



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

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Core Values: Guided by the love of God...
Professionalism Accountability Commitment Unity Care Outcomes-Oriented 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 IV first reaccreditation visit of the Business Administration of your school.

The Business Administration program was granted level IV first reaccredited status from March 2018-2023. This accreditation team report shall be the bases of the compliance report which your 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 IV first reaccredited status.

We hope you will find the report in order.

Truly yours,

ADLAI C. CASTIGADOR, Ph.D.
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08-06-18

NBN-Rev. 0
ICTC-Ver. 0



UNIVERSITY OF BAGUIO
Baguio City
Business Administration
Level IV 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 : Business Administration
Type of Visit : Level IV First Reaccreditation Visit
Date of Visit : January 8-10, 2018

Accrediting Team:

Name of Accreditors

Areas of Assignment

Dr. Rosita L. Navarro

Chairman; Philosophy and Objectives; Organization and Administration; Criterion VI. Career Planning and Development for Students of the Program

Dr. Alex Ylagan

Faculty; Instruction; Laboratories; Criterion I. Excellent Outcomes of the Program in Teaching and Learning; Criterion V. Planning Process Supporting Quality Assurance Mechanisms for the Program

Dr. Rosita Santos

Research; Criterion II. Research Productivity of the Program

Dr. Dante Silva

Physical Plant and Facilities; Criterion III. Community Service of the Institution and of the Program

Dr. Teresita Calma

Library; Criterion IV. Linkages and Consortia of the Institution and of the Program

Dr. Christopher Manaois

Student Services; Social Orientation and Community Involvement

GENERAL STATISTICAL SUMMARY

University of Baguio
 Business Administration Program
 Level IV First Reaccreditation Visit

Division	Title of Division	Average	Weight Value	Weighted Average
I	Philosophy and Objectives	5.00	3	15.00
II	Faculty	4.81	3	14.43
III	Instruction	5.00	4	20.00
IV	Laboratories	4.99	3	14.97
V	Research	4.57	3	13.71
VI	Library	4.73	3	14.19
VII	Student Services	4.73	3	14.19
VIII	Social Orientation and Community Involvement	4.73	3	14.19
IX	Physical Plant and Facilities	4.73	2	9.46
X	Organization and Administration	5.00	3	15.00

Total **30** **130.14**

General Average **4.34**

GENERAL STATISTICAL SUMMARY

University of Baguio
Business Administration Program
Level IV First Reaccreditation Visit
Additional Criteria

Criterion	Title of Criterion	Average	Weight Value	Weighted Average
I	Excellent Outcomes of the Program in Teaching and Learning	5.00	10	50.00
II	Research Productivity of the Program	4.60	10	46.00
III	Community Service of the Institution and of the Program	4.63	10	46.30
IV	Linkages and Consortia of the Institution and of the Program	4.63	10	46.30
V	Planning Process Supporting Quality Assurance Mechanisms for the Program	5.00	5	25.00
VI	Career Planning and Development for Students of the Program	4.73	5	23.65

Total 50 237.25

General Average 4.74

Criterion I. Excellent Outcomes of the Program in Teaching and Learning

Comments/Observations:

1. Statement of Purpose

- 1.1. The desired outcomes of the program were guided by the vision, mission, and objectives (VMO) of the institution, hence ensuring the alignment of the VMO and the program educational objectives (PEO's), the program learning outcomes (PLO's) and the course objectives (CO's). Nonetheless, the PEO's and PLO's should be reviewed to ensure their conformity with and relevance to the needs of industry. Moreover, performance indicators should be identified to guide the attainment of PLO's.

2. Program

- 2.1. All faculty members were industry practitioners and were members of professional organizations related to their fields of specialization, thus ensuring that they were abreast with the trends and developments in the profession and in the industry. Their expertise enabled them to bridge the gap between theory and practice, which was evident in their presentation of their lessons and validated by their excellent ratings in the faculty evaluation. Consequently, this resulted in high level of students' achievements, reflected in the class records and in the high employment rate of graduates.

