

UNIVERSITY OF BAGUIO

Baguio City

Master of Science in Criminology

Level I Formal Accredited Status



PHILIPPINE ASSOCIATION OF COLLEGES AND UNIVERSITIES COMMISSION ON ACCREDITATION, INC.

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February 26, 2018

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PROF. DHANNA KERINA BAUTISTA-RODAS

President
University of Baguio
Baguio City

Dear Prof. Rodas:

We are pleased to send herewith a copy of the accreditation team report covering the level I formal accreditation visit of the Master of Science in Criminology program of your school.

The Master of Science in Criminology program was granted level I formal accredited status from March 2017-2020. This accreditation team report shall be the bases of the compliance report which your Master of Science in Criminology program is expected to submit when it applies for the next level of accreditation not later than 6 months before the expiration of its level I formal accredited status.

We hope you will find the report in order.

Truly yours,

Adlai C. Castigador

ADLAI C. CASTIGADOR, Ph.D.
Executive Director

Address: Suite 7, Mezzanine
Floor, Eagle Star Condominium,
25 F. Dela Rosa St., Loyola
Heights, Quezon City

Telefax Nos: (02) 426-0089;
(02) 436-0192; (02) 929-9891

E-mail: pacucoa@gmail.com

Website: www.pacucoa.ph

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

ACCREDITATION TEAM REPORT

Name of Institution : University of Baguio
Address : Baguio City
Program Visited : Master of Science in Criminology
Type of Visit : Level I Formal Accreditation Visit
Date of Visit : February 23 - 24, 2017

Accrediting Team:

Name of Accreditors

Areas of Assignment

Dr. Rosita L. Navarro

Chairman
Philosophy and Objectives
Administration

Dr. Charisse Vedaña

Faculty
Instruction
Other Resources

Dr. Rosita Santos

Research
Students

Ms. Lourdes Fumera

Library

GENERAL STATISTICAL SUMMARY

University of Baguio
 Master of Science in Criminology Program
 Level I Formal Accreditation Visit

Division	Title of Division	Average	Weight Value	Weighted Average
I	Philosophy and Objectives	4.25	6	25.50
II	Faculty	3.79	7	26.53
III	Curriculum and Instruction	3.62	7	25.34
IV	Research	4.18	7	29.26
V	Students	4.50	7	31.50
VI	Library	3.54	6	21.24
VII	Administration	3.98	6	23.88
VIII	Other Resources	3.68	4	14.72

Total 50 197.97

General Average 3.96

Area I. Philosophy and Objectives

Strengths:

1. A well-documented and comprehensive series of orientation programs were given to graduate students each semester. The programs covered not only the mission, vision, and philosophy of the school, but also the salient academic aspects of graduate courses, like outcomes-based instruction and educational rubrics.
2. The mission of the institution "educated students and empowered professionals in the global community" was relevant for all seasons and had captured the essence of quality of higher education.

Opportunities for Improvement	Recommendations
1. The vision, unlike the mission which was broad and universal, did not clearly state the collective perception of the academic community and the foreseeable future that it desires or aspires the institution to reach.	1. The vision should be reviewed in the light of present developments and should state a definite goal to guide the institutional strategic plans.
2. Distinction between institutional/program educational objectives and program/student learning outcomes was not evident.	2. The institutional/program educational objectives should be stated as competencies and professional accomplishments that graduates should demonstrate a few years after graduation, while the program/student learning outcomes should describe the competencies or skills expected to be developed by students before graduation.

Area II. Faculty

Strengths:

1. Harmonious relationship between the administration and the faculty members was evident in the teamwork and cooperation among the academic community.
2. The dean had completed two doctoral degrees, demonstrating his competencies and expertise in his field of specialization.

Opportunities for Improvement	Recommendations
1. Faculty members were not engaged in research activities and publications.	1. The institution should encourage the faculty members to conduct research and contribute regularly to scholarly publications for their professional growth.
2. Attendance of faculty members in seminars sponsored by professional organizations was minimal, thus they had limited knowledge and updates on new trends in criminology.	2. Management should support financially the attendance of faculty members in seminars and conferences sponsored by professional organizations. This would further enhance their competence in handling professional subjects.
3. Evidence of research agenda for the graduate program was not presented.	3. Research agenda for the graduate program should be prepared, while a separate research journal for faculty members and students should be published.

