



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

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Professionalism Accountability Commitment Unity Care Outcomes-Orientation Agility

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February 14, 2018

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 II first reaccreditation visit of the Accountancy program of your school.

The Accountancy program was granted level II first reaccredited status from April 2017-2022. This accreditation team report shall be the bases of the compliance report which your Accountancy program is expected to submit when it applies for the next level of accreditation.

Please note, however, that the mean averages for all the ten areas of evaluation are 4 and higher, thus qualifying the program to apply for level III reaccreditation, which may be done within two years from the grant of level II first reaccredited status or apply for level II second reaccreditation visit at least 6 months before the expiration of its level II first reaccredited status.

We hope you will find the report in order.

Truly yours,

ADLAI C. CASTIGADOR, Ph.D.
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UNIVERSITY OF BAGUIO
Baguio City
Accountancy
Level II First Reaccredited Status

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

ACCREDITATION TEAM REPORT

Name of Institution : University of Baguio
Address : Baguio City
Program Visited : Accountancy
Type of Visit : Level II First Reaccreditation Visit
Date of Visit : February 13-15, 2017

Accrediting Team:

Name of Accreditors	Areas of Assignment
Dr. Ferdinand C. Somido	Chairman Philosophy and Objectives Organization and Administration
Dr. Ema Samonte	Faculty Instruction Laboratories
Dr. Leonardo Medina Jr.	Research Physical Plant and Facilities
Mr. Melquiades Alipo-On	Library
Engr. Joyrence Mervin Agas	Student Services Social Orientation and Community Involvement

GENERAL STATISTICAL SUMMARY

University of Baguio
Accountancy Program
Level II First Reaccreditation Visit

Division	Title of Division	Average	Weight Value	Weighted Average
I	Philosophy and Objectives	4.38	3	13.14
II	Faculty	4.02	3	12.06
III	Instruction	4.20	4	16.80
IV	Laboratories	4.58	3	13.74
V	Research	4.25	3	12.75
VI	Library	4.13	3	12.39
VII	Student Services	4.05	3	12.15
VIII	Social Orientation and Community Involvement	4.06	3	12.18
IX	Physical Plant and Facilities	4.33	2	8.66
X	Organization and Administration	4.11	3	12.33

Total 30 126.2

General Average 4.21

Area I. Philosophy and Objectives

Strengths:

1. The mission, vision, goals, and objectives of the institution were clearly stated in official forms like manuals and catalog; thus, the stakeholders were given opportunities to read and understand them well. Furthermore, there was an indication of internalization of the VMGO in the daily activities of students and employees.
2. The department developed a college mission and vision that clearly defined what the program intends to do now and what the program wants to be in the future. These college vision and mission were crafted based on the mission and vision of the university and were stated in the official documents of the college.
3. The university was successful in its campaign for an English-speaking campus, as observed during the dialogue and interview with the students and employees, who were articulate, clear outcomes of the internationalization and globalization efforts of the institution.
4. Enthusiasm of the entire academic community and different offices, particularly by the students, was demonstrated in their participation in quality assurance initiatives, as gleaned from their warm reception of the accreditors.

Opportunities for Improvement	Recommendations
1. The program educational objectives (PEO's) were not clearly stated as career and professional accomplishments of graduates, three to five years after graduation.	1. The program head should take the initiative of reviewing and revising the PEO's to make them specific and to articulate the career and professional accomplishments of graduates, three to five years after graduation. Students, alumni, non-teaching personnel, faculty members, and industry practitioners should be involved in the revision of the PEO's.
2. The student outcomes (SO's) were not based on the CHED PSGs that defined the required minimum competencies of the program.	2. The SO's should be reviewed and enhanced based on the CHED PSG and industry standards. Furthermore, students, alumni, non-teaching personnel, faculty members, and industry practitioners should be involved in the revision of the SO's.

3. Both faculty and non-teaching personnel were not familiar with the PEO's and SO's of the program.

3. Orientation and information dissemination on the PEO's and SO's among the faculty and employees should be done to ensure that both stakeholders support their realization.

