

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

ACCREDITATION TEAM REPORT

Name of Institution : University of Baguio
Address : Baguio City
Program Visited : Bachelor of Arts in Mass Communication
Type of Visit : Preliminary Visit
Date of Visit : October 7 - 9, 2019

Accrediting Team:

Name of Accreditors

Areas of Assignment

Dr. Esther B. Vedaña

Chairman
Philosophy and Objectives
Organization and Administration

Dr. Pedrito Jose V. Bermudo

Faculty
Instruction
Laboratories

Dr. Eric Matriano

Research

Ms. Caroline Castillo

Library

Mr. Aldwin R. Jose

Student Services
Social Orientation and Community Involvement

Engr. Anne Marie M. Lagmay

Physical Plant and Facilities

GENERAL STATISTICAL SUMMARY

University of Baguio
Bachelor of Arts in Mass Communication
Preliminary Visit

Division	Title of Division	Average	Weight Value	Weighted Average
I	Philosophy and Objectives	3.88	3	11.64
II	Faculty	3.73	3	11.19
III	Instruction	3.69	4	14.76
IV	Laboratories	3.82	3	11.46
V	Research	3.55	3	10.65
VI	Library	3.89	3	11.67
VII	Student Services	3.90	3	11.70
VIII	Social Orientation and Community Involvement	3.88	3	11.64
IX	Physical Plant and Facilities	3.91	2	7.82
X	Organization and Administration	3.91	3	11.73

Total 30 114.26

General Average 3.81

Area I. Philosophy and Objectives

Strengths:

1. The internalization of the vision and mission of the university and the commitment and dedication of the administrators, faculty, and staff were evident in their support for the various programs of the institution.
2. To ensure their wide dissemination, the vision, mission, and objectives (VMO) were printed in the official documents like manuals and syllabi and were posted in strategic places, bulletin boards, and websites.
3. Faculty members, non-teaching staffs, and students showed a high sense of pride and a strong sense of identity as members of the academic community.
4. The colleges crafted their respective objectives in support of the VMO of the university. These objectives were clearly stated in their documents that clearly defined their purposes.

Opportunities for Improvement	Recommendations
1. The program educational objectives (PEO's) were not reflected in the various documents of the colleges.	1. The PEO's should be clearly stated in the various documents of the colleges, to ensure the awareness of the faculty and students of the competencies that the latter should attain a few years after graduation.
2. Evidence of evaluation of the vision and mission of the university and of the colleges, as well as the PEO's were limited.	2. Administration should prepare a comprehensive documentation on the evaluation of the vision and mission of the institution and of the program, as well as the PEO's. The results of evaluation could be used as bases in preparing strategic/action plans supportive of the philosophy and objectives of the university.
3. A study on the stakeholders' acceptance of the VMO was not conducted.	3. A study pertaining to the stakeholders' acceptance on the VMO should be conducted, to ascertain their attainment.

Area II. Faculty

Strengths:

1. It was noted that two out of five faculty members handling the professional courses had doctoral degrees, while three had master's degrees. Thus, they were highly qualified to handle the courses assigned to them.
2. Around 80 percent of faculty members handling the professional courses and 100 percent of faculty members handling the general education courses worked on a full-time basis. This enabled them to provide sufficient time to monitor their students and support the activities of the department.
3. Most of the faculty members were media practitioners; thus they had rich experiences to share with their students in their respective areas of specialization.
4. Faculty members were active affiliates of their respective professional organizations, thus keeping them updated on the current developments and trends in their respective fields of specialization and the industry.
5. Faculty members attended regularly trainings, seminars, and workshops, as part of their continuous professional development.
6. Faculty members were engaged in professional activities, e.g., consultancy, speakers in conferences, industry immersion, and partnerships.

