



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

... "an organization that is governed by high standards of excellence"



Core Values: Guided by the love of God...

Professionalism Accountability Commitment Unity Care Outcomes-Orientation Agility



August 6, 2018

**ENGR. JAVIER HERMINIO BAUTISTA, MBA**

President

University of Baguio  
Baguio City

Dear Engr. Bautista:

We are pleased to send herewith a copy of the accreditation team report covering the level III reaccreditation visit of the Criminology program of your school.

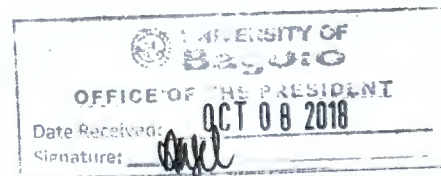
The Criminology program was granted level III reaccredited status from January 2018-2020. This accreditation team report shall be the bases of the compliance report which your Criminology program is expected to submit when it applies for the next level of accreditation not later than 6 months before the expiration of its level III reaccredited status.

We hope you will find the report in order.

Truly yours,

**ADLAI C. CASTIGADOR, Ph.D.**

Executive Director



08-06-18

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**UNIVERSITY OF BAGUIO**

**Baguio City**

**Criminology**

**Level III 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 : Criminology  
Type of Visit : Level III Reaccreditation Visit  
Date of Visit : January 8-10, 2018

Accrediting Team:

Name of Accreditors

Areas of Assignment

Dr. Rosita L. Navarro

Chairman

Dr. Raul Trinidad

Criterion I. A Reasonably High Standard of Instruction  
Criterion V. A Creditable Performance of Graduates in the Licensure Examination during the Last Four Years

Dr. Christopher Manaois

Criterion II. A Highly Visible Community Outreach Program

Dr. Teresita Calma

Criterion VII. Extensive and Functional Library and Other Learning Resource Facilities

## GENERAL STATISTICAL SUMMARY

University of Baguio  
 Criminology Program  
 Level III Reaccreditation Visit

Criterion	Title of Criterion	Average	Weight Value	Weighted Average
I	A Reasonably High Standard of Instruction	4.36	9	39.24
II	A Highly Visible Community Outreach Program	4.53	9	40.77
V	A Creditable Performance of Graduates in the Licensure Examination during the Last Four Years	4.42	6	26.52
VII	Extensive and Functional Library and Other Learning Resource Facilities	4.25	6	25.50

Total 30 132.03

General Average 4.40

## Criterion 1. A Reasonably High Standard of Instruction

### 1. Quality of Instruction

#### 1.1. Proof of realization of program objectives is available.

1.1.1. Various academic and co-curricular activities were conducted for the realization of program educational objectives, such as:

1.1.1.1 instruction was delivered by qualified and competent faculty members, while students' activities which aimed to develop the skills and competencies of students were spearheaded by the dean, the faculty, and the students' organizations; and

1.1.1.2 co-curricular activities were evaluated by the participants using a standard student activity evaluation form. Results of the evaluation should be analyzed and used as basis for the planning of succeeding activities.

1.1.2. A matrix of the experiential learning activities conducted inside and outside the classroom should be presented to show proof of realization of the program outcomes. Furthermore, a study on the extent of realization of the vision, mission, program educational objectives (PEO's), and program outcomes (PO's) should be conducted.

#### 1.2. The percentage of faculty members with graduate degrees complies with the minimum requirement for the program.

1.2.1. All faculty members in the college possessed a master's degree; furthermore, 40% had doctoral degrees, thus were highly qualified to handle the courses assigned to them.

1.2.2. Faculty members should be encouraged to upgrade their educational qualifications, by earning a doctoral degree.

#### 1.3. Faculty members teach only subjects along their fields of specification.

1.3.1. Faculty members handling the professional courses were licensed professionals and holders of graduate degree/s aligned with the program. Nonetheless, enrichment trainings should be provided to enhance further the teaching capability of the faculty members.