Area III. Curriculum and Instruction

Strength:

1. Rapport between faculty members and students was evident, which facilitated interactive discussions and enhanced instruction.

Opportunities for Improvement	Recommendations
1. Some reference materials listed in the syllabi were outdated.	1. The book collections and reference materials in the library must be updated to make instruction relevant.
2. Involvement of the academic head and students in the periodic faculty performance evaluation was not presented.	2. The department should conduct periodic faculty evaluation with the participation of the academic head and students.
3. Evidence did not show that the graduate school provided leadership in organizing and maintaining research and development projects.	3. The program should take the lead role in organizing research and development projects, especially collaborative research studies with outside agencies.
4. Conduct of tracer study for graduates of the program was not evident.	4. Tracer study should be conducted to ascertain the socio-economic status of graduates and the relevance of the curriculum.

Area IV. Research

Strengths:

1. The research program was implemented by a Research Office which advanced scientific inquiry for academic excellence.
2. Research was an integral part of the different subject areas, as shown in the syllabi. Moreover, research was integrated into the curricular and co-curricular activities.
3. Research orientation was directed towards social relevance, as well as enriched and enhanced the program.
4. Culminating research studies of graduating students were evaluated by a panel of competent professional researchers.
5. An ethics review committee was established composed of faculty members and students to ensure the integrity of the research process.

Opportunities for Improvement	Recommendations
1. Balance between the research and teaching assignments of faculty members was not evident.	1. Balance between research and teaching assignments of faculty members should be maintained. Faculty members who are assigned to advise, observe, and critique the research activities of students must not neglect their own research activities.
2. Faculty members who taught research courses and were also research advisers and panelists did not have adequate exposure in research.	2. The dean should include research training in the faculty development program. The department should set its research agenda, targets, and goals, in terms of the number of research outputs and research topics to be covered per school year. Faculty members who are teaching research and serve as research advisers and panelists should demonstrate their expertise in research and be role models to students, by conducting and publishing researches, etc. Furthermore, they should be encouraged to conduct research studies, primarily focused on the theories and

	practices related to the program and the research agenda.
3. Research training and expertise were not considered as criteria in the hiring and promotion of faculty members.	3. The administration should consider research training and expertise as criteria in the hiring and promotion of faculty members.
4. Involvement of non-teaching and support staffs of the graduate school in research was minimal.	4. The Research Center should motivate the non-teaching personnel to conduct action research studies to maximize the use of empirical data in their respective offices. Furthermore, seminars/workshops could be held to prepare the employees in conducting action research.
5. Noted was the need to review the research agenda in light of the dynamics and trends in graduate programs.	5. The research agenda must be relevant to contemporary changes and trends in the field of specialization.
6. Involvement of faculty members in research-based instructional materials development was very limited.	6. A committee may be organized to spearhead the development of research-based instructional materials.

Area V. Students

Strengths:

1. Graduate students participated and had taken the lead in initiating and sustaining outreach activities in the community, thus indicating their enthusiasm and willingness to be involved in such activities.
2. The quality of graduate students was maintained by implementing a system of screening student applicants and through strict observance of policies pertaining to admission and retention.
3. Students were guided by the program of studies prepared for them by their program advisers according to their individual needs. Students were monitored regularly in light of the program of studies, which was kept in their individual cumulative files.
4. Outstanding achievements of graduate students were recognized in the form of loyalty/residency and leadership awards, in addition to recognition of their academic achievements.
5. Students expressed their confidence and pride in the qualifications and competence of the faculty members, who motivated them to pursue their academic growth and to serve the community through extension activities.

Opportunities for Improvement	Recommendations
1. Exposure of students to the community, particularly to indigenous people, was limited.	1. Instruction should be enriched through involvement of students in the community outreach program, particularly by assisting indigenous communities.
2. The course syllabi and the grading system did not highlight the development of research skills and competencies of students as features of graduate studies.	2. The course syllabi should highlight the role of research and the development of research skills and competencies as hallmarks of graduate education.
3. Noted was the need to provide an in - campus internet and computer facility for graduate students for the preparation of their assignments, projects, and research.	3. Adequate internet facility should be installed to aid the students in their assignments, PowerPoint presentation, and research studies.

