



# PHILIPPINE ASSOCIATION OF COLLEGES AND UNIVERSITIES COMMISSION ON ACCREDITATION

*... "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  
Ability

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

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

E-mail:  
pacuoa@yahoo.com/  
pacuoa@gmail.com

Website:  
www.pacuoa.ph

Full Member:  
International Network for Quality Assurance Agencies in Higher Education (INQAAHE)



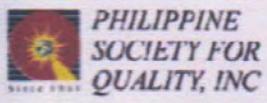
Full Member:  
Asia-Pacific Quality Network (APQN)



Affiliate Member:  
Federation of Accrediting Agencies of the Philippines (FAAP)



Member:



Member:



July 28, 2015

## 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 Elementary program of your school.

The Elementary program was granted level II first reaccredited status from December 2014-2019. This accreditation team report shall be the bases of the compliance report which your Elementary 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 II first reaccredited status.

We hope you will find the report in order.

Truly yours,

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

04-16-15  
NBN-Rev. 0 NV  
EBG-Ver. 0 NV



**Philippine Association of Colleges and Universities  
Commission on Accreditation  
(PACUCOA)**



Full Member:



Affiliate Member:



Member:



Member:



#### **VISION**

A PACUCOA organization that is governed by high standards of excellence.

#### **MISSION**

To provide quality, relevant, effective and timely accreditation services to educational institutions through highly professional board of directors, accreditors and secretariat, and updated, accurate and clean accreditation materials which meet local and global requirements.

Thus, we shall at all times demonstrate the following

# **CHAIRMAN'S REPORT**

## **UNIVERSITY OF BAGUIO**

Baguio City  
Elementary

**Level II First Reaccredited Status**

#### **CORE VALUES**

Love of God and ...

P— professionalism

A— accountability

C— commitment

U— unity

C— care

O— outcomes-orientation

A— agility

In our daily activities, we shall be guided by two important principles "Excellencia Y Virtud"

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

ACCREDITATION TEAM REPORT

Name of Institution : University of Baguio  
Address : Baguio City  
Program Visited : Elementary  
Type of Visit : Level II First Reaccreditation Visit  
Date of Visit : November 17-19, 2014

Accrediting Team:

Accreditors	Areas of Assignment
Dr. Corazon A. Quintana	Chairman Philosophy and Objectives Organization and Administration
Mr. Michael Harold Pagsuyuin	Faculty Instruction Laboratories
Dr. Veneranda Sernande	Library
Ms. Norma Montalvo	Student Services Social Orientation and Community Involvement
Engr. Flordeliza Villaseñor	Physical Plant and Facilities

## GENERAL STATISTICAL SUMMARY

University of Baguio  
Elementary  
Level II First Reaccreditation Visit

Division	Title of Division	Average	Weight Value	Weighted Average
I	Philosophy and Objectives	-	-	-
II	Faculty	4.21	5	21.05
III	Instruction	4.29	5	21.45
IV	Library	3.50	4	14.00
V	Laboratories	3.96	3	11.88
VI	Physical Plant and Facilities	3.93	2	7.86
VII	Student Services	4.18	4	16.72
VIII	Social Orientation and Community Involvement	4.15	4	16.60
IX	Organization and Administration	4.00	3	12.00
		Total	30	121.56
		General Average		4.05

## Area I. Philosophy and Objectives

Strengths:

1. To ensure wide and effective dissemination of the vision, mission and core values of the institution, they were printed in its major publications like the college student handbook, faculty and staff manual, administrative manual, and flyers, as well as posted in all offices, classrooms and other strategic locations.
2. The school/department objectives were consistent with and supportive of the vision and mission of the university.
3. The core values of the university were articulated, internalized, and integrated into the subjects and activities of students, faculty members, and non-teaching staffs; thus, guided them in the performance of their duties and responsibilities.
4. A listing of program outcomes was prepared by the department. On the other hand, substantial effort was exerted in planning for and implementing outcomes-based education.
5. Parents and alumni of the university were convinced and recognized the vision, mission, core values, and objectives of the institution by enrolling their children and relatives in the elementary and college departments.

### Opportunity for Improvement

### Recommendation

1. The core values of the university were not reflected in the elementary student handbook.

1. The university core values should be reflected in the elementary student handbook to ensure their effective dissemination to everybody.