Area II. Faculty

Strengths:

1. Most of the faculty members had served the university for many years, proof of loyalty and dedication to the university and the profession.
2. All or 100% of the professional faculty members were holders of graduate degree, thus were highly qualified to handle the courses assigned to them.
3. All faculty members teaching the professional courses were either practitioners or reviewers, enabling them to infuse current trends and developments in the profession and assist the students in preparation for the licensure examination.

Opportunities for Improvement	Recommendations
1. Some faculty members, especially those handling the general education subjects, taught courses, which were not aligned with their fields of specialization.	1. Faculty members should be assigned subjects along their fields of specialization to ensure mastery of the topics.
2. The use of library resources by the faculty was very minimal.	2. Faculty members should encourage their students to use the available library resources, including e-learning materials/journals that they, themselves, have studied. Moreover, the faculty should give reading assignments to students that would require the use of library resources
3. In some classes observed, faculty members used code switching, i.e., "Taglish" as medium of instruction.	3. To prepare students to be globally competitive, they should be properly trained to speak correct English, with confidence, through the aid of the Speech Laboratory. Furthermore, faculty members should serve as role models in communicating in correct English.

4. Faculty members spent very little time for consultation with their students.	4. The availability of faculty members for consultation should be posted in the door of the consultation room for the information of students. Furthermore, results of actions taken by the faculty should be analyzed to ascertain the effectiveness of the consultation sessions.
5. Faculty were not updated on global and current trends in the industry.	5. Faculty members could engage in exposure/immersion in the industry to update themselves on the current trends and developments, aside from attending seminars, trainings, or conferences.
6. The faculty development program was not based on the training-needs analysis of faculty members.	6. The faculty development program should be conceptualized together with the faculty members themselves who could identify their own training needs. It should provide for study grants or scholarships, attendance to seminars, conferences, workshops, trainings, industry immersions, membership in professional organizations, and faculty exchange.

Area III. Instruction

Strengths:

1. The university was granted "autonomous status" by CHED, proof of the high quality of teaching and learning it provided.
2. The percentage of graduates who passed the CPA licensure examination for the past four years was way above the national passing percentage, proof of quality instruction.
3. The student organization of the college, through peer tutoring, helped struggling students pass their accounting subjects.
4. Commitment of administration to quality instruction was highly evident in the provision of LCD projectors in the presentation of lectures in almost all classrooms, used by the students and in the procurement of the courseware/accounting software and equipment needed for instruction.

Opportunities for Improvement	Recommendations
1. The program of study and co-curricular activities did not include industry immersion/exposure of students.	1. Students should be exposed to the different industries by way of plant visits and field trips, to enhance their learning of business operations, thus bridging the gap between classroom learning and realities in the industry.
2. Evaluation tools used in assessing students' performance were not tested for reliability and validity.	2. Evaluation tools used in evaluating the students' performance should reflect a fair, valid, and reliable appraisal of his/her performance in the course. Thus, they should be tested regularly for reliability and validity.
3. The curriculum was last revised in 2012.	3. The curriculum must be reviewed and revised at least every two years to incorporate the changes in industry. Furthermore, inputs from industry experts, practitioners, alumni, and faculty members should be incorporated into the curriculum.

4. Correlation studies that would help improve the instructional processes were not evident.	4. Correlation and other performance studies that could help ensure the improvement of instruction should be done.
5. The coverage of the tracer study on BSA graduates conducted by the Alumni Department was limited to their whereabouts.	5. For continuous improvement of the program, tracer studies should be conducted by the Department of Accountancy, including the analysis of performance of graduates in the CPA board examination per subject and their success in obtaining/creating employment.
6. Students were too shy to express themselves.	6. The self-confidence of students may be improved if they speak English well, highlighting the importance of the use of the Speech Laboratory. Furthermore, faculty members should be role models in expressing themselves in English.
7. Activities in the consultation room were not analyzed for purposes of continuous improvement.	7. For further improvement of instruction, consultation of faculty members with the students should be properly documented and analyzed to determine its effectiveness.
8. Textbooks and references in the syllabi were published in 2010.	8. Textbooks and reference books should be at least published since 2014, to ensure that the changes in accounting principles would be incorporated. E-resources should be extensively used, as well.
9. The teaching strategies used by the faculty members did not consider the individual learning styles of students.	9. Faculty members should be given training on how to adapt their teaching strategies, taking into consideration the different learning styles of students.