3. Evaluation and Assessment

- 3.1. Students' performance and quality of instruction were assessed and evaluated regularly and objectively.
 - 3.1.1. Faculty members were evaluated by the dean, their students, and their peers to assess the quality of instruction. Similarly, all courses were subjected to a course assessment to ensure quality and efficiency of instructional delivery.
 - 3.1.2. Exit surveys were conducted to determine the level of satisfaction of graduating students not just on the quality of instruction, but also on the other services provided by the college.

4. Continuous Improvement

- 4.1. Proper monitoring of enrolment in pre-requisite subjects and of students' attendance was observed in the following activities:
 - 4.1.1. Students were evaluated automatically in the online enrolment system;

- 4.1.2. Students' grades were encoded online and were available for real-time viewing; and
- 4.1.3. The Center for Counseling and Student Development (CCSD) monitored absenteeism among the students through an attendance tracking form. Moreover, correlation studies between the students' performance and absences were conducted regularly, as well.

5. Outcomes

- 5.1. Students excelled in both academics and extra-curricular activities, as gleaned from the following awards and recognition they garnered:
 - 5.1.1. 5th National Competition Quiz Bee, third place;
 - 5.1.2. 4th Alliance of Business Educators and Students of the Philippines Inc., champion;
 - 5.1.3. National Finals of the First Academicians Students and Educators Alliance Cup 2016, first place; and
 - 5.1.4. 2017 Commencement exercises, 16 academic and 24 non-academic awardees.

Criterion II. Research Productivity of the Program

Comments/Observations:

1. Statement of Purpose

- 1.1. The research program aimed to conduct research that would promote change and social progress and contribute to the development of the nation and its culture.
- 1.2. The objectives of the research program were communicated to students through the course syllabi, which were discussed at the beginning of each semester. Faculty members handling the research courses integrated into their discussions and requirements the need to align research topics with the mission of the Research and Development Center (RDC) and with the objectives of the program. Likewise, guidance was provided to students to ensure that the research process supported the university, the research office, and the program.

2. Program

- 2.1. The research agenda of the unit were based on the identified priority areas provided by the RDC. Nonetheless, research studies that are broad in scope and in depth should be encouraged.
- 2.2. Research outputs of the faculty were aligned with the mission of the institution, to provide quality education characterized by academic excellence, relevant social skills, and ethical values.
- 2.3. Active faculty involvement in the conduct of research fostered a strong research culture and enriched the research experiences of students. Likewise, student researchers were guided by the faculty research advisers and were provided assistance by the RDC.

3. Evaluation and assessment

- 3.1. Completed research studies were submitted to the RDC for evaluation. Moreover, best research outputs were selected by the institutional research review board.
- 3.2. The RDC organized public lectures and poster presentations as well as published a refereed multidisciplinary research journal, to facilitate the dissemination of research studies of the academic community.
- 3.3. The RDC evaluated the effectiveness of research activities during their different phases of completion to ensure quality research outputs for lecture, poster presentations, and

publications. Moreover, research colloquia were organized to serve as venue for research presentations. The following research activities were conducted:

3.3.1. Phase 1: approval of title, introduction, research problems, objectives, and paradigm was facilitated.

3.3.2. Phase 2: full-blown proposal was routed to the editorial board, the instrumentations consultant, the statistical consultant, and the ethics monitoring board for checking of contents and format.

4. Continuous improvement

- 4.1. Designated research anchors echoed the comments and suggestions gathered during the poster presentations, while teachers handling the research courses provided feedback on the research studies produced and presented by their students. Such feedback mechanisms were used to help upgrade the forthcoming research outputs of students.
- 4.2. Research competencies of the faculty and the students were upgraded through seminars-workshops organized by the research office and/or external research organizations. Furthermore, the Human Resource Management Center (HRMC) provided assistance to identify, which seminars were suitable to address the needs of the researchers. Furthermore, sharing of research and professional development experiences during faculty meetings facilitated further the enhancement of research competencies among the faculty members.

5. Outcomes

- 5.1. A strong culture of research in the university could be gleaned from the research studies carried out by the student and faculty researchers in the school.
- 5.2. The university had produced two approved research proposals, six ongoing research studies, and five completed research outputs. Furthermore, a research and operation manual was formulated, which featured the guidelines and policies on grammar and plagiarism check.

