.

### Data Collection and Procedures

The following procedures were used in collecting the data adopted from the study of Astillero, *et.al.* (2022) <sup>[11]</sup>, to wit:

- a. Survey Questionnaire: 1) Preparation. This first step was done in the preparation of the questionnaire through the available books, e-journals, and theses. The questionnaire was available both printed and google form (e-copy). Consent letter was also crafted utilizing the form provided by ORDES.; 2) Validation. The first draft of the questionnaire was piloted to identified students and employees for the comments and suggestions for the improvement of the questions. 3) Administration. The questionnaires were administered using the referral technique (Heckathorn, 2002) <sup>[8]</sup>. This involves identifying individuals who meet inclusion criteria, gaining their cooperation, and then asking them to recruit additional participants with the same situation/condition.
- b. Informal Interview: This was done through the use of online platform such as messenger, email, call, and personal messages to the participants.

- c. Documentary Analysis: Important documents such as vision, mission and goals for the university and the department, academic programs, memoranda, faculty and non-teaching personnel, facilities and equipment, other support services and other pertinent documents in the HRMO, Library and Supply Offices were retrieved and considered in the analysis.

Mean, weighted mean and percentage were used in the study to determine the sample population. Rank was also used to determine the intention of the students to enroll in the program as well as to determine the advantages and benefits of the program to the community.

## Results and Discussion

### Profile of the participants

The prospective students of BS Agriculture program at LSPU Lopez Satellite Campus were comprised of 452 senior high school students under TVL and GAS track from different high schools along the service areas of LSPU in Lopez Quezon and nearby municipalities. The largest number of student respondents were came from Hondagua Port High School with 21.24%. This school was the adjacent secondary school with approximate 1km far from the LSPU Lopez Satellite Campus. The least number were from Eastern Tayabas College with 12.17% responses. Eastern Tayabas College is a private secondary school in Lopez Quezon with decades of service in the academic community. Other stakeholders were from public and private industries, farmers, administration and faculty members. Their contribution in the operations of the program played vital role as partner agencies during the practical and hands-on activities related to the program.

The effectiveness of the BS Agriculture program in the Philippines relies on the collaborative efforts and contributions of various stakeholders, including public and private industries, farmers, government administration, and academic institutions. Both the public and private sectors are essential to the BS Agriculture program's success. The promotion of agriculture and its inclusion on the policy agenda have been greatly aided by the commercial sector, including agribusiness firms and civil society organizations. The durability of these efforts has also been impacted by the dynamics within the administrative and policy frameworks. Furthermore, neighboring nations have embraced the government's agricultural development programs and objectives, which go back to the late 19th century, and their agricultural businesses have advanced significantly as a result (Salazar, 2013) <sup>[16]</sup>.

According to Suh (2015) <sup>[19]</sup> and Salazar (2013) <sup>[16]</sup>, the success of the BS Agriculture program depends on the involvement of farmers, who are the foundation of the agricultural industry. Because they use integrated farming methods like rice-duck farming and the private property regime to support sustainable agricultural practices, community-based agriculture projects have become a viable avenue for rural development. As indicated in the result, the participants ascertain their support for the offering of BS Agriculture program. They are certain that LSPU Lopez Satellite campus as one of the premier institutions that delivers quality agriculture graduates, can support and help grow the agricultural industry of CALABARZON, particularly Quezon Province.

**Table 1:** Distribution of respondents

Respondents	Frequency	Percentage
Senior High Schools		
Eastern Tayabas College	55	12.17
Hondagua Port High School	67	14.82
Lalaguna Rural Academy	81	17.92
Tiniguiban Rural High School	84	18.58
Calauag Central College	69	15.27
Lopez Integrated National High School	96	21.24
Total	452	100.00
Other Stakeholders		
DepEd Officials	12	6.90
LGU - OPAG (Lopez)	8	4.60
Farmers	95	54.60
Private Partners	20	11.49
Administration	15	8.62
Faculty	24	13.80
<b>Total</b>	<b>174</b>	<b>100.00</b>

**Intentions of the senior high school students to enroll in BS Agriculture program**

Intentions of senior high school students to enroll in LSPU Lopez Satellite campus were indicated in Table 2. Senior high school graduates decision to enroll in a BS Agriculture program is a complex process influenced by various factors. Understanding these factors can help universities and policymakers develop strategies to attract and retain students in this field. Data showed that reasonable tuition fee, accessibility and soundness of admission and enrollment policies were their primary intention to enroll in LSPU

ranking 1, 2 and 3 respectively. With this intentions, once there are already admitted in LSPU, this will result in enhancing their skills and knowledge in the field of agriculture with the help of competent faculty members equipped with necessary qualification to deliver effective and efficient teaching strategies under diverse learners.

