



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

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Core Values: Guided by the love of God...

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August 6, 2018

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**ENGR. JAVIER HERMINIO BAUTISTA, MBA**

President

University of Baguio  
Baguio City

Dear Engr. Bautista:

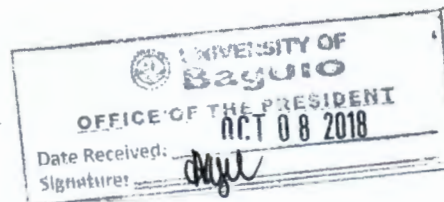
We are pleased to send herewith a copy of the accreditation team report covering the level IV first reaccreditation visit of the Bachelor of Elementary Education of your school.

The Bachelor of Elementary Education 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 Bachelor of Elementary Education 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.**  
Executive Director



08-06-18

NBN-Rev. 0

ICTC-Ver. 0

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**UNIVERSITY OF BAGUIO**

**Baguio City**

**Bachelor of Elementary Education**

**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 : Bachelor of Elementary Education  
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. Paz Lucido	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  
Bachelor of Elementary Education 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 30 145.14

General Average 4.84

## GENERAL STATISTICAL SUMMARY

University of Baguio  
 Bachelor of Elementary Education 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
		<b>Total</b>	<b>50</b>	<b>237.25</b>
		<b>General Average</b>		<b>4.74</b>



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

### Comments/Observations:

#### 1. Statement of Purpose

- 1.1. All the program educational objectives (PEO's) were grounded on the philosophy of the university, i.e., committed toward providing balanced education by nurturing academic excellence, relevant social skills, and ethical values among the students.
- 1.2. The college maintained the quality of instruction and a level of excellence through accreditation and re-accreditation by the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA).
- 1.3. As a result of its excellent outcomes along instruction, research and community extension, the institution was awarded autonomous status by the Commission on Higher Education (CHED) in 2009.
- 1.4. The college was recognized as a top performing school in the licensure examinations for teachers (LET) by the Professional Regulation Commission (PRC). Furthermore, it had been acknowledged as a center for training for the certificate and in-service programs of the Department of Education (DepEd).

#### 2. Program

- 2.1. The PEO's were reflected in the syllabi, which were distributed to students and/or posted in online communication platforms (i.e., Edmodo, messenger, etc.) at the beginning of each semester. Faculty members discussed with their students the course objectives vis-à-vis the specific topics and planned activities. Furthermore, the syllabi were checked by the dean and the program chair, to ensure the alignment of target learning outcomes with the planned activities and performance of students.
- 2.2. A general orientation on the vision, mission, and objectives (VMO), policies, and activities of the school was held for all students. Moreover, classroom orientations were conducted to discuss further the policies and activities for each course.
- 2.3. Involvement of students was encouraged during planning activities. Activities of students' organizations were guided by the VMO and were subject to the approval of the dean and the program chair. Furthermore, the planned activities were discussed between the Sangguniang Barangay (SB) advisers and the students' organizations to avoid duplication of services.

- 2.4. The Student Affairs Office encouraged the faculty to join professional organizations related to their fields of specialization, thus keeping them updated on the trends and developments in the profession.
- 2.5. The consultation program featured the strong involvement of the faculty, particularly in the provision of consultation assistance/services to students.
- 2.6. The career development program provided an opportunity for students to enhance their competencies. Furthermore, the research office collected and processed data to improve and establish clear linkages with the dean of the college for the formulation of an integrated career planning program.

### 3. Evaluation and assessment

- 3.1. SWOT (strengths, weaknesses, opportunities, threats) analysis was utilized to analyze the status of instruction. Moreover, benchmarking of best practices and performance of other reputable institutions, as well as national and international reference points were taken into consideration for the continuous improvement of instruction.
- 3.2. Program chairs visited selected industry/community partners and agencies to measure in a comprehensive way the outcomes of action plans in relation to the OJT program. Evaluation tools were designed by the program chair with the assistance of the Research and Development Center (RDC).
- 3.3. Faculty members and students were involved in the evaluation of activities. An evaluation committee was established to collate results, to analyze them and to present them during the faculty meetings. Likewise, changes, updates, and improvements arising from evaluations were summarized and presented during orientation and consultation sessions. Furthermore, the pre-service seminar for faculty members entailed strategic planning and collective efforts to produce the best plan and results.
- 3.4. Teachers were responsible for diagnosing the entry behaviors of students in the domains of knowledge, skills, and attitudes (KSA) at the start of the academic year. The following schemes were adopted:
  - 3.4.1. Long quizzes were used to assess students' learning, prior to the introduction of new lessons;
  - 3.4.2. Summative techniques like examinations, research assignments, project presentations, skills demonstrations, portfolios, etc. were utilized to measure the degree of attainment of the desired outcomes.



3.4.3. Rubrics were used to grade the students' outputs and performance.

3.4.4. Student teachers took battery examinations to measure their English proficiency and teaching aptitudes.

3.5. Consultations with the faculty served as a tool to assess the academic and attitudinal needs of students. It was noted that students with problematic attitudes were referred by the faculty members to the program chair and the dean, and later to the Center for Counseling and Student Development (CSSD), for guidance and counseling.

#### 4. Continuous improvement

4.1. Academic records of students were monitored to ensure the optimization of their time to graduate within four years. Students who failed 70% of the total number of enrolled units were given academic warning and were only allowed to enroll with a reduction of their load in terms of the number of units.

4.2. The faculty implemented outcomes-based assessment (OBA) to improve the teaching and learning process. Likewise, students were made aware of the learning outcomes and were subjected to interventions, such as peer-coaching and peer-tutoring activities.