Opportunities for Improvement	Recommendations
1. Faculty members had minimal research outputs.	1. Aside from giving incentives to research studies of the faculty, the college may encourage the conduct of joint faculty-student research studies. Through this, faculty members could empower the students to conduct publishable articles using the IMRAD format.
2. The School of Teacher Education and Liberal Arts (STELA) did not have a research journal where faculty members could publish their research outputs.	2. STELA should initiate and spearhead the publication of a research journal for its various programs, to serve as a venue for publication of research studies of the faculty.
3. Results of evaluation of co-curricular activities of students were neither analyzed nor interpreted.	3. The evaluation results of co-curricular activities should be analyzed and interpreted. Actions either for enrichment, sustainability, or reinforcement should be

	then applied.
4. Utilization of library resources by the students was minimal.	4. Students should maximize the use of library and other learning resources by requiring them to do library research studies, i.e., journal article reviews, etc.
5. It was not evident that students and parents were oriented on the grading system and computation of grades by the faculty.	5. Attendance of parents, together with the faculty and students, in the orientation on the grading system and computation of grades should be documented properly for future reference.

Area III. Instruction

Strengths:

1. Students were articulate and proficient in communicating in English, which made them highly competitive in the industry, clear outcomes of quality instruction.
2. On-the-job training (OJT) course was supervised by a practicing journalist who had various linkages with different media platforms, thus ensuring the strong training and future employment of some graduates.
3. Smaller classes ranging from 15-25 students were conducted for better class interaction, training, and maximum utilization of facilities and equipment.
4. Extended use of laboratories was practiced, to ensure that students could cope with the requirements of professional courses.
5. Performance-based tests were effectively used, as shown by various production outputs of students, aligned with the requirements of industry.

Opportunities for Improvement	Recommendations
1. The validity and reliability of some rubrics that were used to evaluate and assess the students' outputs were not proven.	1. Validity and reliability of the rubrics should be ensured, to be objective in assessing the performance of students.
2. Correlation studies on students' performance, to measure the quality of instruction were not done.	2. Correlation studies between the academic performance and internship performance of students could be conducted, to assess the quality of instruction.
3. Some syllabi for professional courses contained outdated references.	3. References reflected in the syllabi should be copyrighted within the past five years, to ensure that students would be updated on the recent trends and developments in the field of specialization.
4. Review and revision of syllabi were not documented.	4. Proper documentation of the review and revision of the syllabi should be maintained for future reference.
5. Analyses and interpretation of the results of the classroom observations were not available.	5. Results of classroom observations should be analyzed and interpreted, to serve as bases for coaching and mentoring of the faculty or

	for the revision of the faculty development program.
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Area IV. Laboratories

Strengths:

1. The college had state-of-the-art laboratories for print and broadcast courses, such as TV production studio, radio booth, recording booth, master control room, and electronic media room, hence providing strong support to instruction.
2. A sophisticated digital broadcast facility for TV and film production works was available, which enriched the learning experiences of students.
3. Laboratory equipment and facilities were updated regularly as seen in the inventory, hence ensured that the academic requirements of students would be met.
4. A system was in place for the request of purchase of equipment, repair and maintenance, and borrowing by students.

Opportunities for Improvement	Recommendations
1. The laboratories that housed the various facilities and equipment for broadcast and film were too small and congested, thus could not accommodate the growing number of students.	1. To accommodate the growing number of students, management may relocate the various laboratories to the newly constructed building.
2. The computer laboratory had poor ventilation. Moreover, some computers therein needed upgrading.	2. The ventilation in the computer laboratory should be improved by installing exhaust fans. Likewise, some computers should either be upgraded or replaced, to support instruction.

Area V. Research

Strengths:

1. Stakeholders crafted a research agenda for discipline-based studies based on the National Higher Education Research Agenda (NHERA) and National Unified Health Research Agenda (NUHRA). Priority areas for institutional, as well as accreditation-related research studies, were identified.
2. The Research and Development Center (RDC) formulated policies and operations manuals for the guidance of student and faculty researchers.
3. A university research board was organized, composed of the institutional research committee (IRC) and institutional ethics review committee (IERC), to formulate the policies and guidelines governing the development and conduct of quality research projects.
4. Technical assistance and financial incentives were provided to the faculty, to promote the culture of research and to encourage them to publish and present their outputs in national and international fora or publications.
5. A pool of experts was tapped to review the research outputs, to ensure their quality and adherence to ethics of research. Moreover, data processing and analysis were facilitated by the RDC, to ensure the integrity and protection of scholarly projects.
6. Research dissemination was done regularly through in-house colloquia, peer-reviewed publications, and research presentations.