- 1.4. **There are pieces of evidence of regular tracer studies of graduates and their employers for the last five years.**
  - 1.4.1. A tracer study focusing on the whereabouts of graduates who passed the licensure examination was conducted, which observed the following:
    - 1.4.1.1 a significant number of licensed alumni were actively engaged and/or employed in the criminal justice system; and
    - 1.4.1.2 a tracer study focusing on the employment trends among graduates should be conducted, i.e., the career progression of graduates who became licensed criminologists and who had entered any pillar of the Philippine criminal justice system.
- 1.5. **Faculty members use innovative instructional techniques and technology in lecture and laboratory courses.**
  - 1.5.1. Faculty members utilized traditional lecture-discussion methods with several problem-solving scenarios and case analyses in law and crime investigation and detection courses. Likewise, LCD projectors were used for power point presentations.
  - 1.5.2. To improve the utilization of varied instructional techniques, faculty members should undergo comprehensive seminars or workshops on the different teaching methods/strategies and on the proper utilization of available educational software specific to the program.
- 1.6. **A definite and valid system of evaluating instruction and enhancing student's class performance is used regularly.**
  - 1.6.1. Faculty members evaluated their students using standard tools provided in the faculty manual and in the student handbook. Nonetheless, the grading system should be aligned with outcomes-based education (OBE) approach by assessing the degree of attainment of learning outcomes, i.e., beginner, emerging, accomplished, proficient, and exemplary.
- 1.7. **Research activities that provide exposure of students to specific problem-solving methods are evident.**
  - 1.7.1. A research infrastructure was established to guide the research activities of the school. Moreover, research agenda were crafted for the university and for the various colleges.

- 1.7.2. It was noted that faculty members and students were not fully aware of the research agenda of the institution. Orientation sessions and workshops should be conducted to promote the awareness of faculty members and students and to ensure the alignment of research endeavors with the research agenda of the university and of the college.

## **2. Attainment of Learning Outcomes**

### **2.1. Students' year-end skills/competencies are demonstrated through valid achievement and performance tests in lecture, laboratory and simulation classes.**

- 2.1.1. The skills and competencies of students were determined using various performance measures, i.e., periodic examinations, departmental examinations, review program, and mock board examinations. Likewise, the performance in the assessment served as basis for the grades of students.

- 2.1.2. Performance measures should be aligned with outcomes-based education (OBE). Furthermore, studies on students' performance should be conducted, to serve as basis for the improvement of the delivery of instruction.

### **2.2. The students' progress in acquiring the desired skills/competencies is regularly monitored by teacher advisers/mentors.**

- 2.2.1. The skills and competencies of students were monitored by the faculty members through periodic examinations, departmental examinations, and through review program/mock examinations.

- 2.2.2. Likewise, students were evaluated using standard tools provided in the faculty manual and in the student handbook. However, a correlation study between the present academic performance of students and their academic performance in the previous year level should be conducted, to determine their academic progress.

### **2.3. Correlation studies are done between the results of diagnostic tests and achievement tests; between academic performance and board/licensure/comprehensive examination performance; between in school simulation performance and on-the-job/practicum performance, etc.**

- 2.3.1. Correlation studies conducted in the program were limited to the relationship among diagnostic tests, academic performance, and performance of students in the review program.

- 2.3.1.1 Faculty members should conduct an in-depth correlation analysis between the academic performance of students, based on their grades in the



professional courses and on the results of the licensure examination per subject. In addition, a periodic program evaluation should be conducted to gather data for the implementation of a continuous quality improvement plan.

#### **2.4. Industry/Profession-driven innovations to enhance learning outcomes are implemented.**

- 2.4.1. Industry/profession-driven innovations were not visible. Thus, the university should conduct benchmarking with industry partners to determine emerging practices and innovations that could be adopted for continuous improvement of the program.



## Criterion II. A Highly Visible Community Outreach Program

### Comments/Observations:

#### 1. Planning of the Outreach program

- 1.1. The Extension and Community Outreach Services (ECOS) office served as a hub for all community outreach related activities of the institution.
  - 1.1.1 Extension service coordinators were appointed for each college. They were in charge of submitting a work plan to the ECOS office to set the tone of the extension and outreach activities of the department at the beginning of each academic year.
- 1.2 Post evaluation of each activity was conducted and was attached to the accomplishment report of the coordinator. The accomplishment report covered all implemented activities, the list of participants, submitted reflection papers, liquidation reports and other monitoring protocols.