4. Not all graduate students were actively involved in the review and revision of the curriculum and the research agenda.

4. Considering their exposure, academic and industry experiences, graduate students may be encouraged to participate actively in the revision of the research agenda and outcomes-based curriculum.

Area VI. Library

Strengths:

1. E-journals were available, thus providing the library clientele updated articles from on-line sources.
2. Processing of books for loan purposes and technical services were made accurate and fast due to the computerized circulation and technical processing of books through a library system called FOLLET.
3. Internet services were provided, hence giving the students the opportunity to explore the virtual world, which is essential in the advances in information technology. Furthermore, the library had a Wi-Fi zone that gave the student efficient access to updated sources of information.
4. The availability of a discussion room enabled students to discuss matters related to their research projects without disturbing the other library clientele.
5. Closed-circuit television (CCTV) cameras were installed in the library for surveillance and security purposes.

Opportunities for Improvement	Recommendations
1. A number of professional subjects neither had updated references nor complied with the required five titles of references for each professional subject, copyrighted within the last five years.	1. The library should acquire additional books for professional subjects and for general education, in compliance with the minimum requirement of five titles for every subject, copyrighted within the last five years.
2. The library did not have enough professional librarian and support staff.	2. The library should observe a ratio of one professional librarian and two support staffs for every 1,000 students to ensure efficient services.
3. Opportunities of the library staffs to attend international conferences and workshops were minimal.	3. Library staffs should be encouraged to attend international conferences and workshops, as well as benchmarking to make them more competent and to keep them updated on global trends in the profession.

4. Access to the internet in the library was quite slow, hence resulting in low number of students who used the facility.	4. Internet access should be improved by upgrading the units and increasing the bandwidth so that students could have faster access to information for their research activities.
5. The compliance report reflected that the latest issues of some print journals were displayed in the Centennial Library, while back issues were placed in the main library.	5. The latest and former issues of print journals should be housed in one location for easier and faster retrieval and to save time of researchers, especially graduate students.
6. Some students were not able to use the library collections because of the limited number of copies.	6. The library should acquire additional number of copies per title, to satisfy the research requirements of the library clientele.

Area VII. Administration

Strengths:

1. Sustainability of the school was ensured by means of effective implementation of a succession scheme, especially so that qualified members of the third generation from the founder's progeny were available.
2. Decentralization of the graduate school was obtained after a massive faculty development program, thus resulting in the earning of appropriate graduate degrees by majority of the faculty members. Furthermore, in 2013, five decentralized schools were vertically articulated from the baccalaureate, master's degree to doctorate level.

Opportunities for Improvement	Recommendations
1. Noted was the absence of a management development program for the deans, heads and other middle-level managers.	1. A management development program should be crafted to enhance the managerial competencies and skills of middle managers in TQM, budgeting, outcome-based education, experimental research, strategic planning, SWOT analysis, quality assurance, and viability ratio.
2. The institutional plan needed improvement in organization, coherence, and implementation or operations.	2. Management should consider the appointment of a qualified planning officer who would be responsible for carrying out the planning process, such as SWOT analysis, strategic planning, crafting the operations/actions plan, implementation strategies, quarterly or mid-year evaluation, and management review.

Area VIII. Other Resources

Strength:

1. Classrooms were spacious and comfortable, thus offering a conducive environment for learning.

Opportunities for Improvement	Recommendations
1. Computer facilities were insufficient to meet the needs of students in the graduate program.	1. A separate section of computers should be dedicated for students of the graduate program to ensure effective instruction and facilitate their research activities.
2. Consortium arrangements were not established with other colleges, universities, and/or industry.	2. The graduate program should establish a consortium with other colleges, universities, and industries, for collaborative research and other purposes.
3. The faculty room was neither properly maintained nor appropriately equipped.	3. A properly maintained and equipped faculty room should be provided so that faculty members could rest and discuss academic matters with their colleagues during their free time.