Opportunities for Improvement	Recommendations
1. Research capability/skills enhancement seminars, trainings, and workshops for faculty, support staffs, and students were very limited.	1. Regular research capability/skills enhancement seminars, trainings, and workshops for faculty, support staffs, and students should be organized by the RDC.
2. Only a few faculty members and support staffs were engaged in research. Likewise, research outputs that were published in national/international refereed journals or online journals were minimal.	2. Faculty and support staffs should be encouraged to conduct research annually and publish their outputs in refereed journals. To further motivate them, management may review and enhance the research incentives and may incorporate research and publication projects in the list of functions and duties of administrators, faculty members, and support staffs.
3. Research was not considered as criterion in the hiring, ranking, and promotion of support	3. Research should be considered as criterion in the hiring, ranking, and promotion of faculty

staffs.	members and support staffs, to further encourage them to conduct research studies.
4. Research findings were neither disseminated nor utilized.	4. Research findings should be disseminated for utilization purposes. Furthermore, RDC may provide mechanisms to utilize, implement, and monitor the research outputs, to help improve instruction, extension, and the institution/sector that would benefit from the results.
5. Tracer studies were not conducted.	5. The college should conduct tracer studies, which could cover the employability of graduates, employers' satisfaction, analysis of test scores, effectiveness of the practicum program, and satisfaction survey, among others, for continuous improvement.
6. Policies and guidelines governing research production and publication of students, faculty, and support staffs needed to be reviewed.	6. To further motivate researchers to engage in research, the existing policies governing the awarding of research incentives (i.e., monetary or non-monetary) to those who would present their papers in national or international conferences, publish their research outputs, and produce innovations for patents should be reviewed and enhanced.
7. Collaborative or commissioned research studies from government agencies, private institutions, community, and industry-partners were very limited.	7. Administration may intensify its efforts to forge partnerships and linkages with government agencies, private institutions, community, and industry-partners, for collaborative research projects. Community and industry-based research studies, to bridge theories and practice should be conducted.
8. Faculty members and support staffs had limited skills in analyzing and interpreting qualitative data.	8. Faculty members and support staffs should be given trainings and workshops in analyzing and interpreting qualitative data. RDC should use the available software for qualitative data analysis.
9. The number of research experts or research	9. The number of faculty and support staffs who

committee members was limited.	serve as research experts or research committee members should be increased through training, coaching, or mentoring.
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Area VI. Library

Strengths:

1. The library exceeded the required number of full-time licensed librarians who were tasked to develop, organize, and maintain the collections and provide effective services to meet the needs of its clientele.
2. Subscription to electronic resources, such as EBSCO database, World Book Online, Gale Academic, and Philippine Electronic Journals (PEJ), was available and accessible as an additional supplement to support the research and academic needs of students and faculty members.
3. The library published its newsletter called SILEW: Torch of Knowledge that showed the accomplishments, book acquisitions, statistics, research studies, and activities initiated by the department.
4. Outreach services were provided to the partner school, which included donate-a-book project, as well as basic technical services were extended, which were governed by a memorandum of agreement (MOA) between the university and the partner school.
5. An archives section was established in the library, which was continually maintained, to preserve the significant collective memories of the university.

