PHILIPPINE ASSOCIATION OF COLLEGES AND UNIVERSITIES COMMISSION ON ACCREDITATION (PACUCOA)

ACCREDITATION TEAM REPORT

Name of Institution	:	University of Baguio
Address	:	Baguio City
Program Visited	:	Medical Technology
Date of Visit	:	March 1-2, 2016
Type of Visit	:	Level III Reaccreditation Visit

Accrediting Team:

Name of Accreditors	**Areas of Assignment**
Dr. Ferdinand Somido	Chairman, Philosophy and Objectives and Organization and Administration
Dr. Frieda Hapan	Faculty, Instruction, Laboratories, Criterion I. A Reasonably High Standard of Instruction and Criterion V. A Creditable Performance of Graduates in the Licensure Examination in the Last Four Years
Dr. Erwin Quendangan	Student Services, Social Orientation and Community Involvement and Criterion II. A Highly Visible Community Outreach Program
Engr. Ricky Bustamante	Research, Physical Plant and Facilities and Criterion III. A Highly Visible Research Tradition
Dr. Teresita Calma	Library

GENERAL STATISTICAL SUMMARY

University of Baguio
Medical Technology Program
Level III Reaccreditation Visit
Additional Criteria

Criterion	Title of Criterion	Average	Weight Value	Weighted Average
I	A Reasonably High Standard of Instruction	4.25	9	38.25
II	A Highly Visible Community Outreach Program	4.14	9	37.26
III	A Highly Visible Research Tradition	4.00	6	24.00
V	A Creditable Performance of Graduates in the Licensure Examination in the Last Four Years	4.25	6	25.50
		Total	**30**	**125.01**
		General Average		**4.16**

Criterion I. A Reasonably High Standard of Instruction

Comments/Suggestions:

1. **Quality of Instruction**

1.1. Program educational objectives (PEO's) were available and were reflected in the course plans/syllabi; however, they were not internalized by the faculty members and students. As such, an orientation should be conducted on the goals, objectives, and attributes of graduates of the program.

1.2. At least 12 faculty members were available to teach professional courses. At least nine worked full-time, while three worked part-time. It was noted that two faculty members possessed a Doctor of Medicine (MD) degree; two had earned master's degrees in medical technology; two possessed master's degrees in public health; one had a master's degree in project management; and five had earned master's degrees in education, public administration, and communications and technology. However, faculty members should pursue master's degrees in medical technology to ensure the alignment of their teaching assignment with their field of specialization.

1.3. The teaching load of faculty members should be aligned with their field of specialization. It was noted that some faculty members were assigned to teach professional courses, despite having earned master's degrees in public administration, project management, communications and technology.

1.4. In line with its mission to develop individuals into empowered professionals in the global community, the institution aimed to produce graduates who exemplify a higher standard of learning; manifest the mastery of relevant skills; uphold a conduct that is rightful and just; undertake scientific and significant researches; advocate sustainable programs for the community and environment; and lead and demonstrate exemplary performance in their field of specialization. A tracer study was conducted to determine the job placement of graduates. The study showed a high rate of employability in the last five years. However, only 865 of the 10,160 graduates produced by the institution in the last five years participated in the study. As such, additional tracer studies should be done and should include more respondents to determine the employability of graduates.

1.5. Faculty members used varied materials in instruction, such as models, power point presentations, transparencies, videos, hand-outs, manuals, and textbooks. Various teaching methodologies, such as group discussions, reporting, case presentations, community activities, practicum, interactive discussions, and simulation classes, were employed to enrich instruction.

1.6. A standardized grading system was available and was reflected in the course syllabi, student handbook, school bulletin, and Memo CCMT no. 3, series of 2007. The grading system was understood by the faculty members and students. A passing score of 70% was also strictly implemented. Moreover, rubrics were used to rate the involvement of students in seminars and other curricular and co-curricular activities.