10. The program outcomes in the syllabi were not aligned with the CMO-PSG's.	10. The syllabi should be reviewed and revised, to align the PEO's, PO's as well as students learning outcomes (SLOs) with the competencies prescribed in the CMO and the institutional objectives.
11. Students had difficulty in finding suitable industry/business where they could have their practicum or OJT.	11. The college should give assistance to the students in identifying partner companies/industries where they could have their practicum/OJT.

Area IV. Laboratories

Strength:

1. The administration provided very strong support for the procurement of the needed facilities for the laboratories, especially the SAP accounting software, thus ensuring effective teaching and learning among the students.
2. The School of Business Administration and Accountancy was provided with a well-equipped simulation room, with eight CCTV cameras, which provided strong support to instruction.

Opportunities for Improvement	Recommendations
1. A Speech Laboratory to help develop the aural and lingual skills of students was not available.	1. Accountants are now in the forefront talking to customers, if not, are members of the board of the company presenting/explaining the business and the financial operations of the company. Thus, their communication skills must be developed both in written and oral English, to strengthen their global competitiveness. This could best be achieved through the use of speech equipment and supplies; thus, procurement of necessary speech equipment and supplies may be done. Moreover, a Speech Laboratory should be set up in the school.
2. The internet connection used for instruction and research was slow.	2. The internet connection may be upgraded to better serve the instructional and research needs of students and faculty members.
3. Some classrooms used chalk and blackboards which were not good for the health of students, as well as the faculty.	3. Blackboards and chalks must be replaced with whiteboard and marker to promote a healthier environment for learning.

Area V. Research

Strengths:

1. A well-defined mechanism, adequate resources, and standards for the business development plan of students in the accountancy program were adopted. These were shown in the researches of students and presence of well-developed rubrics for evaluation.
2. Generous funds and grants for faculty members and students engaged in research were available. The funds that could be awarded for deserving faculty researchers and students were: honorarium/research grant, research load, thesis/dissertation grant, best research award, and best student health research award.
3. Research manual was developed containing the university research policy, which stipulated the organization, research agenda, promotion, budget, and technical evaluation of research papers.
4. A research director who had extensive background and experiences in research was appointed; thus, this could usher the university towards a strong research program. Furthermore, the director supervised/monitored the research activities and publications of the institution.
5. Strong commitment and support of administration for the research activities of faculty members and students was very evident in its allotment of PhP 3.2 M budget, specific for research.
6. The licensed software subscribed by the university ensured the accurate computation, analysis, and interpretation of statistical data.
7. The dean, department chairperson, and selected faculty members took the lead role in initiating research activities in the program through active involvement in research activities of students such as advising, mentoring, and monitoring.
8. Very adequate resources/funds were available to enhance the research capabilities of faculty members through worthwhile, well-defined and well-deployed research activities and projects. Consequently, research trainings and workshops were conducted, as well as research presentations and poster presentations, public lectures, publications, UB research journal, EnQuire, research findings compendium, R & DC website, and thesis format monograph.
9. As part of responsible research and to evaluate student learning, plagiarism check was conducted by the university to ensure reliable research outputs of faculty members and students. Furthermore, the university purchased and installed the Grammarly and plagiarism software program to ensure originality and objectivity of research projects.

10. The college designated its own research coordinator who supervised the research activities and implementation of all research policies. Furthermore, the activities and policies were aligned with the thrusts of the Research and Development Center.
11. Research projects of faculty members and students were acknowledged by the management and the Research and Development Office by giving them recognitions, such as best research (professional), hall of fame in research, best student health research, incentives for research anchor persons, and incentives for university research board.
12. A very comprehensive evaluation of the research proposal was made. The research proposal process was assigned to a research anchor person/faculty expert who reviewed and gave suggestions and recommendations through critiquing/review of content, form, style, instrumentation, statistical analysis, and research ethics. These practices facilitated the review and approval of research proposals.