Criterion III. Community Service of the Institution and of the Program

Comments/Observations:

1. Statement of Purpose

- 1.1. The Extension and Community Outreach Services (ECOS) program was aligned with the vision and mission of the university, to produce empowered professionals in the global community and graduates who advocate sustainable programs for the community and the environment.
- 1.2. ECOS facilitated utilization of human and non-human resources in the implementation of extension and outreach activities relative to the expertise of the colleges.
- 1.3. The university implemented programs that promoted care and conservation of the environment, i.e., tree planting and weeding, green initiative program, clean and green activity, etc.

2. Program

- 2.1. The outreach program determined areas of priority (i.e., livelihood, literacy, health, and security and safety) through the conduct of a needs-assessment in the partner barangay. Results of the assessment served as basis for the formulation of a comprehensive development plan that supported the growth and development of the partner community. Furthermore, the following initiatives were implemented:
 - 2.1.1. The ECOS director convened the coordinators, in order to prepare the work plan containing the year-round activities and services to be implemented in the partner community.
 - 2.1.2. Budgetary allocation, as well as schedules and timelines were discussed among the coordinators, in order to avoid duplication of projects and to facilitate collaborations in related and similar activities.
 - 2.1.3. Ocular inspections were conducted by the university and college coordinators to study the needs of the partner community and to monitor the outreach program.

3. Evaluation and assessment

- 3.1. The outreach program was monitored to ensure that planned activities are relevant to the needs of the partner community. Likewise, immediate evaluation was conducted regularly to guide the planning session and to provide outright measures for addressing possible

agenda/areas of concern. Irrelevant outreach activities were phased out and necessary activities were replicated to enhance the program.

- 3.2. Budgetary allocations and other relevant data were incorporated into the work plan submitted to the ECOS office. Progress/accomplishment reports were evaluated and disseminated to the officials of the partner community. Likewise, budget utilization was also evaluated to determine the extent of activities that could be sustained by the institution.

4. Continuous improvement

- 4.1. Continuous improvement entailed relevant and timely implementation of activities that responded to the needs of the partner community, as follows:
 - 4.1.1. Results of the assessment of the annual/semestral action plans were integrated into the accomplishment report submitted by the college coordinators to the Extension and Community Outreach Services (ECOS) office for review and evaluation. These should then be utilized as a springboard for the implementation of succeeding outreach activities.
 - 4.1.2. The long-term community outreach plan was continuously updated to ensure the responsiveness and relevance of the outreach program to the needs of the partner community.

5. Outcomes

- 5.1. The extension and outreach programs greatly influenced the life of beneficiaries. Consequently, self-sufficiency of the partner community was achieved, as shown by the following indicators:
 - 5.1.1. Participation in outreach activities promoted volunteerism and teamwork among the students and faculty members;
 - 5.1.2. Community awareness and sense of responsibility were strengthened;
 - 5.1.3. A number of student volunteers graduated with leadership awards;
 - 5.1.4. The literacy program augmented and enhanced the learning capabilities of pupil-beneficiaries. According to feedback from teachers, their class performance had improved; likewise, pupils enjoyed the camaraderie they had formed with student-teachers;

- 5.1.5. Student recipients of literacy programs demonstrated confidence and improved their social skills; and
- 5.1.6. A number of livelihood program recipients were able to put up small-scale businesses, despite the lack of proper knowledge in financial management.
- 5.2. Barangay officials were able to utilize the knowledge they acquired from the seminars and workshops conducted by the university, i.e., creation of ordinances and proper filing of documents.
- 5.3. The following measures should be implemented for continuous improvement of the community outreach program:
 - 5.3.1. Assessment of the impact of community extension and outreach projects to the beneficiaries;
 - 5.3.2. Processing and utilization of written reflections for qualitative research to support the claims on positive changes in the behaviors and attitudes of students, faculty members, and employees; and
 - 5.3.3. Conduct studies to determine how the community extension and outreach programs improved the quality of life and level of self-sufficiency of the partner community.