4.3. The desired competencies of students were attained through frequent field exposure. Furthermore, students were able to experience work simulations and to apply theories in situations, approximating the real professional and workplace practices.

4.4. Systematic evaluation was conducted and processed regularly. Continuous improvements were implemented at the program level through the dean and faculty members. Moreover, the academic council was informed of such changes and the justifications thereof.

#### 5. Outcomes

5.1. Attainment of teaching and learning outcomes was evident in the performance of graduates in the licensure examinations (i.e., 51.49%) which was higher than the national passing percentage (i.e., 32.93%) from 2013 to 2017.

5.2. Certain measures and innovations were introduced to enhance further the performance of graduates in the licensure examinations. For instance, the college provided consultation services, administered mock examinations, conducted tutorials and remedial classes, and established a reward system for outstanding graduates.

5.3. Attainment of key performance indicators (KPI) was evident in the awards, reports, processed evaluation results, and portfolios presented by the college.



## 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. Quality assurance and continuous improvement of the program were fundamental to the realization of the mission of the school.
  - 1.1.1. A five-year strategic plan was drafted to establish the strategic objectives, to assign the key tasks and identify the persons responsible to achieve such objectives and, hence, to translate the mission and vision of the institution into action.
- 1.2. A strategic planning management group composed of the university president, the vice presidents, the deans, the department heads and directors of offices was established to ensure alignment of school activities with the strategic framework of the institution. The plan was generic and broad enough to include the specific concerns of the different programs.
- 1.3. Implementation of action plans was communicated to the program chairs and faculty members through meetings, while matters affecting the faculty and the students were communicated through letters, memos, and posters, which were posted on bulletin boards and on the official webpage of the university.
- 1.4. Students' organizations from all fields of specialization were represented in the planning process. Likewise, the student council held meetings twice a week, to plan their activities and to update the students' organizations, which were instrumental in the advancement of the plan.
- 1.5. A parallel process of planning, implementation, and evaluation of programs was done in the college, thereby allowing new ideas to be generated, tested, and implemented by all stakeholders.

#### 2. Program

- 2.1. Implementation of outcomes-based education (OBE) cascaded to the program level. Likewise, key result areas (KRA's) were identified, to serve as anchors, to measure the extent of implementation and the effectiveness of the strategies used in the attainment of the strategic objectives.
- 2.2. The institutional development plan for 2015-2020 had identified seven KRA's namely: sustainability and viability of operations, student development, faculty and staff



development, quality assurance, facilities development, research development, and community extension. These KRA's guided the implementation of the strategic plan.

- 2.3. The time frame for accomplishing the strategic objectives was a crucial factor in determining the accomplishments of the program.
- 2.4. Evaluation measures were adopted to determine whether the strategic objectives were achieved or not. Furthermore, key performance indicators (KPI's) clearly articulated concrete measures by which the objectives were carried out.

### 3. Evaluation and assessment

- 3.1. Evaluation and assessment were essential in monitoring the implementation and advancement of the strategic plan and the attainment of the strategic goals. Hence, a president's report was presented detailing the accomplishments of the institution every school year.
- 3.2. SWOT (strengths, weaknesses, opportunities, threats) analysis was utilized to analyze the status of operations of the institution. Moreover, benchmarking with the best practices and performance of other reputable institutions, as well as national and international reference points were taken into consideration, whenever applicable.
- 3.3. The dean submitted an accomplishment report to the Vice President for Academic Affairs at the end of each school year. The report was tackled in the agenda of academic meetings, wherein faculty members evaluated the implementation and outcomes of activities for subsequent revision and continuous improvement.
- 3.4. An evaluation committee was established to collate results and to make presentations during faculty meetings. Furthermore, changes, updates, and improvements arising from the evaluations were summarized and presented during orientation and consultation sessions. Likewise, the pre-service seminar for faculty members entailed strategic planning and collective efforts to produce the best attainable plan.

### 4. Continuous improvement

- 4.1. The vision, mission, and objectives (VMO) of the institution guided the continuous efforts to improve the program. Moreover, the changing needs of the society compelled the school to evaluate the processes and opportunities for improvement.
- 4.2. Systematic evaluation was conducted and processed regularly. Changes were implemented at the program level through the dean and faculty members. Likewise, the academic council was then informed of such changes and the justification thereof.

- 4.3. A continuous improvement flowchart was prepared to show the various stages of planning, preparation, implementation, monitoring, and evaluation. Results of the evaluation were analyzed and presented to the stakeholders during meetings and consultations.
- 4.4. Desired competencies of students were attained through frequent field exposure. Furthermore, students were able to experience work simulations and to apply theories in situations, approximating the real professional and workplace practices.
- 4.5. Program chairs visited selected industry/community partners and agencies, to measure in a comprehensive way, the outcomes of action plans. Likewise, evaluation tools were designed by the program chair with the assistance of the Research and Development Center (RDC).

## 5. Outcomes

- 5.1. Attainment of teaching and learning outcomes was evident in the performance of graduates in the licensure examinations (i.e., 51.49%), which was higher than the national passing percentage of 32.93% from 2013 to 2017.
- 5.2. Measures and innovations were introduced, to enhance further the performance of graduates in the licensure examination. Furthermore, the college provided consultation services, administered mock examinations, conducted tutorials and remedial classes, and established a reward system for outstanding test takers.
- 5.3. Attainment of key performance indicators (KPI's) was evident in the awards, reports, processed evaluation results, and portfolios presented by the college.



## 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.