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#### **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

#### **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 : General Luna Road, Baguio City  
Program Visited : Dentistry  
Type of Visit : Level IV Accreditation Visit  
Date of Visit : November 17-19, 2014

Accrediting Team

Names of Accreditors	Areas of Assignment
Dr. Corazon A. Quintana	Philosophy and Objectives, Organization and Administration, and Criterion VI. Career Planning and Development for Students of the Program
Dr. Georgina Palmario	Faculty, Instruction and Laboratories, Criterion I. Excellent Teaching and Learning Outcomes of the Program
Dr. Veneranda Sernande	Library
Dr. Norma Montalvo	Student Services Social Orientation and Community Involvement Criterion III. Community Service of the Institution and of the Program
Engr. Flordeliza Villaseñor	Physical Plant and Facilities, Criterion IV. Linkages and Consortia of the Institution and of the Program
Dr. Carmen Menes	Research, Criterion II. Research Productivity of the Program Criterion V. Planning Processes Supporting Quality Assurance Mechanisms of the Program

## GENERAL STATISTICAL SUMMARY

University of Baguio  
Dentistry Program  
Level IV Accreditation Visit

Criterion	Title of Criterion	Average	Weight Value	Weighted Average
I	Excellent Outcomes of the Program in Teaching and Learning	4.20	10	42.00
II	Research Productivity of the Program	4.30	10	43.00
III	Community Service of the Institution and of the Program	4.20	10	42.00
IV	Linkages and Consortia of the Institution and of the Program	4.00	10	40.00
V	Planning Process Supporting Quality Assurance Mechanisms for the Program	4.00	5	20.00
VI	Career Planning and Development for Students of the Program	4.20	5	21.00
		Total	50	208.0
		General Average		4.16

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

### Comments/Observations:

#### 1. Pertaining to the Institution

- 1.1. In the formulation of the program goals and objectives, a team composed of administrators, faculty members, staffs, students and other stakeholders was constituted. The outputs were submitted to the president through the vice presidents for review and consideration and for final approval.
- 1.2. To ensure the widest dissemination and implementation of activities geared towards the achievement of the institutional goals and objectives, faculty members were engaged in the formulation of the course objectives, anchored on the program learning outcomes, and on the program educational objectives. The criteria for the expected course learning outcomes were set to reflect all of these in observable and measurable outcome indicators in the syllabi.
- 1.3. Following the institutional format for outcomes-based teaching and learning in the preparation of the course syllabi, the first two pages presented the university VMO, and the college mission, program objectives and core values. The third page showed the program learning outcomes in relation to the program objectives and the course objectives to the program learning outcomes.
- 1.4. The syllabus was completed with the other required components of a detailed course outline, submitted for evaluation to the program chair/subject head and for approval of the dean. Copies of the syllabi were sent to the email addresses of students. During the first meeting, a thorough discussion of the syllabi and the target learning outcomes was conducted with the students. Moreover, students were motivated and were actively involved in planning and implementation of activities intended to achieve the outcomes.

#### 2. Specific to the Program

- 2.1. The institutional philosophy of the university served as basis and guide in the alignment of the vision, mission and objectives (VMO) of the program with that of the vision, mission and objectives of the university.

- 2.2. Varied teaching strategies that linked theories and practice were adopted by the faculty members, to ensure that students will become globally competitive. The teaching models and methods they employed ranged from presentation, demonstration and explanation (PDE); direct instruction (DI); use of text, internet and multimedia; stand-alone thinking activities and strategies; concept and inquiry-based teaching, jurisprudential inquiry; problem-based and cooperative learning. Combination and innovation of these models promoted a balance between teacher-centered and student-directed learning.
- 2.3. Teachers attended seminars and workshops that were university-based, sponsored by government and private agencies and engaged in collaborative learning with faculty members of other institutions.
- 2.4. Processes and methods were adopted for the following purposes: assessment for learning, assessment of learning, and assessment as learning. The Center for Counseling and Student Development conducted formative assessment for students. Similarly, for students entering the first year, battery of tests were administered to assess their verbal and non-verbal skills, IQ and knowledge on science and space relations. Comprehensive examinations were given to upperclassmen to determine their level of competencies in board courses at the beginning of their fourth year, on top of the usual tests, such as major examinations, graded activities, reports and the like required of students.
- 2.5. Results of the tests were utilized by the faculty members in implementing the planned enhancement activities to address the weaknesses of students with the end goal of achieving the objectives of the program.
- 2.6. Valid assessment techniques were utilized, like questions patterned after the board examination questions. Furthermore, teachers used authentic assessment tools in the form of posters, portfolios, models and rubrics for oral examinations and presentations.
- 2.7. The School of Dentistry adopted a well-developed system of monitoring the performance of students and records keeping. It made use of templates, checklists, charts, organizers, rubrics, manuals and rating systems for both academic and clinical dentistry subjects. Evaluation as part of the cycle of learning was conducted regularly for continuous improvement.