Opportunities for Improvement	Recommendations
1. The research agenda formulated by the program was not aligned with the thrusts of the University Research and Development Center and the Commission on Higher Education National Higher Education Research Agenda.	1. The program should formulate a research agenda in harmony with the thrusts of the University Research and Development Center. This may include research objectives (consistent with the university mission, vision and goals, core values, others), state of research in the university/department, inventory of research, identification of research strengths/area of expertise, identification of research gaps, research thrusts (focus on priority areas, based on research assessment and college objectives), and research plan (details of the why, what, how, when and how much of the research thrusts). Further, the agenda may include area of collaboration with the other departments and research units.
2. Documentation to show the linkages with the community, industry, and government to identify research projects and activities of faculty members, non-teaching staff, and students was minimal.	2. Closer linkages have to be established with the community, industry, and government, as sources of references for both research topics and funding. This activity should be properly documented.

3. Evidence of submission and presentation of peer-reviewed paper, workshop, symposia, poster-session, etc., at an acceptable academic, professional, or pedagogical conference or meeting, was limited.	3. Research outputs have to be disseminated in the broad range of discipline, relevant and receptive to the needs of the community, region, and country for information and further scholastic honing.
4. Despite the college thrust to strengthen research for all faculty members, only 5% of full-time faculty conducted research in the field of accountancy, business economics, human resource, marketing, and financial management.	4. The research agenda of the department should be aligned/relevant to the program, be supportive of the university research thrusts, and be clearly laid out. Furthermore, faculty members should conduct research in the field of accountancy. The research findings of faculty members may be integrated in their classroom instruction if applicable.
5. Evidence of research done by full-time faculty members was minimal.	5. Faculty members should conduct innovative and creative research that would be locally and globally responsive. Researchable areas are: financial accounting/reporting (use of accounting information by investors, creditors and analysts), auditing (governance, compliance and auditing processes), managerial accounting (employee compensation and governance using information for efficiency management), and taxation (tax policy such as economic incentives, transfer pricing and compliance with tax enforcement).
6. External linkages of the college in research were limited.	6. The priority research thrust of the college should be aligned with the research and development thrust of CHED, medium term Philippine development plan, Philippine APEC Study Center Network (PASCN), and ASEAN 2015 research directions in the field of accountancy and business

	administration.
7. Quality indicators, such as acceptance rate, high levels of readership, importance to the field, and complexity of research or project were not evident in the research conducted by selected faculty members	7. Quality indicators such as acceptance rate, high levels of readership, importance to the field, and complexity of research or project should be evident in the research conducted by faculty members.
8. Research capability analysis for both faculty and non-teaching personnel was not conducted.	8. Research capability analysis should be conducted for both teaching and non-teaching personnel to develop a continuing and proactive research training program using the capability analysis and to update their proficiency and competence in conducting research.
9. Research outputs (business development plan, business plan, marketing research, financial analysis and reporting, feasibility study, practicum and industry reports) of students needed further enhancement in terms of form, style, and data analysis.	9. Research seminars on form and style in research writing, strategies in data analysis, and interpretation of findings should be conducted to further improve the research skills of students. Mentoring and research advising system for students should be further enhanced. Moreover, the incentive package for research advisers may be reviewed and enhanced to promote greater research productivity.
10. Research capability-building programs towards international competitiveness were limited.	10. Research seminars, workshops, and lectures for faculty and students should be conducted regularly. Moreover, the faculty members should undertake continuing enrichment in research courses and produce research outputs. The area chairperson and faculty members should take the lead in initiating research activities in the program. Moreover, research outputs of graduating students should be

	evaluated by a panel of competent professionals (with external expert panel in the field of accountancy and business administration).
11. Rewards and incentives for research outputs of faculty members and researchers were not too enticing to encourage them to give up their consultancy part-time jobs in the industry.	11. The policy and procedures on research de-loading and incentives of the faculty members should be reviewed and enhanced. Furthermore, appropriate allotment per school (specific budget for the department should be stipulated in university/school research agenda such as a percentage of tuition fee collected), incentives in the preliminary report, oral presentation, and publication must also be included. Moreover, there should be a balance between research and teaching assignments which is clearly stated in the policy. Also, consider research training and practices in the hiring and promotion of faculty members.
12. The college lacked promotion, dissemination and utilization of research outputs.	12. Relevant findings of researchers should be shared with outside agencies and institutions, which would be in the best position to benefit from them. Moreover, results of research should be used in planning the community outreach activities of the school.