Criterion IV. Linkages and Consortia of the Institution and of the Program

Comments/Observations:

1. Statement of Purpose

- 1.1. The goals and objectives of the linkage program were in line with that of the university, i.e., to expose students to the industry setting in order to equip them with work-related skills that complement the competencies they had developed in school; to provide opportunities for employment after graduation; and to provide new perspectives for the improvement of the curriculum.
- 1.2. The program had existing linkages with the industry, with government agencies, and with radio and TV stations, local newspapers, and one international partner. Likewise, all consortia were bound by a memorandum of agreement (MOA).
- 1.3. Students were able to enrich their experience in a different environment through the linkages of the college. Furthermore, the linkages provided an avenue for them to develop their competencies through the application of the principles and theories they learned from their classes.

2. Program

- 2.1. The Linkages, Alumni, and Review Center (LARC), under the supervision of the Vice President for Academic Affairs, maintained connections with various sectors to provide local and overseas training and schooling opportunities for students and employees.
- 2.2. LARC was supervised by a linkage specialist, responsible for maintaining the inventory and regular updating of the partners, as well as for managing the international on-the-job training (OJT) program of the institution. On the other hand, linkages with local OJT venues were managed by the practicum adviser under the dean of the college.
- 2.3. The system of identification, evaluation, and monitoring of linkages were embodied in the policy and operations manual of the office, thus providing clear guidelines on the way the linkages were managed.
- 2.4. Consortium agreements were implemented in the program through the signing of MOAs, thereby defining clearly and establishing the relationship between the school and the partner agency.
- 2.5. Provisions were made to ensure continuity of consortium agreements, such as the following:

- 2.5.1. maintenance of a roster of partner entities;
- 2.5.2. revision of MOA's;
- 2.5.3. meetings with partners on behalf of the university; and
- 2.5.4. visits and evaluations of partners and OJT hosts.

2.6. Minutes of meetings with partner industries were not presented to serve as evidence and reference for continuous improvement of the program.

3. Evaluation and assessment

- 3.1. Assessment data were collected through a feedback mechanism from the school practicum coordinator. Forms were accomplished by the students after the completion of the required number of training hours and were forwarded to the program chair for evaluation and filling.
- 3.2. Results of assessment served as basis for the continuity of linkages and for the improvement of competencies of students. Nonetheless, the assessment process should be reviewed and improved to utilize the results for the enhancement of the curriculum, as well.

4. Continuous improvement

- 4.1. Evaluation results and feedback from the industry were utilized for the continuous improvement of the linkages; however, the recommendations should be applied to enhance the curriculum.
- 4.2. Continuity/renewal of linkages with existing partners was done based on the results of the impact evaluation.

5. Outcomes

- 5.1. Linkage arrangements resulted in: 1) validation of the program competencies, 2) increased employability of graduates, and 3) provision of a source for speakers and career fair partners.
- 5.2. Testimonials from students revealed their appreciation for the provision of adequate industry exposure that complemented the skills they learned and developed from the school.
- 5.3. The linkage program helped enhance the competencies of the faculty, thereby enabling them to meet the skills and proficiency required of the profession.

Criterion V. Planning Process Supporting Quality Assurance Mechanisms for the Program

Comments/Observations:

1. Statement of Purpose

- 1.1. The five-year strategic plan (2015-2020) provided clear direction for the entire university. It was reflected in all activities, work plans, annual calendar of activities, accomplishment reports, and in the minutes of meetings of the university. The strategic plan was monitored and evaluated every year.
- 1.2. The strategic plan was cascaded through departmental planning and periodic meetings between the dean and the program chairs, student organization advisers, coordinators, and faculty members. Likewise, information or concerns related to the needs of students were discussed by the faculty during classes.

2. Program

- 2.1. Proper strategic deployment and communication of strategic objectives were evident in the syllabi. Furthermore, a curriculum map was in place to serve as a guide for faculty and students. Moreover, strategic objectives were incorporated in various school activities organized by recognized student organizations.
- 2.2. Faculty members were sent to training activities as part of the faculty development program.
- 2.3. Likewise, funds were requested by filling up the learning and development form with attached formal invitations and CHED endorsement. This was endorsed by the dean to the VPAA and was forwarded to the president for final approval.

3. Evaluation and Assessment

- 3.1. The management employed an excellent evaluation and monitoring system for the strategic plans, such as.
 - 3.1.1. Weekly accomplishments were discussed during the meetings between the dean and the academic heads.
 - 3.1.2. Semestral accomplishment reports and annual management planning were conducted to assess the strategic plans for the whole year. Gaps between strategic plans and accomplishment reports were identified and were addressed through specific action plans.