- 2.8. Comprehensive case evaluation forms, covering dental and oral cases were developed to check the competencies and skills of clinicians. Every step in the treatment process was closely checked, such that clinicians could not proceed to the next step unless his/her performance could be rated satisfactory.
- 2.9. Periodic evaluation of the progress of students became a regular activity in the college. Consultative assemblies and clinicians' consultative programs, individual or by class, were scheduled every semester. Weaknesses and/or problems encountered by students served as basis for planning the remedial measures for the purpose of improving their performance.
- 2.10. Outstanding performance of the School of Dentistry was reflected in the graduates' performance in the licensure examinations. In fact, a consistent passing rate of 100% had been recorded for several years, a performance higher than the national passing rate, which may be one of the reasons for the increasing number of enrollees of both local and international students. Majority of graduates had set up their own private clinics; while others were employed in government agencies, such as the Armed Forces of the Philippines, Philippine National Police, Department of Education and Department of Health.
- 2.11. The curriculum followed CMO 33, series of 2006 with enhancements towards improvement of the whole program. Recently the CHED technical panel, in cooperation with the Philippine Association of Dental Colleges worked hand in hand with the school to develop a curriculum for dentistry aligned with the K-12 program and consistent with the ASEAN qualifications framework. The school was updated on the developments in the PRC regarding the licensure examinations for dentists, as well as the required entry level learning competencies for dental practice.
- 2.12. Pre-clinical and clinical trainings equipped the graduates with the skills and competencies for the practice of the profession. Hospital dentistry internship and practicum served as venue to correlate and combine all the knowledge and skills and apply the concepts in diagnosis and treatment of hospitalized patients. Community dental health programs exposed students and immersed them into real world situations related to their fields of specialization. All these approaches completed the holistic preparation of graduates of the school.

## Criterion II. Research Productivity of the Program

### Comments/Observations:

#### 1. Pertaining to the Institution

- 1.1 The research program of the institution was closely linked with the research program of the school. Students could articulate the objectives of the research program in relation to the requirements of the curricular program. This was the result of the orientation program for students enrolled in all tertiary level programs.

Research was a requirement for the completion of the program. Critiquing of topics selected for thesis of graduating students was done by a panel of evaluators using the criteria established by the university. However, there were no clear policies and guidelines on the composition and qualifications of the panel of evaluators. The Research and Development Center left it to the various schools to choose the evaluators as well as the mechanics in the conduct of evaluation.

- 1.2 Institutional research agenda was in place. However, not all faculty members were able to concretize this through their research outputs. A number of faculty members were not actively involved in research despite the strong support from the administration. This was validated by the underutilized budget that the university appropriated for its research program in the past five years.

Strong support of administration of the research program could be seen in the provision of a functional research office equipped with the necessary facilities and competent research personnel. Moreover, adequate budget was allocated for research awards, incentives and assistance to students and faculty members who attended and presented papers and posters in research fora and conferences.

Involvement of teachers in research had been removed as a criterion in the merit and ranking system. It was also noted that all researches conducted by the faculty were internally funded. Opportunities for funding, research grants and commissioned researches were not evident in the university.

- 1.3 An editorial review, research ethics committee, statistical and instrumentation review boards were in place, which proved the commitment of the university to ensure the integrity of research. These review board and committee, however, was composed of faculty members coming from the university. Thus, external experts from the community, both industry and academe could help strengthen the review process.

Software to ensure the quality of research reports (e.g. plagiarism detector, grammar checker) was not available.