## Area II. Faculty

### Strengths:

1. Out of 20 faculty members, 16 of them or 80% pursued master's degree; while three out of 20 or 15% were already master's degree holders, manifesting their commitment to professional development and harnessing their competencies.
2. Strong linkage with professional organizations was seen in the membership of faculty members in at least 10 national and local groups to facilitate their continuous professional development and to keep them abreast with the fast-changing educational landscape.

Opportunities for Improvement	Recommendations
1. Faculty loading was based on seniority and evaluation results.	1. Consider reviewing the faculty loading system to include the area of expertise of every faculty member in assigning teaching loads and to make learning of pupils more meaningful.
2. Revision and review of the curriculum were assigned only to specific teachers who handled the subject matter.	2. Collaboration with and among faculty members must be encouraged in reviewing the curriculum to ensure a curriculum that is dynamic and responsive.
3. Faculty members stayed in the library or in their homeroom during their break time.	3. The recommendation of the previous accrediting team is hereby reiterated to provide a faculty room/faculty lounge for teachers where they could rest during their break time.
4. Research conducted by faculty members was very minimal.	4. Faculty members should be encouraged to conduct researches. Re-orientation and attractive incentives package may be offered to promote the culture of research.

5. The graduate degrees that faculty members pursued were all related to educational administration/management.

5. The graduate degrees of faculty members should be aligned with their fields of specialization to facilitate better instruction and provide an opportunity for career growth.

### Area III. Instruction

#### Strengths:

1. Class size in all levels was less (i.e., 42 at most) than the standard teacher-to-pupil ratio of 1:50, resulting in a more manageable class size and better quality interaction with and among the pupils.
2. Technology was integrated and utilized in the instructional process that promoted a more interesting, interactive and fun-filled contact hours with students.
3. The department provided science classes to grades 1 and 2 pupils; and computer subjects to pupils from grades 2 to grade 6 enabling development of additional competencies, which exceeded the K-12 and BEC curriculum.
4. The Laboratory Elementary School subscribed to external standardized tests (CEM) as bases to formulate instructional goals and programs.

Opportunities for Improvement	Recommendations
1. The four levels of assessment were included only in the quarterly tests.	1. Faculty members should be retooled in the formulation of assessment tasks/tools to take into account the seven facets of understanding and the GRASP model to ensure a more authentic assessment of student learning.
2. Lesson plans and course syllabi in all the classes observed did not bear the signature of the faculty and the principal. However, those that were presented in the exhibits were duly signed.	2. A copy of the official document should be provided to faculty members and personnel concerned to make certain that people involved in the teaching-learning process and those who supervise instruction use the prescribed document.
3. Remedial classes were conducted during the teacher's lunch break.	3. Remediation program may be rescheduled after class to give ample time for teachers to rest and prepare for their afternoon class.

4. The existing six LCD projectors were insufficient vis-à-vis the number of pupils.

4. A system of scheduling on the use of LCD projectors should be adopted; or administration may opt to purchase additional LCD projectors for classroom use.

#### Area IV. Library

##### Strengths:

1. The library conducted regular collection analysis to determine the strengths and weaknesses of the collections. Based on the collection analysis, it was noted that the library collections exceeded the minimum requirements of CHED, indicating that the library had sufficient books for reference.
2. Book rests were available in every table of the library for the use of the students when they read books.
3. Computerized technical processing of books using Follett Destiny Library Manager software was installed for the clientele to locate books faster and make research easier.
4. The Chief Librarian exerted efforts to obtain open access journals, sites and databases to supplement the reading resources for students and for better services to its clientele.
5. Internet services were provided, giving students the opportunity to explore the worldwide web; hence, its clientele were updated with advances in information technology. In addition, the library was a WIFI zone enabling access of students to the internet and to updated information from worldwide sources.
6. Discussion rooms were available in the library for students to discuss their research work; thus, preventing them from making noise inside the library.
7. The library staffs participated in the outreach program where they served Allejo M. Pascalso Memorial National High School (AMPMNHS) at Itogon Benguet. A memorandum of agreement was prepared and signed by both parties as evidence of the outreach activity.