Studies have indicated that the university's reputation and status have a big impact on students' choices to enroll. Prospective students place a high value on the faculty's experience, academic standing, and instructional quality (Nurfutriansyah *et al.*, 2021) [10]. Furthermore, the decision-making process is influenced by elements including learning materials, campus atmosphere, and employment opportunities following graduation.

Another crucial factor is the proximity of the university to the students' homes. Geographical location and distance from home can be a significant factor for students, especially those who have family or work commitments. Furthermore, the availability of financial aid and the overall cost of education can also sway students' choices. Interestingly, the influence of family and peers has also been found to be a significant factor in the college choice decisions of graduate students. The support and guidance from family members, friends, and current university students can greatly impact a student's decision to enroll in a particular program.

In the context of BS Agriculture program, the intention to enroll may be further motivated by the students' aspirations and career goals.

**Table 2:** Intentions of the senior high school students to enroll in BS Agriculture program

Intentions	Weighted Mean	Interpretation	Rank
Reasonable tuition fee	4.96	Strongly Agree	1
Accessibility	4.89	Strongly Agree	2
Sound admissions and enrolment policies	4.69	Strongly Agree	3
Enhancement of skills and knowledge	4.65	Strongly Agree	4
Faculty competence	4.57	Strongly Agree	5
Socialization	4.56	Strongly Agree	6
Self-actualization	4.53	Strongly Agree	7
Strong governance	4.31	Strongly Agree	8
Opportunity to do research and extension	4.22	Strongly Agree	9
Professional growth	4.20	Strongly Agree	10
Family Business	4.19	Strongly Agree	11
Linkages	3.94	Agree	12
Adequacy of library holdings	3.39	Agree	13
<b>Grand Mean</b>	<b>4.39</b>	<b>Strongly Agree</b>	

**Perception of respondents on the benefits in choosing BS Agriculture program**

This table presents the perceived benefits of choosing the BS Agriculture program based on weighted mean scores. The overall interpretation of the data suggests that all the identified benefits are considered "Highly beneficial," with a grand mean of 4.49.

Knowledge improvement and professional and personal growth are the rewards that are scored highest (at 1.5). This implies that students believe the program is beneficial for their academic and professional development. Being an advocate for sustainable food practices and being more convenient than other programs are also highly regarded (ranks 3.5). These results are consistent with the learning content, employment opportunities, and program prestige considerations. Fascinatingly, the advantages of wider

agricultural growth and community involvement are also highly regarded. Among the top nine advantages are advancing the agricultural sector, building relationships with organizations and interested parties, advancing scientific research, and enhancing the skills of Filipino farmers. This demonstrates the program's alleged contribution to meeting broader societal requirements. The emphasis on these aspects could be a unique selling point for the program, attracting students motivated by making a positive impact.

The lower-ranked benefits, while still considered highly beneficial, focus on more specific outcomes such as improved outputs, strengthening the institution, and tapping research potentials. These are important but perhaps less influential in students' initial decision-making compared to the broader benefits that they may gain.



**Table 3:** Perceived benefits that gained in choosing BS Agriculture program

Statements	Weighted Mean	Interpretation	Rank
Knowledge development	4.66	Highly beneficial	1.5
Developed personal and professional growth	4.66	Highly beneficial	1.5
Convenience over other program	4.65	Highly beneficial	3.5
Served as advocacy for food sustainability	4.65	Highly beneficial	3.5
Strengthen awareness and responsibilities between LSPU, stakeholders and community.	4.63	Highly beneficial	5
Promote the field of agriculture	4.58	Highly beneficial	6.5
Establish and strengthen link-ages with others agency and stakeholders	4.58	Highly beneficial	6.5
Contribute to scientific exploration	4.48	Highly beneficial	8
Improve competencies of Filipino Agriculturist	4.45	Highly beneficial	9
Facilitate the development of agri-industry in the province and beyond by producing agri-scientist and agri-entrepreneurs	4.42	Highly beneficial	11
Provide more avenues to disseminate information on programs and projects of the college	4.42	Highly beneficial	11
Develop a well-equipped professionals in agriculture	4.42	Highly beneficial	11
Attain fulfillment on the opportunity of the college to extend and maximize its services to its clientele	4.40	Highly beneficial	13
Improved outputs	4.38	Highly beneficial	14
Strengthen its being an institution of learning	4.37	Highly beneficial	15
Tap immense research potentials in the areas of business	4.28	Highly beneficial	16
Improve practices in farming as business	4.26	Highly beneficial	17
<b>Grand Mean</b>	<b>4.49</b>	<b>Highly beneficial</b>	