- 1.4 Research activities of the university were evaluated annually and results were utilized for continuous improvement of succeeding activities. However, the effectiveness of the research program and the competencies of the faculty and students were not affirmed by the improvement of the quality of research outputs of both students and faculty. In fact, internationally accepted standards for publishable articles were not observed.
- 1.5 Publication of scholarly research outputs in refereed, CHED-accredited, indexed journals was not yet part of the culture in the university. Similarly, the editorial policies of UB Research Journal did not include a double blind review process. The composition of the editorial board could be a combination of experts, from different parts of the country and abroad, in various fields of study, as the UB Research Journal is a journal of multidisciplinary research. The journal was not available online; thus, limiting its reach and exposure to the world of scholars as well as for possible citations.

## 2. Specific to the Program

- 2.1 Research studies of the faculty in the School of Dentistry (SOD) led to improvement in the delivery of instruction, extension services, as well as for the benefit of the community concerned. The syllabi explicitly included competencies that student-researchers have to acquire and develop prior to thesis writing.
- 2.2 The research program of the school supported the development of oral health awareness, practices and protection of the community.

Strong collaboration between the Research and Development Center (RDC) of the university and the School of Dentistry was evident. Students availed of the support services provided by the center, which included but was limited to statistical analysis of research data and editing of manuscript.

Selected faculty members presented their research papers in local, regional and national conferences. Financial support for research paper presentations (travel expenses and allowances) was given by the university.

Faculty members did not avail of 'de-loading for research' instead, they opted to avail of payment in the form of honorarium.

- 2.3 Evaluation of proposals and research reports of both students and faculty was conducted regularly. Clear evaluation criteria were in place. However, procedures on the selection of evaluators/critiques were not in place. Furthermore, research proposals of students passed through an ethics review process.

The evaluation was done inside the classroom, as there was no designated research defense room. Evaluators were limited only to the faculty of the School of Dentistry. There were no professional practitioners, experts in methodology and qualified statisticians who participated as panel of evaluators. The direction for evaluators/critiques as well as the mechanics for the conduct of evaluation were neither compiled nor consolidated in the operations manual of the RDC or in the Students Research Manual/Handbook.

- 2.4 Exposure of faculty and academic administrators on current trends and standards in research paper publication was limited. Software to facilitate the review of quality of research outputs was not available. External experts could be invited to help in improving the research culture and scholarly publications of the university.
- 2.5 Selected faculty and students presented their research findings in institutional, local, regional, national and international conferences. Some of them received recognitions and awards. Yet, these papers did not undergo a 'double blind review' processes but were published in the in-house research journal of the university. In addition, these papers were not reviewed by experts and did not meet the internationally accepted standard for publication. Moreover, these papers were not backed by substantial review of literature as gleaned from the minimal list of references.

4.2 The Community Outreach and Development Program (CODE) developed close collaboration with government and non-government organizations to have additional resources in the effective delivery of dental services to the poor community.

4.3 The University regularly coordinates regularly with the relevant government agencies for updating on and evaluation of the specific project activities.

4.4 The University organized the "Day of God's Family", Parish Teacher's Wilson Awarding.

4.5 The University organized children from lower Alego and Bolangao Village. Some received medical checkups, those with free health exception, received free teeth teeth and attended free dental extraction.

2.2 Community outreach programs and activities were determined that served as evidence of all projects that were implemented in the poor community and other nearby barangays.

2.3 A dental clinic together with dental volunteers and furnished by the School of Dentistry. It is open every afternoons for volunteer health workers to take care before the closing of classes. It is also during the purpose of the school week.

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

#### Comments/Observations:

##### 1. Pertaining to the Institution

- 1.1 A work plan served as guide in implementing the outreach programs, projects and activities, which were aligned with the vision, mission and objectives of the university.
- 1.2 An instrument was used by the outreach coordinators to measure the impact of the outreach activities. Evaluations of outreach activities were done annually. However, evaluation results were neither analyzed nor interpreted. Results of evaluation should be interpreted for continuous improvement of the community outreach program/services of the school.
- 1.3 The university outreach coordinator was a fulltime non-teaching personnel. Cash was given to the school outreach coordinators as incentives. In addition, seminars/trainings related to planning were provided to the coordinators to strengthen their competence in the implementation of the outreach program.
- 1.4 The Community Outreach and Development Extension Center (CODEC) established close coordination with government and non-government agencies to serve as additional resources in the effective delivery of outreach services to the partner community.
- 1.5 The university outreach coordinator regularly met with the departmental outreach coordinators for updating on and evaluation of the specific projects/activities.