Area VI. Library

Strengths:

1. The administration was supportive of the professional growth of the library staffs as documented in their portfolios and in their active memberships in local and national professional organizations.
2. The high utilization of electronic resources among students was caused by tremendous changes in information technology and technology-driven applications in the library. Library services were extended 24/7 through available databases online. Furthermore, the use of subscription to Cengage Learning, Gale online databases, and World Book Web were maximized.
3. As part of the social responsibility of the library, librarians were actively involved in the outreach activities. The partner library organized by the library staff was adjudged national winner, positive outcomes of the outreach program. Likewise, the librarians were commended for conducting storytelling and other reading activities.

Opportunities for Improvement	Recommendations
1. The faculty-library committee neither helped in collection development nor exerted efforts to improve and promote the library services.	1. The faculty-library committee should implement short-term activities to help the library staff in building the library collections, and in improving and promoting the library services.
2. Based on collection analysis, it was noted that holdings on professional books were insufficient. Moreover, most of the professional books were outdated.	2. The collection development plan should be reviewed and improved to update the professional holdings.
3. The library statistics showed that the utilization of print and non-print collections was minimal.	3. Librarians, chairpersons, and faculty members should work closely to encourage more library clientele to fully utilize the print and non-print resources in the library. Furthermore, teachers should give more research assignments to their students to fully utilize the library resources.

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| 4. Evidence of library promotional activities to market the library services and to increase the library attendance and utilization of the collections were very limited. | 4. The library could publish and disseminate marketing materials and conduct promotional activities, in coordination with the faculty-library committee, to increase the library attendance and utilization of the collections. |
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Area VII. Student Services

Strength:

1. Opportunities for scholarship grants were available to deserving students. Furthermore, top performing students received academic scholarships, while students who rendered extra work hours received financial assistance and free tuition fees.

Opportunities for Improvement	Recommendations
1. Security procedures like ensuring the wearing of school ID's among students, as well as checking of the bags were neither regularly nor strictly done.	1. The security office must promulgate and implement acceptable procedures to check ID's and bags.
2. The ratio between the number of licensed guidance counselors and students, per CMO 09 s. 2013, which is 1:1000 was not met.	2. Additional licensed guidance counselors should be hired to assist the students in their counseling needs.
3. It was observed that the canteen crews did not wear their ID's issued by the City Health Office.	3. The ID signifies that the bearer is fit to handle and serve food; thus, it must be worn at all times during the working hours of the canteen crew.
4. The present records-handling did not provide for back-up copies, in case of fire or unforeseen events.	4. The registrar should have a back-up system for its records. Digitization of records could be done for a more efficient records management.
5. Only few were aware of the UB Research and Development Office assistance to students who were doing research or thesis.	5. The UB Research and Development Office should be more aggressive in disseminating information about the assistance that they offer - that is, to help students do their research and thesis.

6. Data from the guidance office, which could be an opportunity for research, were not utilized.	6. The Guidance Office should use the data on students to conduct research on their problems and needs.
7. Compilation of records dedicated for students was not available.	7. Individual folders or portfolios, to contain the records of students could be kept, to provide easy access to their files.

Area VIII. Social Orientation and Community Involvement

Strength:

1. The administration exerted efforts to support the community outreach program of the school. In fact an Extension and Community Outreach Services Office was set up, with support staffs, and in collaboration with the coordinators from different colleges of the school.