Opportunities for Improvement	Recommendations
1. Faculty members were not fully aware of the existence of the faculty-library committee. Furthermore, they were not oriented properly on their duties and responsibilities as members of the committee.	1. The library should conduct meetings among the faculty members, to discuss their roles and responsibilities and to develop and implement various learning strategies that would stimulate the interest of students. Moreover, a book evaluation tool may be developed for the review of the book description, contents, style, quality, meaning, and relevance before they would be added to the library collections.
2. User instruction and information literacy programs on the use of library resources and services were limited.	2. The library personnel, in partnership with the library development committee, should conduct more information literacy programs, as part of continuous instruction of the library. This should cover lectures on proper bibliographic in-text and reference citation, to help students become knowledgeable in citing reliable sources and crediting information, while utilizing the available references in the library.

<p>3. Library collections, particularly updated titles for professional courses, were limited. Moreover, the audio-visual materials and other multimedia collections were inadequate and were not fully utilized by faculty members and students.</p>	<p>3. The following measures should be considered:</p> <p>3.1. The library should continuously acquire professional books, to support the teaching, learning, and research requirements of students and faculty members.</p> <p>3.2. 20% of the collections, except Filipiniana, should be copyrighted within the past five years.</p> <p>3.3. Faculty members should be provided a complete list of audio-visual and multimedia materials.</p> <p>3.4. Faculty members should be given training on the use of audio-visual equipment, to encourage the utilization of educational technology.</p>
<p>4. Only 3.49% of the library resources were utilized by the students during AY 2018-2019. Likewise, results of the customer satisfaction survey conducted in the previous years were neither analyzed nor interpreted.</p>	<p>4. Students should maximize the use of library resources. Moreover, regular conduct of customer satisfaction surveys should be done, to determine not only the strengths of the library, but also its opportunities for improvement.</p>
<p>5. The library also served senior high school students, which affected the learning and resource utilization of tertiary students.</p>	<p>5. A separate library for senior high school students should be provided, to accommodate their specific needs. This would ensure that tertiary students could fully utilize their own library resources in an environment that is conducive to learning.</p>
<p>6. The library operations manual was not comprehensive. Likewise, a collection development plan was not prepared.</p>	<p>6. The library manual should be reviewed to include, among others, instruction program for reader's services, weeding procedures and reports, staff development program/plans, promotions and marketing program, outreach/extension program, linkages and research. Likewise, a collection development plan should be prepared, to</p>

	ensure balance and quality of the collections.
7. The physical set-up of the library needed improvement.	<p>7. The physical set-up of the library should be improved, particularly by implementing the following:</p> <ul style="list-style-type: none"> 7.1. adequate space to house the growing collections, reading area, shelves, and storage areas 7.2. an exclusive stock room that is properly maintained 7.3. provision for appropriate computer tables 7.4. re-arrangement of the shelves for safety and security of the library materials 7.5. improvement of the lighting facilities in the FGD library 7.6. RF reader for efficient monitoring of the statistics for incoming readers 7.7. a suitable faculty area, and 7.8. relegated area for rare books

Area VII. Student Services

Strengths:

1. Students manifested a high level of self-esteem and fulfillment as members of the academic community due to the quality of instruction they received and the different activities conducted by the university. Moreover, family culture was a strong factor among the faculty and staffs for them to stay and commit to the institution for a long time.
2. Non-teaching personnel were sent to conventions, trainings, and conferences of different organizations for their professional growth. This gave them a venue to update their skills and competencies in the profession.
3. Collaborative efforts between the faculty and non-teaching staffs was evident in addressing the needs and concerns of the students.
4. Strong scholarship programs, which offered financial assistance to less fortunate but deserving students, were made available, wherein 2,799 or 34.39% out of 8,139 college student population availed themselves of these scholarships.
5. Evaluation and monitoring mechanisms were adopted, to assess and ensure the effectiveness of the student services units.
6. The Center for Counseling and Student Development (CCSD), through its information services, provided enrichment programs, self-awareness and discovery, interests and updates on current issues that promoted the holistic development of students.
7. To encourage outstanding performance among the employees, students, leaders and achievers, due recognition was given through the Office of Student Affairs Office program- Parangal UBian.
8. Student organizations and activities monitoring system (SOAMS) was established, to ensure fast and easy access and to facilitate submission of documents online among students' organizations.
9. Students were encouraged to participate in local, regional, national, and international competitions, thus providing them avenues to become more competitive in different areas of expertise.