##### 2. Specific to the Program

- 2.1 The college extended dental services at God's Family, Purok Teacher's Village. Majority of the recipients were children from lower Atab and Kalinga Village. Some recipients availed themselves of free tooth extraction, received free false teeth and attended free seminars on dental care.
- 2.2 Community outreach programs and activities were documented that served as evidences of all projects that were implemented in the partner community and other nearby barangays.
- 2.3 A dental health manual for barangay health volunteers was formulated by the College of Dentistry. The manual was written in Ilocano for volunteer health workers to understand better the contents/guidelines in the document. The purpose of the manual was to

provide the workers an overview of the current dental preventive concepts, better understanding of dental diseases, dental care and facilitate referral of their constituents to key dental personnel.

- 2.4 Barangay officials actively supported the community outreach activities. Recipients of the outreach programs were appreciative of the services extended by the School of Dentistry.
- 2.5 The dental outreach program of the school comprised of oral health services to those living in a remote, depressed and financially needy area, where an oral health care provider was not available.

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

##### Comments/Observations:

###### 1. Pertaining to the Institution

- 1.1. The university sustained its linkages and consortia with at least 19 foreign institutions for students exchange program, English program, research and conferences, exchange of educational resources, and cultural immersions such as: Nagasaki Wesleyan University in Japan; College of Asian Scholars, and Princess of Naradhiwas University, among other universities. For local linkages and consortia, around seven big companies were tapped, such as Johnson & Johnson Phil Inc. for technical and material assistance, scholarship, for OJT and immersion and field work of students.
- 1.2. Faculty members headed by the Linkage Specialist monitored the students in their internship and maximized the use of the laboratory facilities as part of the University International Internship Exchange Student Program by staying for two weeks in the school. The institution ensured the continuity of consortium agreements with international and local institutions and agencies via a MOA/MOU covering the linkages which were renewed regularly.
- 1.3. The LARC and the deans' offices served as coordinating offices of the linkages/consortia. The linkage/consortium office was headed by a director, with the staff as the linkage specialist, review specialist, and alumni specialist. The office coordinated with the dean, subject head, and faculty members in the identification, monitoring, and evaluation of the linkages and consortia.
- 1.4. Linkages and consortia with dental institutions and agencies supported the dental health program for students by providing dental tools, dental trainings/seminars, dental paraphernalia, scholarships and opportunities in presenting researches locally and internationally.
- 1.5. The linkage specialists conducted regular evaluation and monitoring of students exchange in different foster homes. Researches may be conducted using data from the results of monitoring and evaluation for continuous improvement of the program.

## 2. Specific to the Program

- 2.1. Faculty members and students were members of the South East Asia Association for Dental Education and International Association of Dental Research. Locally, the faculty and students were also members of the Philippine Dental Association, Philippine Dental Association - Baguio Chapter, and Philippine Association of Dental Colleges.
- 2.2. Trainings and exposure of students in their dental practice in hospitals, institutions, and centers internationally and locally, made them well-rounded, which contributed to their success in passing the board examinations, winning international competitions, becoming practitioners in different hospitals and in putting up their own dental clinics.
- 2.3. Exposure of the students to community dentistry under the guidance of faculty members was instrumental in motivating them to join community outreach services and win local and international dental competitions. However, a faculty exchange program may be considered in the future plans for linkages and consortia of the institution and of the school.
- 2.4. Only 13 students were recipients of the exchange students programs, with seven students from Korea, Japan, and Thailand since 2011. The LARC office should conduct re-orientation for faculty, students and parents on the goals, objectives and desired outcomes of the exchange students program.