Opportunities for Improvement	Recommendations
1. While several outreach activities were implemented in the partner communities, yet what the school wanted the communities to achieve was not clear.	1. The extension office should craft a long-term development plan for its partner community, with definite time frame, and expected outcomes at the end of the timeline.
2. A write-up which stipulates the type of outreach activities the school could deliver, based on program expertise was not available.	2. The type of outreach activities, based on program expertise could be identified. The Extension and Community Outreach Services Office could prepare a list of possible outreach activities that the school could provide to its partner community.
3. Activity reports were not compiled into an annual compilation of outreach reports.	3. The extension office could make a compilation of all after-activity outreach reports, which could be bound to serve as a collection of outreach reports through the years.
4. Mechanisms for non-teaching personnel to participate in outreach activities were not established.	4. An institutional outreach program could be prepared, where non-teaching personnel could participate. The opportunity to institutionalize an outreach program on environmental care, like the Mt. Pulag project may be explored.

Area IX. Physical Plant and Facilities

Strengths:

1. The university was located in a strategic point, along General Luna Road, Baguio City. The campus was very clean and attractively landscaped, thus exceptionally conducive to educational activity.
2. The campus development plan included the following environmental management programs/projects: solid waste management, waste segregation, waste management study, and memorandum of agreement with waste hauler, transporter, and waste treatment, as well as waste bins and trash cans inside the classrooms. Furthermore, the unit prepared a detailed guideline for the deployment and implementation of the programs and projects.
3. The university established, developed, and maintained various facilities to augment and strengthen the physical, mental, and spiritual well-being of its students, faculty, and employees. The facilities are as follows: five-lane swimming pool, with heater for training, swimming lessons and wellness programs, and multi-purpose gymnasium.
4. A campus-wide Wi-Fi zone was made available in strategic locations around the campus, thus providing students, faculty members, and non-teaching staff free internet access to updated information from worldwide sources.
5. Classrooms had been modernized and equipped with multi-media facilities, making them conducive to learning. Furthermore, safety measures for both the university facilities and the well-being of the school community were properly implemented.
6. The design and construction of fire exit for the buildings conformed to the requirements of the Fire Code of the Philippines. Emergency and safety personnel were capable of evacuating and directing all the students and personnel from classrooms and offices, in case of fire and earthquake. Moreover, a crisis management committee was organized to manage the disaster preparedness of the university.
7. The university operated and maintained a sewage treatment facility to treat all domestic and toxic wastewater/sewage generated in the campus. It had appointed an accredited pollution control officer and safety engineer. Thus, the environmental sanitation requirements of DENR was observed/complied by the university.
8. Enrollment was already online, facilitating registration of students and access to grades, accounts, and on-line payment.

9. Several vehicles were available for official use of the academic community, thus providing comfortable transportation for university officials, guests, students, faculty members, and non-teaching personnel.
10. A printing press was provided, thus facilitating the printing of materials, such as books, yearbooks, brochures, and newsletters.
11. For the banking convenience of the academic community, two automated teller machines were made available in the campus.

Opportunities for Improvement	Recommendations
1. Records of actions taken on the results of satisfaction surveys on the physical plant and facilities were not evident.	1. Results of satisfaction surveys should be interpreted and analyzed in terms of leveling, trending, comparison, and integration, supported by graphs/figures.
2. The campus development program/plan was not properly implemented.	2. The Campus Planning and Development Office, in coordination with colleges and offices, should prepare and implement a comprehensive campus development plan and preventive maintenance program for the university. The program/plan should include institutional goals, campus setting, sustainability, facility needs, land and facilities plan, issues and concerns of colleges and offices, and implementation with supporting documents/information.
3. The evidence reported for key measures on emergency preparedness, such as fire and earthquake drills, other calamities, etc. were limited.	3. The physical plant and facilities administrator should enhance the programs/plans on how the disaster and emergency preparedness system would consider prevention and management of university operations, including activity evaluation and impact. The absence of emergency preparedness plans and programs may inhibit the university to respond better to emergency situations and ensure the safety of its stakeholders.