1.7. Students produced many research outputs, proof of their active engagement in research. They also presented their researches in different colloquia, seminars, conferences, and fora. Research topics were aligned with the National Unified Health Research Agenda (NUHRA), as well as the institutional research agenda. Faculty members also advised thesis groups depending on their field of expertise. However, only half of the faculty members published their researches in the institutional journal, the journal of the Department of Science and Technology (DOST), the International Science, Mathematics and Technology Education Conference (ISMTEC), and the Asia Pacific Journal of Medical Laboratory Science (APJOMLAS). As such, faculty members should be encouraged to conduct research and publish them in reputable and peer-reviewed journals.

2. **Attainment of Learning Outcomes**

2.1. Faculty members assessed the performance of students through quizzes, recitations, practical examinations, return demonstrations, and long written examinations. The grading system was reflected in the course syllabi. However, the corresponding percentages of the assessment tasks should also be indicated in the syllabi.

2.2. Consultation hours with advisers and mentors were scheduled to monitor the academic progress of students. Evaluation procedures were available to ensure just appraisal of the performance and progress of students. Furthermore, full-time faculty members were required to render five hours of free tutorial services in a week, while part-time faculty members were required to render three hours. This ensured that the students would acquire the desired skills and competencies.

2.3. A study was done to analyze the data obtained from the Professional Regulation Commission (PRC). The study served as the basis for the revision of the training manual for internship. However, the study should be reviewed and enhanced to show the correlation between the academic performance of students and their internship skills. This is to ensure the development of skills of students through laboratory work, in preparation for internship.

2.4. Faculty members were encouraged to attend seminars and trainings to keep them updated on the latest developments and innovations in the profession. Administration also provided adequate subsidies. However, attendance of faculty members in seminars was on a rotation basis. As such, faculty members should be provided more opportunities to be exposed to the clinical laboratory practices to enhance instruction.

Criterion II. A Highly Visible Community Outreach

Comments/Suggestions:

1. **Planning of the Outreach Program**

   1.1. As part of its vision, mission, and objectives, the institution recognized the importance of the community in nation building; thus, established the Extension and Community Outreach Services (ECOS). Each department was assigned a highly qualified coordinator with vast exposure to community development activities. The outreach program was aligned with the mission of ECOS to uphold exemplary delivery of immediate, responsive, and sustainable outreach and extension programs to address social concerns.

   1.2. The ECOS was established to plan, implement, and evaluate the community outreach activities conducted beyond the four corners of the university.

   1.3. Activities with partner industries and linkages were conducted according to schedule. An accomplishment report was also prepared after each activity and was accompanied by photographic documentation. Furthermore, evaluation forms were accomplished by the beneficiaries and were used as bases of the evaluation reports.

2. **Quality of Outreach Program**

   2.1. The institution advocated programs geared towards the improvement of the community and the environment. Furthermore, community outreach was recognized as a responsibility of the institution, as stated in its institutional objectives.

   2.2. Outreach coordinators tapped different student organizations to intensify their involvement in the community outreach projects. The institution also maintained a MOA with the General Emilio Aguinaldo Foundation (GEAF) to become part of the "Friends of the Museum" program. However, the involvement of the students in the implementation of the extension activities was minimal.

   2.3. The nature of the institution and the availability of stakeholders in the partner community were considered in scheduling the outreach activities. However, the academic community should have the ability, interest, and initiative to learn the basics of the field. It was noted that some beneficiaries possessed hidden talents that only emerge when they work together to achieve a common goal. Hence, the institution should accommodate the different opinions, methods, and approaches suggested by beneficiaries.

   2.4. A work plan was prepared by the head of the ECOS through the help of the department coordinators. However, the outreach activities stated in the work plan were not part of the

requirements for the practicum. Participation of students in the planning, coordination, and implementation of the community outreach programs was also limited.