## Criterion V. Planning Processes Supporting Quality Assurance Mechanisms for the Program

### Comments and Observations

#### 1. Pertaining to the Institution

- 1.1 Management planning was an annual activity, supported by the executive committee (composed of the president and the various vice presidents), the academic council as well as the heads and directors of the various support groups.
- 1.2 The strategic plan of the university was reviewed vis-à-vis the consolidated accomplishment reports submitted by the deans, heads and directors. During the management planning, a strategic action plan was prepared to address the issues/concerns. The results of the management planning were communicated by the deans to the program chair, chief of clinics, coordinators for research, review, community, sports, and adviser of students' organization and other members of the faculty during the monthly meetings. Feed back and suggestions were given by the faculty members from the earlier meetings. Strengths, weaknesses, opportunities and challenges were reviewed and determined through consultations and discussions during faculty meetings. Advisers of students' organizations required the officers to submit semestral accomplishment reports to the Office of Student Affairs. The opinion of faculty members and students became a vital part of the planning process.
- 1.3 The long-term logical framework of the institution, containing the various key result areas/areas of evaluation like student development, faculty development, etc. were based on its vision, mission, objectives and core values.
- 1.4 The institutional development plan did not include a rationale describing the major purpose/s of the strategic development plan. How the activities, projects, and programs of the old plan would transition into the new plan was not clearly documented.
- 1.5 Proposed major changes in administrative and academic policies were brought to the attention of the academic council. Deliberations on the merits of proposed changes were done and approved.
- 1.6 The continuous quality improvement process was not thoroughly discussed in the self-survey narrative report. Moreover, the elements of the CQI process were not identified.
- 1.7 Document did not show how the external constituents participated in the development of the program educational objectives, program outcomes, assessment, and evaluation. Participation of external constituents, such as alumni, employers and industry partners in

the review and revision of the program educational objectives, program outcomes, assessment, and evaluation should be encouraged.

## 2. Specific to the Program

- 2.1. Responses to guide questions in the self-survey narrative report did not clearly articulate the purpose, deployment of the strategic plan, assessment and monitoring process, and outcomes. The documents failed to identify the short and long term goals and objectives.
- 2.2. The self-survey narrative report did not indicate measurable performance indicators. Thus, corresponding measurable performance indicators could be established by process owners, as basis to determine the degree of achievement of the goals and targets.
- 2.3. An annual budget was prepared to ensure adequate financial and other resources for the accomplishment of the institutional development plan. Academic and non-academic administrators were guided by the approved budget.
- 2.4. Performance of students and graduates of the program was outstanding. This could be gleaned from the various awards and recognitions received by the students in local, national and international research competitions; interschool competitions; local, national and international co-curricular and extra-curricular competitions; and high performance in the board exam, etc.

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

### Comments and Observations

#### 1. Pertaining to the Institution

- 1.1. The career planning and development program of the university was extended to students through the combined efforts of the Center for Counseling and Student Development, the Office of Student Affairs, Linkages Alumni and Review Center, Admission and Records Center and the Office of the Dean. This collaboration facilitated the implementation of the various career development programs.
- 1.2. Various career guidance activities like career counseling, career seminars, on-the-job training orientation, testing and preventive guidance classes focusing on personality development, resume' writing and developing job interview skills emphasized experiential learning where students could connect classroom learning with their experiences in the world around them.
- 1.3. The Center for Counseling and Student Development introduced students to their new environment through the social orientation classes as well as the annual orientation. This activity intended to jumpstart the career development program of students.
- 1.4. Student development facilitators conducted individual and group growth sessions to facilitate better self-understanding and adjustment of students to their social and academic environment.
- 1.5. The international exchange student program of the university exposed students to global academic learning experiences and work environment.
- 1.6. The annual job fair helped students connect with potential employers.
- 1.7. The Center for Counseling and Student Development formulated clear policies and guidelines on career development and placement services that served as a blue print on career counseling, systematic contact with alumni and job placement opportunities.
- 1.8. The university had defined clearly its identity and placed competence, integrity and service as hallmarks of a UB graduate. Student development programs were anchored on these identity and hallmarks.
- 1.9. The Center for Counseling and Student Development formulated an annual work plan for the career development program, which reflected the key result areas and key

performance indicators. However, there was no evidence that an impact (outcome) study was done to assess the results of these initiatives.

- 1.10. Annual accomplishment report was prepared indicating the status of the work plans. However, the results of this monitoring process were not used for continuous improvement.

## 2. Specific to the Program

- 2.1. The college provided series of orientations to both pre-dentistry and dentistry proper students to keep them informed and guided on the requirements for their profession. Moreover, they were encouraged to participate in various co-curricular activities to enhance their social and other intelligences.
- 2.2. Student development facilitators in the Center for Counseling and Student Development conducted individual and group counseling sessions to promote better self-awareness and understanding of students in preparation for the challenging work environment.
- 2.3. The performance of graduates in the licensure examinations exceeded the national passing average. However, a study was not conducted to correlate the performance of graduates in the board examinations and the career development program of the college.