Opportunities for Improvement	Recommendations
1. Professional journals for Information Technology were limited.	1. Subscription to at least five titles of professional journals should be arranged to supplement the reading needs of IT students.
2. The number of support staffs vis-à-vis the number of students was insufficient.	2. The school may consider hiring two additional library staffs to help the professional librarians do the non-professional tasks.

## Area V. Laboratories

### Strength:

1. The computer laboratory remained open after class hours until 5:00 pm to allow pupils to do their research work through the use of the internet.

Opportunities for Improvement	Recommendations
1. The HELE laboratory served as the cooking area, sewing area and practice house of pupils making it too crowded and disorganized.	1. The laboratory may be transferred to a bigger space to accommodate the cooking area, sewing area and practice house. These areas should be properly delineated from one another. Administration may consider separating the cooking area from the practice house.
2. Of the six sewing machines in the HELE laboratory, only one was functional.	2. Regular maintenance check and repair of equipment should be conducted to ensure that equipment and apparatuses are functioning properly.
3. The potted garden was neither properly arranged nor maintained. They were not properly labeled and lacked maintenance.	3. The pots may be reorganized to achieve a semblance of order; while the plants should be labeled accordingly. Pupils and student's organizations could be involved in the maintenance program.
4. The HELE laboratory did not contain the different rooms of the house, which was a must for simulation of household activities and development of home management skills.	4. Consider separating the practice house from the cooking and sewing area so that each room of the house may be allotted ample space.
5. Wet and dry materials for experiments were stored in one cabinet together with potentially hazardous materials. Moreover, there were no labels to identify the materials.	5. Reagents and materials should be properly labeled and stored. Potentially hazardous materials must be kept where pupils could not readily access them.

6. The gas range and stove were placed beside the refrigerator, even as some wall decorations were placed near the stove.	6. Equipment, apparatuses and decorations may be rearranged to save electricity and to minimize if not eliminate fire hazard.
7. The Speech Laboratory was too far from the Elementary Building.	7. The previous recommendation to relocate the speech laboratory to make it more accessible to pupils is hereby reiterated. Innovative approaches to develop, both auditory and oral skills, may be explored by the teachers and administration to develop the communication skills of pupils.
8. The play area was too small to accommodate any pupil who would like to play. Thus, only pupils in kindergarten, grades 1 and 2 were allowed to use the play equipment.	8. Available space should be maximized to provide playground pockets/areas that could be accessed by pupils to help develop them to be well-rounded individuals.

## Area VI. Physical Plant and Facilities

### Strengths:

1. The school provided a well-maintained swimming pool with heater for training and swimming lessons/needs of athletes, students from all levels and employees.
2. Wastes generated around the campus were segregated. Reusable/recyclable materials were collected by service providers; while the residual wastes were disposed by the city garbage truck.
3. Computer laboratories used by the students were regularly upgraded and provided with internet services.
4. The university put up a “postal office” that took care of the postal needs of the academic community, and was also available for public use.
5. The school installed “biometrics machine” to monitor the attendance of all faculty members and employees.
6. Some classrooms and laboratory rooms were equipped with LCD projectors and big projection screens that supported the effective delivery of instruction.

Opportunities for Improvement	Recommendations
1. Laboratory and lecture classes were suspended during a power outage, since the capacity of available generators was not adequate to sustain the school operations.	1. Additional generator sets should be provided to ensure continuous school operations during power outages.
2. Permanent records of graduates and students and office supplies in boxes at the record sections of the Registrar's Office were in disarray.	2. Permanent records of students at the records section of the Registrar's Office should be organized and kept in fireproof storage cabinets for easy retrieval and safe keeping.
3. Student lounges were not available; thus, students stayed along stairways while waiting for their next classes.	3. Student lounges where students could stay during their break time should be provided.

4. The Physics and IT laboratory rooms were too small vis-à-vis the number of students who used them.	4. The size of classrooms and laboratory rooms should be adequate for the number of students who use them.
5. Although CCTV cameras were installed in some areas, there were reported cases of loss of student's personal belongings.	5. Additional CCTV cameras must be installed in strategic locations and monitored by the school marshals for the security of the school community.
6. Comfort rooms were not regularly maintained.	6. Janitors/janitress must be assigned to maintain the sanitation and cleanliness of all comfort rooms.