2.5. An operational budget was maintained for the outreach programs of the institution under the University of Baguio Community Advancement through Responsive Extension Services (UB-CARES). The budget was used to finance the implementation of the outreach activities, which included transportation expenses, materials, and contingency fund to support possible changes in the plan.

2.6. Beneficiaries learned the skills taught by competent faculty-trainers of the university. However, the outreach projects were not monitored regularly to ensure their success.

2.7. Participation of faculty members and staffs in the community outreach program was extensive. Seminars, trainings, and demonstration in the field of livelihood were conducted regularly. However, the department conducted limited activities to enhance the skills of students.

3. **Provision for Continuity of the Program**

3.1. Implementation of the community extension program was part of the three-fold functions of the institution; thus, outreach activities were implemented, which aimed to alleviate poverty through the provision of trainings on skills enhancement and income-generating activities.

3.2. Community extension services were evaluated to determine their responsiveness to the needs of the community. The assessments were compiled and used to enhance the program and address the opportunities for improvement.

3.3. Interpersonal work relationships, values formation, and ethics were developed among the stakeholders during the conduct of outreach activities in the partner community.

3.4. Research on the outreach activities was conducted and published. Results of the evaluations and studies served as bases for the continuous improvement of future outreach projects.

Criterion III. Highly Visible Research Tradition

Comments/Suggestions:

1. **System for Sustaining Research in The Institution:**

   1.1. The Research and Development Center (R&DC) had a strong organizational structure. The office was assisted by the University Research Board (URB), which included distinguished members of the academe. Members of the board advised the staffs and students on their research. Moreover, the URB comprised of two groups: Institutional Research Committee (IRC) and Institutional Ethics Review Committee (IERC). Each group was composed of professionals and veterans from various disciplines. In addition, an Ethics Review Committee (ERC) was available in each college to ensure the integrity of research outputs.

   1.2. An operations and policy manual was maintained by the R&DC to articulate the significant research policies and guidelines of the institution. It included the research agenda of the institution; the general research policy; guidelines on the conduct of faculty and student researches; activities and support given to presenters; and peer review processes, among others. The R&DC also published the Manual for the Conduct of Responsible Research to detail the policies and guidelines to which every researcher and reviewer should adhere. The manuals were discussed with the research coordinators and the faculty members during orientations and faculty meetings conducted at the start of the semester.

   1.3. Research priority areas specific to the different academic units were identified clearly in the research agenda; thus, set a clear direction for researchers. Furthermore, the research agenda was based on the NUHRA, the National Higher Education Research Agenda 2 (NHERA 2), the city government requirements, and the accreditation requirements.

   1.4. Staffs who availed themselves of thesis grants, completed their research, were financed by the school to present their papers in national and international conferences, and were required to present their findings in the annual Faculty Research Colloquium. However, the program had not produced any research outputs for presentation in the last two years. The existing policies and guidelines should be enhanced to effectively monitor the submission of faculty members and staffs of their research outputs. Furthermore, it was noted that research was conducted by a group of four to five students. The college/department should require individual research to develop the research skills and competencies of students.

   1.5. The school was an institutional member of the Philippine Association of Institutions for Research (PAIR) and the Philippine Society for Educational Research and Evaluation (PSERE). The institution was also an active member of different consortia, namely: the Cordillera Regional Health Research and Development Consortium and the Cordillera Industry and Energy Development Research Consortium. A memorandum of understanding (MOU) was

maintained with the College of Asian Scholars to facilitate the exchange of educational materials, research, publications, instructional resources, and technological information. Furthermore, a program was implemented to allow the university to exchange journals with 40 institutions across the country. However, faculty members did not join any research organization. As such, the administration should send faculty members to different fora and conferences to strengthen their network and linkages. Furthermore, the results of the benchmarking activities should be utilized in the decision-making processes for continuous improvement.

1.6. An annual budget of Php 3,500,000 was allotted for the Research and Development Office. This was to shoulder the transportation expenses of the staffs and students during competitions, paper presentations, staff development seminars, and workshops; to provide incentives and awards; and to purchase equipment, furniture, and supplies. The biggest allocation was intended for the publication of research outputs, and presentation of papers in national and international fora.