Opportunities for Improvement	Recommendations
1. Research studies pertaining to student services were limited.	1. The student service units should conduct research studies using the available students' data. Collaboration among the teaching and non-teaching employees could be done, to strengthen the culture of research. Moreover, research findings may be utilized, to improve the policies and services of the university.

2. The number of licensed guidance counselors was not enough to serve the needs of students.	2. Additional licensed guidance counselors should be hired, to serve the needs of the entire student population.
3. Inconsistencies in the implementation of the duties and responsibilities of the security personnel were noted.	3. The security personnel should be consistent in the implementation of their duties and responsibilities, to avoid confusion among students.
4. The library had limited staffs.	4. Additional student assistants may be employed, to assist the library personnel in some of their functions.

Area VIII. Social Orientation and Community Involvement

Strengths:

1. Administration was very supportive of the community development program of the institution, from the planning phase to coordination, implementation and evaluation.
2. UB CARES (community advancement through responsive extensive services) program was committed to its mission of providing outreach activities with the components, such as adopt-a-barangay project, adopt-a-park project, adopt-a-school project and others. These were evident in the livelihood, health, literacy and security and safety programs being implemented in the different partner communities of the university.
3. The budget allocation of the university ensured the financing and implementation of the outreach projects.
4. Positive attitude of community officials in the partner communities facilitated the integration of the academic community.
5. The university made its facilities and resources available to the beneficiaries in the partner communities for seminars and trainings.
6. Awards and recognitions were given to the institution for its community extension services in the partner community and in other communities that it served.

Opportunities for Improvement	Recommendations
1. The livelihood projects lacked constant monitoring and follow up, to check their sustainability.	1. Measures to ensure the sustainability and profitability of the livelihood projects should be adopted and implemented, through constant monitoring and follow-up.
2. Noted was the low turn-out of participant-beneficiaries in the outreach activities.	2. Logistics in going to and from the community should be improved. Furthermore, the programs should be more collaborative at every stage (i.e., from conceptualization to implementation and evaluation). Through this strategy, the various sectors would develop a sense of ownership, which would make them more participative.
3. Students had limited participation in the outreach projects of the university.	3. The university should employ measures to encourage the students to participate in its outreach projects.

Area IX. Physical Plant and Facilities

Strengths:

1. Campus-wide free wireless fidelity (Wi-fi) access was made available to students and faculty members, thereby supporting the teaching-learning process through efficient access to updated information from worldwide sources.
2. Internet access was widely available in the computer laboratories, e-learning laboratory, and library of the university.
3. Automated teller machines (ATM) were set up within the campus, for the banking convenience of the academic community.
4. A university-wide security system was set up, through the deployment of marshals in every gate or entrance of the campus. Moreover, CCTV cameras were installed, safety signages were posted in conspicuous places, and safety orientation was conducted during the opening of classes.
5. Partnership was established with Enviro Care, as the authorized hauler of hazardous wastes of the university. Moreover, the materials recovery facility of the university was well-kept, and residual and hazardous wastes were stored in separate containment bins, to ensure environmental protection.
6. Well-equipped multimedia laboratories and broadcast equipment and facilities were made available, for the practical learning experiences of students.