The different offices implementing the different services are guided by the policies and procedures which are issued through memorandum of services and continuity of operations and leadership.

Administrative offices are mandated to give supplemental services to the students, faculty, staff, and community, thus, basing that they are part of the learning institution, since the university president board consists who function as the leader, director, the responsible for the performance of academics at the local university, is one of the key means of the university can also obtain its credibility and reputation.

For this reason, and especially, because rich opportunities for spreading culture and knowledge to most communities around the world are provided by the local university, it is important to maintain credibility of its academic programs.

The various service development activities of the university are given priority to the university, however, there are challenges of finding right and enough funds in the budget.

#### Opportunities for Improvement

Results of evaluation of the student personnel services were submitted but were not appreciated.

#### Recommendations

Results of evaluation of the student personnel services should be enhanced to improve the quality of student personnel services.

## Area VII. Student Services

### Strengths:

1. Students were provided with rich opportunities for social and cultural growth through co-curricular activities as well as opportunities to develop their leadership qualities; thus, contributing to their well-rounded and integrated development.
2. On-line enrolment system allowed students to enroll anywhere and anytime at their convenience.
3. Payment of tuition fees could be done through the partner banks of the university like Metrobank, Landbank, BDO, Robinson's Bank, RCBC and Union Bank, which not only facilitated payment, but also provided safety to students and parents.
4. Selected alumni were given tuition fee discounts when they enroll in the graduate program of the university.
5. The different offices implementing the student services were guided by the policy and operations manuals, which ensured consistent implementation of policies and continuity of operations despite changes in leadership.
6. A review center was available to give supplementary review programs to students who took the board examinations; thus, boosting their chances of passing the licensure examinations. In fact, the university produced board passers who landed in the top ten places. The very satisfactory performance of graduates in the board examinations was one of the key result areas of the university and clear outcomes of quality instruction.
7. Job fair was conducted annually, providing rich opportunities for graduating students and job-seeking alumni to meet prospective employers and be hired on the spot. Moreover, it also enabled the university to determine the employability of its graduates.
8. The various career development activities of the university for graduating students and alumni prepared them for the challenges of finding a job and adjustment in the workplace.

Opportunities for Improvement	Recommendations
1. Results of evaluation of the student personnel services were tabulated but were not interpreted.	1. Results of evaluation of the student personnel services should be analyzed to provide the management relevant and timely feedback for

<p>The community extension program of the university is a component of the holistic development of the people. It is a community-based program of assessment through responsive extension.</p>	<p>continuous improvement. Institutional evaluation of the different student services may be done, instead of by department, to show the total picture of the effectiveness and efficiency of the services.</p>
<p>2. It was noted that the different manuals, including the policy and operations manuals were not updated.</p>	<p>2. The manuals should be updated to include new or revised policies and/or procedures. In the revision of the manuals, stakeholders may be consulted and/or encouraged to participate in the process.</p>
<p>3. The objectives of the different student services were not well publicized.</p>	<p>3. The objectives of the different student services should be disseminated so they will be known and availed of by the students. In addition, the Student Manual should include the different services offered by the university.</p>
<p>4. While some records were filed inside steel cabinets, inactive student records in the admission and records section were filed in open wooden cabinets; thus, exposing them to risk.</p>	<p>4. Students' records filed in open wooden cabinets must be kept in a more secure location to protect them from fire and other hazards, especially since the room where these records were kept was adjacent to a wooden structure.</p>
<p>5. Student assistants were assigned in the Center for Counseling and Student Development, the Admission and Records Center, and the Human Resource Office.</p>	<p>5. Since the offices concerned kept records that were confidential in nature, student assistants should not be assigned to these offices; thus, must be transferred to other offices.</p>