1.7. Research outputs of the faculty members and students were used by the faculty as a springboard for further research, as well as instructional support. Research outputs were also utilized in the revision of the policies, as well as in the enhancement of the curriculum and the syllabi. However, research productivity (i.e., the number of submitted research outputs) should be increased.

2. **Provision for Continuity and Sustained Implementation**

2.1. Key result areas (KRA) were attained through the continuous updating of research skills of the faculty; support of administration; and clear research thrust and agenda of the university. However, the institution should review the level of attainment of the performance targets.

2.2. Research capability trainings were conducted regularly by the Research Office. A faculty research competency program was also developed to ensure the sustainability of the trainings.

2.3. A reward system was employed to encourage the faculty members and staffs to conduct research, as follows:

2.3.1. research honorarium was given to employees who conducted commissioned research projects, departmental researches, institutional researches, community researches, and special projects.

2.3.2. financial rewards were given to best researches. Outstanding professional research outputs were also recognized during the Foundation Day Celebration. Furthermore, awardees received plaques and cash incentives.

2.3.3. research load was assigned to full-time faculty members. This ranged from three to six units, depending on the type of research.

2.3.4. a "Hall of Fame" was established to showcase outputs that were awarded "Best Research" for three consecutive years.

2.3.5. incentives were given to the university research board. Members of the research board/committee were entitled to an honorarium at the end of the semester.

2.4. Full-time faculty members did not have enough time to conduct research; thus, produced minimal research outputs for the last two years. The teaching load also did not allow time for reflective teaching. The administration should address this problem in the next planning cycle to strengthen the research culture and increase research productivity.

3. **Peer Review and Research Outputs**

3.1. An external double-blind peer-review system was adopted apart from the single-blind internal review. In the single-blind internal review, research outputs were peer-reviewed by a selected panel within the university. Papers that passed internal screening were reviewed by an outside panel. The reviewers were selected based on their expertise. This ensured intensive and thorough review of research outputs.

3.2. Budget was allotted to support the research presentations of faculty members and students in national and international conferences. However, the budget should be evenly distributed among the various disciplines to sustain a highly visible research tradition in the academic community.

3.3. Faculty members published research outputs in national and international journals, as well as in-house journals. In addition, two faculty members had published their researches in the Asia Pacific Journal of Medical Laboratory Science. This demonstrated the strong research culture in the institution.

3.4. The school maintained two research journals, namely, the UB (University of Baguio) Research Journal, a non peer-reviewed journal, and the Sukimat journal, a peer-reviewed journal with an international editorial board.

Criterion V. A Creditable Performance of Graduates in the Licensure Examination in Last Four Years

Comments/Suggestions:

1. Graduates demonstrated excellent performance in the Medical Technologist Licensure Examination. In the last four years (i.e., from March 2012 to September 2015), the institutional passing percentage (i.e., 86.48%) surpassed the national passing percentage (76.50%), proof of the quality of instruction. In the past five years, the institution was able to produce a topnotcher and ranked as the 2nd and the 5th top performing institution in the board examinations in March 2011 and March 2012, respectively.

2. The institutional passing percentage for first time takers in the Medical Technologist Licensure Examination had consistently increased and surpassed the national passing percentage, proof of the determination and commitment of the administrators, faculty members, and students.

3. Research was done in 2014 and was titled "Rule and Role: The University of Baguio Medical Technology Experience". Another study was done to identify the courses in the board examination where graduates obtained the lowest scores. The study served as a basis in the formulation of remedial programs for graduates who did not pass the board examination. The remedial programs included tutorial classes with close monitoring, as well as comprehensive and mock board examinations. However, longitudinal correlation studies should be conducted to determine the success factors in the board examination. The studies should also be presented and utilized for continuous improvement.