

UNIVERSITY OF BAGUIO

Baguio City

Master of Business Administration

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 Business Administration program of your school.

The Master of Business Administration 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 Business Administration 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

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02-26-18

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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 Business Administration
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. Marilou Tolentino

Faculty
Instruction
Other Resources

Dr. Rosita Santos

Research
Students

Ms. Lourdes Fumera

Library

GENERAL STATISTICAL SUMMARY

University of Baguio
Master of Business Administration 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 | 3.87 | 7 | 27.09 |
| III | Curriculum and Instruction | 3.88 | 7 | 27.16 |
| 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 | 3.98 | 4 | 15.92 |

Total 50 201.55

General Average 4.03

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 |
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| 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. All faculty members teaching the MBA courses had doctoral degrees, thus were highly qualified to handle the courses assigned to them. They served as role models in acquiring additional knowledge, which motivated the students to improve their studies.
2. The average years of teaching experience of faculty members was 25 years, ranging from 5 -45 years, indicating their commitment and loyalty to the institution. Out of eight faculty members, four or 50% had extensive industry experience, thus were considered seasoned teachers.
3. It was evident that there was a low rate of turnover of faculty, indicating the effective management of human resources. The length of service of the faculty was one of the factors that sustained effective teaching-learning process.
4. Faculty members had developed the sense of ownership and the ability to adapt to the organizational culture, imbibing the vision, mission, and philosophy of the university, even as they also demonstrated a deep sense of value and passion for academic excellence.

| Opportunities for Improvement | Recommendations |
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| 1. A substantial number of faculty members had master's and doctoral degrees, which were not vertically aligned. | 1. Faculty members should pursue master's and doctoral degrees in business education, business practice, or business research, courses which are aligned to the subjects they handled. |
| 2. Evidence of a faculty development plan for faculty members to acquire new competencies and to adapt to the dynamic discipline of business management was not seen. | 2. A master training plan may be prepared focusing on the continuous engagement of faculty members in the improvement of the specialized discipline of business management. |
| 3. A significant number of faculty members were not affiliated with relevant professional organizations, to upgrade their knowledge on new trends in the discipline. Furthermore, they were not involved in networking and linkages to | 3. Membership of the faculty in relevant professional organizations should be encouraged, for them to acquire further knowledge through conferences, trainings, workshops, seminars, and conventions. This would also enable them to establish networks, |

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| further enhance their capabilities. | linkages and collaboration with the industry, practitioners and academics. |
| 4. The consultation schedule of the faculty was insufficient for graduate students, particularly for the terminal courses. | 4. The consultation schedules of faculty members should be disseminated to students. |
| 5. Research outputs and research direction were not visible during the visit. | 5. The graduate school should set a clear research orientation and agenda, to ensure a clear research direction and encourage the production of more research outputs. |

Area III. Curriculum and Instruction

Strengths:

1. The curriculum was relevant to the needs of the society. It addressed the needs of graduate students to acquire relevant competencies intended for the labor and/or professional market.
2. The achievement of accreditation status of related disciplines in the undergraduate programs provided a springboard for enriching the curriculum; thus, such served as model in employing pedagogical approaches relevant to business education.
3. Graduate students were generally satisfied with the services and facilities of the university, which in effect contributed to the development of academic excellence, social skills, and ethical standards among them.
4. The institution provided a safe environment, well-ventilated facilities and classrooms, hence enhancing the teaching-learning atmosphere and process.

| Opportunities for Improvement | Recommendations |
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| 1. A tracer study to validate the effectiveness and relevance of the program with respect to the expectations of the industry and organizations was not presented. | 1. A tracer study should be conducted to measure the teaching effectiveness and relevance of the program with respect to the expectations of the industry and organizations. |
| 2. The teaching resources in the library did not include e-resources, journals, magazines, scholarly articles, researches and published studies. | 2. Relevant educational materials, such as e-resources, journals, magazines, scholarly articles, researches and published studies should be acquired for the library. A faculty-library committee should be organized to monitor and suggest educational materials for procurement. |
| 3. Reports covering the use and activities, issues and/or concerns discussed in the consultation room were not filed. | 3. A logbook to record the activities, cases, issues, actions taken, and recommendations for improvement, discussed in the consultation room should be maintained. |

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| 4. Evidence of networking, linkages, interaction with the industry, students, alumni and other stakeholders were not presented. | 4. The college should arrange an industry forum or exposure for students to ensure the matching of requirements of industry with the learning outcomes, course objectives and graduate attributes. |
| 5. Noted was the need to provide a separate defense room and computer laboratory to facilitate effective learning process. | 5. The university should provide a separate defense room and computer laboratory for the graduate school to address the learning needs of graduate students. |

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 |
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| 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 |

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| | 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 |
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| 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. |

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| 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. |
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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 |
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| 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. |

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| 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 |
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| 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

Strengths:

1. Staff support services were sufficient to meet the needs of the graduate program.
2. Internet access was available to facilitate the teaching-learning process, thus serving as a platform for interaction and providing ease of research.

| Opportunities for Improvement | Recommendations |
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| 1. The Handbook on Health and Safety were not disseminated properly to graduate students. | 1. Policies, rules and regulations, to include health and safety may be standardized and disseminated properly to graduate students. Moreover, a hard copy of the handbook may be provided to students or disseminated through the university websites, emails and social media platforms. |
| 2. The need was observed to maximize the usage of laboratories for optimum learning, through the integration of a business-like environment or real business workplace. | 2. To enhance the teaching-learning process, the department should equip the laboratories with appropriate facilities to simulate the real business world scenario. |
| 3. The consultation room and graduate school office needed better maintenance. Furthermore, the facilities were not properly set up to create a more conducive environment for teaching and learning. | 3. Management should ensure that the offices and consultation room are well maintained. Log sheet/checklist for maintenance should be kept. Moreover, a definite staff should be assigned to maintain the offices. |