#### 2. Quality of Outreach Program

- 2.1. Extension and outreach activities conducted in the community were carefully studied prior to implementation, hence their alignment were ensured with the institutional vision, mission, and goals (VMO), with the program objectives, and with the needs of the community. Furthermore, such activities were geared toward the development of volunteerism and social concern among student-participants (i.e., volunteers).
- 2.2. Aside from the budget allotted for the institutional activities of the ECOS office, an adequate annual budget was allotted specifically for the implementation of the outreach activities of the program.
- 2.3. Due to the diverse nature of ECOS, beneficiaries did not come exclusively from the partner barangay.
  - 2.3.1 Beneficiaries of the community outreach projects of the program included the officials of partner communities, basic education students of partner schools, and several police officers.
- 2.4. The school belonged to the ECOS security and safety cluster; hence, its human resources (i.e., students, faculty, and staff) were utilized optimally in the sharing of its expertise to the community.

### 3. Provision for Continuity of the Program

- 3.1. The ECOS office facilitated thorough planning of the program prior to its implementation. Ocular visits and constant dialogues with the officials of the barangay were part of the preparatory work in the crafting of the annual work plan.
- 3.2. Accomplishment reports submitted to the ECOS were carefully assessed, evaluated, and discussed in order to facilitate better delivery of subsequent community service programs.
- 3.3. The following measures should be implemented:
  - 3.3.1. Assessment of the impact of community extension and outreach projects to the beneficiaries in the partner community.
  - 3.3.2. Utilization of reflection papers as materials for qualitative research to establish a positive change in the behavior and attitude of student, faculty, and employee participants.



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

#### **Comments/Observations:**

1. **Records of graduates in the past four years show performance, which is beyond the national passing average.**
  - 1.1. The overall passing average for first time takers in the licensure examination (i.e., 92.56%) was higher than the national passing average (i.e., 37.20%) for the past five years, clear outcomes of quality instruction.
  - 1.2. Improvement in the passing percentage of graduates was brought about by the close monitoring and mentoring of graduates. Graduating students were required to take and pass their remedial class (i.e., Review Program 1) in preparation for the licensure examination.
2. **Marked increasing percentages of successful candidates above the national passing percentage is evident.**
  - 2.1. The performance of graduates in the licensure examination exceeded the national passing percentage. Furthermore, the institution was recognized as the third top performing school in the Philippines for first timers in April 2013, April 2015, April 2016, and April 2017 and as the second top performing school in April 2014, clear indication of the quality of instruction.
  - 2.2. The school had produced several board top notchers, i.e., 10<sup>th</sup> Place; 9<sup>th</sup> place; 7<sup>th</sup> place; 5<sup>th</sup> place; 6<sup>th</sup> place; and 2<sup>nd</sup> place, strong proof of quality instruction.
3. **Researches are done on the results of the licensure examination.**
  - 3.1. The department had conducted a study entitled Correlation of the BS Criminology Students' Performance in the Mock Board Examination and their Reading Comprehension Skills, which revealed a positive significant relationship between the reading comprehension of respondents and their score in the mock board examinations.
  - 3.2. Correlation studies between the students' performance and: (1) review program; (2) comprehensive examinations; (3) utilization of different review materials; and (4) teaching methodologies utilized by the faculty should be conducted in preparation for the next licensure examination.

**4. Weaknesses of graduates in the licensure examination are studied.**

4.1. A study (i.e., The Status of Reviewers of Criminology Graduates at the University of Baguio) was conducted, which looked into the different challenges that impacted the board examination performance of graduates. Nevertheless, utilization of research findings for further improvement of the performance of graduates in the licensure examination was not evident.

**5. Pieces of evidence are available on remedial measures that were adopted to address the weaknesses that are identified.**

5.1. Adoption of remedial measures to address the weaknesses identified from the results of the licensure examination was not evident.