**Capability and Capacity of LSPU Lopez Satellite Campus in Offering BS Agriculture program**

**A. Management aspect**

To ensure the viability of offering of BS Agriculture program at LSPU Lopez Satellite Campus, in accordance to CHED CMO No. 23, series of 2021. With the distance of LSPU Lopez Satellite Campus to its host campus (Siniloan) of approximate 161.5 km, it is challenging to the faculty members to travel and deliver the necessary information and learning to the students. In this regards, the LSPU and Local government of Lopez, Quezon developed intervention to resolve this concern.

Table 4 shows the program management and administrative capability of LSPU Lopez Satellite Campus in offering the

BS Agriculture program. This implies that LSPU Lopez Satellite Campus has supportive management and capable and as well as its capacity to offer the program. At present, the six (6) major areas of specialization were handled by the faculty members coming from Siniloan Campus serving as part of their regular workloads. With this scenario, mode of instruction were properly planned to ensure that the learning process were delivered to the students. It is also gleaned that weakness of the program is that there were insufficient plantilla position to support the core faculty and encourage part time faculty to finish their respective degree of specialization in higher education to enhance their academic excellence.

**Table 4:** Program management and administrative capability to operate the BS Agriculture program

Strength	Program Compliance and Capability
Administrative Support in the operation of BS Agriculture program	The LSPU administration and LGU Lopez designated qualified campus administrator to ensure the implementation of programs and services to the stakeholders.
Dean	The BS Agriculture program was monitored by a qualified college dean who is a graduate of PhD in Agriculture with valid professional license as cited in CMO 23 s. 2021, Article IV, Section 5.5. Presently, the dean is holding an academic rank of Assistant Professor.
Program Chairperson/Department Head	The program was chaired by a qualified faculty member designated by the university administration to supervise and direct the program. It has master’s degree in agriculture with valid professional licensed.
Qualification of faculty members handling agriculture subjects (foundations and technical subjects)	The program was composed of qualified faculty members handling six (6) major areas as stipulated in CMO 23, s. 2021, Article VI Section 13.2a. Composition includes:  Core Faculty With master’s degree - 3 On-going PhD degree - 1 PhD degree - 2  Part-Time Faculty With Master’s degree - 3 On going Master’s units - 3 No Master’s Degree - 2  GEC Faculty With Master’s units - 7
Weakness	<b>Required Action</b>
Faculty complement	<ul style="list-style-type: none"> <li>The LSPU administration should hire additional faculty member in plantilla position for Lopez Satellite Campus to ensure and focus on its operation and not to exhaust manpower from Siniloan Campus.</li> <li>Encourage faculty members handling technical agriculture and general education courses to enroll in higher education degree relevant and aligned to their specialization.</li> </ul>

**B. Market demand aspect**

Lopez, Quezon is known in the province of Quezon as University belt of the Southern Quezon due to the existence of HEI's within the municipality. LSPU Lopez Satellite Campus is the only SUC within the locality offers BS Agriculture. Prospective enrollee were came from the adjacent municipalities and island municipality since its location is strategic connecting the island of Alabat, Quezon. Reflecting on Table 2, it suggested that most of the students choose LSPU due to its accessibility. Also, other HEI's in the locality do not offer the same program. Hence, no competition in offering the program present in LSPU Lopez Satellite Campus.