3.1.3. Accomplishment reports and action plans were discussed regularly with the faculty during faculty meetings.

4. Continuous Improvement

- 4.1. New policies and recommendations were properly disseminated for deliberation and approval. Likewise, a mechanism for the assessment, evaluation, approval, and implementation of university procedures was evident.
- 4.2. Academic concerns were brought up to the academic council for deliberation and were forwarded to the VPAA who then creates a specific committee to draft a policy to address the issue. The president confirms and issues the corresponding memorandum for circulation, dissemination, and implementation in the college/university.

5. Outcomes

- 5.1. Outcomes from innovations related to educational processes, services, teaching and learning technologies, research, community services, and improved performance of administrative and other support functions were evident.
- 5.2. The school was comparable with its competitors and other similarly situated institutions.
 - 5.2.1. All faculty members were master's degree holders and were industry practitioners who possessed expertise in their fields.
 - 5.2.2. Students competed and likewise received awards in various competitions—i.e., third place in the 5th National Competition Quiz Bee; champion in the 4th Alliance of Business Educators and Students of the Philippines Inc.; and first place in the national finals of the First Academicians Students and Educators Alliance Cup 2016.
 - 5.2.3. The institution gave 16 academic awards and 24 non-academic awards during the 2017 commencement exercises.

Criterion VI. Career Planning and Development for Students of the Program

Comments/Observations:

1. Statement of Purpose

- 1.1. The objectives of the various areas of student career and development program were aligned with the mission, vision, and objectives (VMO) of the institution, to ensure consistency in delivering career planning and development services to students.
- 1.2. The Admission and Records Center (ARC) served as the steward of the academic records of students, while the Registrar's Office oversaw the progress of students towards the attainment of their respective degrees. Consequently, issues and concerns were addressed through academic consultation sessions with faculty members.
- 1.3. The Center for Counseling and Student Development (CCSD) was staffed with licensed guidance counselors and licensed psychometricians, which provided holistic services to address the emotional and adjustment needs of students.

2. Program

- 2.1. The student career and development program was holistic. Furthermore, a one-unit subject in the first-year curriculum comprised helpful topics, such as city and university life adjustment, survival tips, overcoming homesickness, time and money management, and study methods and learning techniques.
- 2.2. The organizational structure of the 10 career development departments was well defined under the Vice President for Academic Affairs.
- 2.3. The Student Services Office extended career facilitation services, such as referrals for students who were in need of academic consultation, health services, and counseling. Student development facilitators assisted students regarding the problems they encountered while pursuing their respective degrees. Moreover, sufficient budget was allocated to ensure the proper implementation of the student development services.
- 2.4. As a culminating activity, human resource personnel from industries related to the program were invited to give a talk regarding the tips and methods that could help graduating students obtain employment.
- 2.5. Field practitioners shared their experiences and provided advice that could help graduates transition smoothly from the school to the workplace.

3. Evaluation and assessment

- 3.1. Each student service department utilized an evaluation tool to be accomplished by the students. As a result, interpretations and recommendations from the outputs of the evaluation were submitted to the departments concerned and were utilized for the continuous improvement of their services.

4. Continuous improvement

- 4.1. Action plans were formulated, based on the recommendations derived from the results of the evaluation of the services availed of by the students.
- 4.2. The alumni participated in the evaluation of the different student services through tracer studies conducted by the service departments. Likewise, results of the tracer studies were consolidated and shared with the departments to serve as basis for the continuous improvement of their services.

5. Outcomes

- 5.1. Research studies were conducted to determine the employability of graduates and the competencies of graduate desired by employers, as well as to gather feedback from the alumni for the improvement of the curriculum.
- 5.2. Among the significant outcomes of the career planning and development services of the institution was the excellent performance of graduates in the licensure examinations (i.e., an average of 48 % higher than the national percentage in the past five years).
- 5.3. The cohort survival rate (i.e., 18%) was higher than the normal survival rate (i.e., 10%) in private higher education institutions for the past five years, indicating positive outcomes of the school operations.