Opportunities for Improvement	Recommendations
1. Noted was the lack of systematic process in the evacuation procedures during emergency situations. Furthermore, emergency evacuation sites for calamities, earthquakes, and other disaster situations were insufficient, since these were currently used as parking spaces.	1. Management should provide adequate evacuation space for the academic community. All employees and students must be made aware of their designated evacuation areas.
2. The paint of pedestrian lanes on Assumption road along the vicinities of the Centennial Building and AMS/RCB Building had faded. Traffic safety signs were also limited.	2. Repainting of the pedestrian crossing in the campus vicinity should be done. Traffic safety signs reminding vehicle drivers to slow down must be placed properly to prevent untoward traffic accidents.
3. Satisfaction survey on the use of physical facilities was not administered among the students, faculty, staffs, and alumni.	3. Satisfaction survey on the facilities should be administered periodically among the students, employees, and alumni to assess their satisfaction level. Analysis and

	interpretation of the survey results should serve as bases for the continuous improvement of the facilities.
4. Drinking facilities for students were inadequate, especially in the upper floors of most buildings.	4. Sufficient and accessible potable water facilities must be provided in all floors of all buildings. Moreover, regular standard potability tests should be conducted, i.e., bacteriological examination at least every six months, and chemical examination at least every 12 months.
5. A paging system was unavailable.	5. A functioning paging system should be made available for vital emergency broadcasts and urgent announcements.
6. The CCTV monitoring system located in the library at the Centennial Building was not functioning. Likewise, the security monitoring centers of the CCTV system were housed in sub-offices and were potentially exposed to unauthorized viewing by students and personnel.	6. The following actions should be considered: 6.1. regular preventive maintenance for the CCTV monitoring system should be conducted, to ensure the security of the library collections and the proper use of the library premises. 6.2. Management should designate a centralized security center, to house all the CCTV camera monitors, manned by authorized security personnel. 6.3. Regular maintenance scheme of the CCTV system should be incorporated into the preventive maintenance program of the university.
7. The illumination in some offices and faculty rooms were below the standards.	7. The illumination in all classrooms, laboratories, workplaces, and academic facilities should be monitored vis-a-vis its compliance with the standards. Artificial lighting with louvered fluorescent should supply a minimum of 25-foot candles in darkest areas.

8. The number of functional elevators was limited. Likewise, floor level markings on areas near the staircase and elevators were not provided.	8. Sufficient working elevators should be provided for the use of faculty members and students. Preventive and corrective maintenance should be systematized. Moreover, floor level signages should be posted on the staircase landing and elevator areas.
9. Some classrooms lacked resources, such as LCD projectors and armchairs, as essential learning tools and electric fans for adequate ventilation.	9. To enhance the learning environment, classrooms should be provided with sufficient number of tables and chairs and LCD projectors or platforms for e-learning. Likewise, lecture rooms and laboratories should be well-maintained and adequately ventilated.

Area X. Organization and Administration

Strengths:

1. Faculty members and staffs were very committed and loyal to the institution, as gleaned from the number of years they had served the university. Family culture was practiced and observed prominently in the campus.
2. Apart from the benefits mandated by law, the management provided several fringe benefits, such as employee and dependents scholarship, birthday leave, earned leaves units convertible to cash (sick, incentive and vacation leaves), which encouraged efficiency and productivity among them.
3. Program design was adopted by the university, which guided the proponents in planning programs and activities of the department and institution and ensured the use of appropriate evaluation and monitoring tools.
4. Quality assurance office was established to develop, implement, monitor, and evaluate the mechanisms for quality initiatives and management systems.
5. Innovations were introduced in the classrooms, laboratories, and other facilities, to keep the academic community updated on the trends and developments in the fields of specialization.

Opportunities for Improvement	Recommendations
1. Research outputs among the faculty members were minimal.	1. More research studies should be conducted by the faculty related to their fields of specialization.
2. The institution did not have a comprehensive development program for the management, faculty members and staffs.	2. A comprehensive management, faculty, and staff development program should be prepared, to ensure the professional growth of the workforce.
3. Records in the Registrar's Office were prone to fire hazard.	3. Students' records should be kept secured and free from fire hazard.
4. A clear system for budget analysis, preparation, and financial review was not available.	4. A clear system for budget analysis, preparation, and financial review should be established.
5. Ranking and merit system were not established.	5. Ranking and merit system should be adopted for all employees, for them to feel more secure and in their employment status and

	encourage professional growth among them.
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