**6. Success factors related to the licensure examination are determined through longitudinal correlation studies.**

6.1. Conduct of longitudinal correlation studies, to determine the factors that led to the success of graduates in the licensure examination was not evident. Hence, a study should be conducted focusing on the identification of specific instructor attributes or practices that could enhance the classroom and licensure examination performance of students, on the implementation of interventions, and on the measurement of subsequent changes in the examination outcomes.

6.2. Results of the study should be incorporated in the preparation and continuous improvement of the program of studies of the college.

**7. The results of research studies on the licensure examinations include policy recommendations that can be utilized for improvement by the school management/board of examiners of the Professional Regulation Commission/Commission on Higher Education**

7.1. Formulation of policy recommendations based on the results of research studies was not evident.

7.1.1. Research studies on the performance of graduates in the licensure examination should be conducted to facilitate analysis and review of the program. Results of the studies should serve as basis for the formulation of policy recommendations that could be applied to improve the results in of subsequent licensure examinations.



## Criterion VII. Extensive and Functional Library and Other Learning Resource Facilities

### Comments/Observations:

#### 1. Administration

- 1.1. Overall administration and supervision of the library was carried out by a full-time chief librarian who possessed a valid professional license to practice the profession. Likewise, the chief librarian had earned a master's degree in library science; nonetheless, he should be encouraged to complete his ongoing doctoral degree in a vertically-aligned program.
- 1.2. Internal administration policies and procedures were indicated in the library policy and operations manual.
- 1.3. The faculty-library committee was composed of faculty representatives from the different colleges and from the Supreme Student Council. The committee served as an advisory group that facilitated services pertaining to the library concerns of each school, i.e., provision of marketing services, of library plans and resources, and of recommendations for the reference collection for each program.
- 1.4. An adequate number of staffs supported the work load and service requirements of the library. Furthermore, the library roster comprised of 12 licensed librarians, 24 full-time equivalent student assistants, and a library clerk.

#### 2. Collections

- 2.1. The total library holdings met the required number of titles for a university library. Moreover, results of the collection analysis revealed that the print collection was able to support the needs of the program; however, it did not satisfy the standard accreditation requirement of five books per student.
- 2.2. Subscriptions to professional print journals, electronic resources, and online databases supplemented the available print resources of the library.
- 2.3. Currency and vitality of the collection was achieved through an efficient weeding program. A de-selection policy was implemented to ensure the relevance of the collections. Moreover, 3 % to 5 % of the recommended replacement materials were provided.
- 2.4. The book collection was classified and cataloged according to accepted standards. Furthermore, the use of library management technology enabled the efficient retrieval, identification, and simultaneous utilization of resources.

### 3. Services

- 3.1. Service offerings supported the realization of the vision of the library; the orientation and bibliographic program which provided guidance on the use of the 24/7 online catalog and indexes to periodicals and the attainment of the program educational objectives (PEOs).
- 3.2. Aside from designated internet workstations, Wi-Fi connectivity and remote in-campus access to online resources were available, thereby facilitating convenient access to online resources. Nonetheless, printing facilities should be made available for the printing needs of researchers.
- 3.3. The services and utilization of resources were reported; however, the data were neither analyzed nor interpreted. Thereby, analysis and interpretation of library reports should be conducted to determine the effectiveness of existing library programs and services. Likewise, results of the analysis should serve as basis for future planning activities.

### 4. Physical Facilities

- 4.1. The library had sufficient space to accommodate the clientele and the collections. Moreover, discussion rooms were available for study groups and/or consultations.
- 4.2. Facilities were comfortable; the arrangement of library fixtures and the flow of traffic were streamlined, thereby creating an atmosphere conducive to studying and learning.
- 4.3. Safety drills were conducted to promote emergency preparedness in the school. Fire extinguishers and emergency exits were mounted in strategic places to facilitate safe and orderly evacuation during an emergency situation. Moreover, CCTV cameras were installed to monitor and intensify the security of the library facilities, resources, and clientele.