4. The faculty room could not accommodate the increasing number of faculty members of the program.	<p>4. The faculty room could be upgraded to include the following amenities:</p> <ul style="list-style-type: none">4.1. area for the preparation of modules/instructional materials using various electronic equipment and with increased bandwidth of internet services;4.2. additional cabinets/lockers;4.3. additional computers and printers;4.4. maintenance/checking regularly of the presence of virus in the computer units; and4.5. availability of lapel for faculty members' use. <p>The university should consider the provision of a separate and more spacious consultation room for student-to-faculty consultation to address the academic concerns of students.</p>
5. The university did not formulate a comprehensive environmental, occupational safety and health program.	5. The accredited occupational safety and health consultant of the university may organize an environmental, occupational safety, occupational health, security and emergency awareness and preparedness committee to assist the chair in the formulation of policies, programs, activities, and training programs.
6. Environmental compliance and conditions associated with regulatory and statutory requirements were not evident. Furthermore, the conditions for compliance were not	6. The university should comply with the following laws, including the conditions for compliance: DOH AO no. 0021 series of 2008, DENR AO 2005-27, DAO 015-09,

presented.	FPA PD 1144, DAO 2014-02, IRR 8749, RA 9003, RA 9514, RA 9275 and LTO emission testing for vehicles.
7. A number of fixtures in some rest rooms were defective (continuous overflowing of water closets, leaky faucets etc.). Water supply was intermittent. Some cubicle door locks were not working. Moreover, the air-conditioning units and drinking fountains were not properly maintained.	7. The building administrator should prepare and implement a preventive maintenance program for all facilities of the college (restrooms, classrooms, learning units/materials and drinking fountains).
8. Provision of equipment inventory tag was not observed.	8. Inventory tags should be placed on all equipment to facilitate accountability and maintenance.
9. The stockroom at the maintenance department was not sufficient. Unnecessary materials were seen in the college/departments.	9. The maintenance department stockroom should be cleared of all unnecessary materials. Additional filing cabinets should be available for documents to be stored. Moreover, an additional stockroom may be provided.
10. It was noted that the internet and Wi-Fi services were not sufficient.	10. A university-wide Wi-Fi zone with sufficient bandwidth and speed should be provided for the use of students, faculty members, and non-teaching staffs, to enable access to updated information from worldwide sources.
11. Illumination of offices, classrooms, and laboratories did not conform to the illumination standards.	11. The existing lighting fixtures could be replaced with LED as this would result in savings in electric power consumption.

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| 12. Electrical outlets in all classrooms, library and laboratories were not sufficient for students' use. | 12. Additional electrical outlets may be installed in all classrooms, library and laboratories (at present there is only one electrical outlet in a room). |
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Area X. Organization and Administration

Strengths:

1. The university was awarded "autonomous status" by CHED, proof of its strong quality management system.
2. On top of the government mandated benefits, the university provided several fringe benefits, which were appreciated by the faculty and staffs and inspired them to be efficient and productive.
3. The desire of the university to provide quality education to its students could be gleaned from the numerous programs it submitted for accreditation by PACUCOA.
4. Loyalty of the faculty members and staff was very evident, as shown by their long years of service to the university, which could be attributed significantly to the generous benefits provided by the school management to its employees.

Opportunities for Improvement	Recommendations
1. A permanent planning officer who would handle the institutional and department planning activities of the university was not designated.	1. A planning officer should be designated to spearhead the planning, monitoring and evaluation processes of the university.
2. The faculty development program did not address the training needs of the faculty members.	2. A faculty development program should be prepared, based on the training needs analysis (TNA), faculty evaluation by the students, classroom observation, and competency-based performance appraisal.
3. A specific development program for the staff, based on their identified needs was not available.	3. A concrete training program for the development of the staff should be prepared, based on their individual training-needs for their career and professional advancement.
4. The records in the Registrar's Office were prone to fire hazard, since the record section was not fireproof.	4. The records in the Registrar's Office should be kept securely in a fireproof area, to avoid potential damage caused by fire.

5. Department heads had limited participation in the preparation of the budget.	5. Department heads should be given opportunity to participate in the budget planning process for their department.
6. Some documents in the exhibits room did not answer specific items in the self-survey instrument.	6. A quality assurance officer should be assigned to check the quality and accuracy of documents in the exhibits room. This would ensure that exhibits would answer the specific items in the self-survey instrument.