## Area VIII. Social Orientation and Community Involvement

### Strengths:

1. A more comprehensive development plan for the development plan drawn for the partner communities may be drawn.
2. The community extension program of the university dubbed C.A.R.E.S. (Community Advancement through Responsive Extension Services) had clear vision and objectives aimed toward the holistic development of the partner community. The program components were geared towards making the community self-reliant and independent.
3. Needs-assessment conducted in the community provided inputs as bases for planning and implementing the outreach projects of the school.
4. The university obtained the trust of the communities it served as gleaned from the cooperation, support and participation of community leaders in the various activities implemented in the partner communities, as well as their desire to extend and expand the outreach projects initiated by the school.
5. The various awards, citations and commendations given to the university by its partner communities and other agencies, not only showed the appreciation for its contribution to community development, but also added visibility to the outreach projects.
6. Close coordination was established with government, non-government and other private agencies, which served as additional resources for the effective delivery of services to the partner community.
7. The computer literacy program of the BSIT on basic applications and trouble-shooting qualified at least 10 beneficiaries to take the TESDA national certification examination. In fact, two out of 10 takers passed the examination.
8. During the interview with some beneficiaries of the computer literacy program, it was learned that they were glad that they now know how to use the face book. One of the beneficiaries was very happy that she could now communicate with her daughter who works in Hongkong. Other recipients were able to find employment as an outcome of the computer literacy program.

Opportunities for Improvement	Recommendations
1. It was noted that there was no comprehensive long-term development plan drawn for the partner communities, from where relevant projects could be implemented, monitored and evaluated.	1. A more comprehensive development plan for the partner communities may be drawn to provide the university a blueprint for its different outreach projects and to ensure that projects would be regularly implemented and their continuity ensured.
2. Participation of other members of the academic community in the outreach program was limited.	2. Information dissemination efforts should be strengthened to raise the awareness of those who were not yet involved in the community outreach program.
3. Evaluation data from the outreach projects were neither analyzed nor processed.	3. Results of evaluation should be analyzed, processed and turned into research to provide the university an objective and data-based feedback. The evaluation tool to ascertain the impact of the project to both the beneficiaries and the organizers should be reviewed to make it more objective.
4. It was noted that participation of residents in the projects initiated by BSIT was very minimal.	4. Community leaders may be invited to participate in the annual planning for the outreach projects, not only to make them aware of what the university was doing, but also to give them a sense of ownership of the projects that would be initiated.

## Area IX. Organization and Administration

### Strengths:

1. The “autonomous status” awarded to the university proved its exemplary performance in research, instruction, and community extension as gleaned from the local and international recognitions received by the faculty and students.
2. Administration provided extra financial and health-related benefits, other than those mandated by law like tuition fee waiver, dependents’ benefits, sick leave, and vacation leave that could be converted to cash if unused; professional development benefits like sabbatical leave, fellowship, research grants, service incentive leave, summer pay corresponding to length of service, life insurance, hospitalization benefits, uniform subsidy, and travel allowance, among others.
3. The university implemented a strong and responsive student assistance program that included financial assistance, scholarships, and discounts on tuition fees of beneficiaries.
4. Thesis/dissertation writing assistance, scholarship grants, tuition fee discounts, and research incentives were granted to qualified faculty members and non-teaching staffs.
5. To encourage outstanding performance among the employees, awards and recognition were given to deserving faculty and non-teaching staffs like service award, Fernando G. Bautista award, Rosa C. Bautista award, presidential awards, and outstanding non-teaching personnel award.
6. The university adopted a wellness program for faculty and non-teaching staffs by providing physical fitness activities like aerobics exercises, zumba, yoga, eco-trail and establishing partnership with Ideal Vision Center for permanent employees to avail of optical products.
7. Information dissemination was effective through the use of the university website and electronic bulletin boards.
8. International linkages and consortia with institutions and agencies were established by the university for OJT/Practicum of all students under the different programs for future local and international employment.
9. Transcript of records of graduates was provided with control number and hologram as a security measure.

Opportunities for Improvement	Recommendation
1. The faculty and staff manual (2009) was neither yet revised nor separated.	1. The faculty and staff manual should be revised since there were already new guidelines, policies, and procedures, which could no longer be found in the old manual. The non-teaching manual should be separated from the faculty manual to include only the policies, procedures and guidelines for the staffs as reference in the performance of their tasks.
2. Accumulated data from various offices were not processed into useful information for statistical analysis.	2. Administrators and faculty members should prepare documents to show analysis of the various operations of the program, including mechanisms to evaluate and monitor the plans and activities.
3. Enrolment in a number of programs had decreased.	3. The institutional development plan must include marketing strategies to increase the number of enrollees in some programs.