Moreover, this aspect focuses on the viability of proposed BSAgri program in terms of demand of the graduates/employment opportunities. As to the graduates/employment opportunities based on LSPU tracer study (2023), the province has several agri-industries that can cater the graduates of BS Agriculture. To name few of this industries are Local Government Units, tourism farms, cattle farm, piggery farm, poultry farm and among others. Also, graduate of agriculture program in LSPU Lopez are hired in the national agencies such as DA, DAR, DENR and DepEd. Moreover, graduates of agriculture program were engage in consultancy and private practice as technician, farm managers and banking institutions.

**C. Financial aspect**

The university envisioned to be financially sustaining as it offers BS Agriculture program in Lopez Quezon. With the approved Board Resolution No. 17 series of 2024 during the 176<sup>th</sup> BOR Regular Meeting on March 26, 2024, the tuition fees, miscellaneous fees required by the University are as follows:

**Table 5:** School fees and assessment of the Laguna State Polytechnic University

	Semestral Fees	Total per student
Tuition Fee (@Php180/unit @ 21 units)		
Sub-Total	3,780.00	3,780.00
Miscellaneous Fees		
Registration Fee	100.00	
Student Facilities Upgrading	1,000.00	
Development Fee	325.00	
Library Fee	800.00	
Laboratory Fee	1,550.00	
Athletic Fee	200.00	
Medical and Dental Fee	200.00	
Guidance Fee	100.00	
Computer Fee	500.00	
Insurance	30.00	
Handbook	150.00	
ID Fee	150.00	
Sub-Total	5,105.00	5,105.00
<b>Grand Total per Student</b>		<b>8,885.00</b>

RA 10931, also known as the Universal Access to Quality Tertiary Education Act, which established free tuition and exemption from other fees at state universities and colleges (SUCs) and local universities and colleges (LUCs) in the Philippines, mandates that subsidies be used to cover the Php 8,785.00 in student fees of the Laguna State Polytechnic University. Additionally, the statute anticipates funding for private universities. Its goal is to increase the likelihood that

disadvantaged Filipino students would graduate from college (Casayuran, 2017) <sup>[9]</sup>. The revenue from computer laboratory fee were utilized for upgrading existing computer units and the purchase of needed accessories and additional units. The revenue from tuition fees shall be utilized for the purchase of professional books and educational media, for salary of instructors and for administrative and overhead expenses.

The respondents verified during the triangulation process that the Lopez Satellite Campus's BS Agriculture program has financial viability. The program's demands in providing services to the stakeholders are further enhanced by additional assistance from other partner agencies.

In order to ascertain the financial capability, institutional capability, marketability, and other factors, the researchers meticulously examine previous studies that had examined the feasibility of implementing a specific program in various situations. Balingbing (2014) <sup>[2]</sup> examined the viability of CSPC, Nabua, Camarines Sur, offering a four-year ladderized course in AB in Information Technology. He came to the conclusion that ABIT with a focus on BPO is very practical, appealing, and marketable both domestically and abroad.

Verecio (2016) <sup>[20]</sup> also investigated the case of Leyte Normal University in Tacloban City that may provide graduate programs in MIT and MSIT. According to his SWOT analysis, the program offered a significant advantage for their university because they already possessed labs and equipment and competent faculty members who would teach the courses covered by the program. The management, commercial, and financial viability of offering the Master of Engineering program at Romblon State University were also determined to be possible by Fortales' (2018) feasibility study.

**D. Operational aspect**

Given its operational requirements, the LSPU Lopez Satellite Campus was located in Brgy. Hondagua, Quezon, Lopez. The flour mill, fish port, transportation, and other facilities are located in the heart of the island communities' economic activity. The campus is easily accessible due to the transit options that are available to carry students, faculty, and other stakeholders. Since there were no nearby malls, pubs, or other distractions during the session, it was also strategically important to LSPU to offer education in a way that promotes learning.

Despite having little lab space, the LSPU Lopez Satellite campus collaborated with various farms to support students' educational needs. In this sense, land is provided for the students' laboratory activities by the LGU and private citizens. Additionally, classrooms and other facilities were constructed to guarantee that learning agriculture is essential, thanks to the strong backing of local politicians.

**Conclusion**

Based on the results of the survey and participant interviews, the study concluded that it is viable and feasible to offer a Bachelor of Science in Agriculture. The findings also showed that the campus possesses managerial, market demand, financial, and other operational qualities that might help and maintain the BS Agriculture program's operations. Despite the program's shortcomings, the institution may think about strengthening and improving the areas that have been recognized.

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