

UNIVERSITY OF BAGUIO

Baguio City

Master of Arts in English

Level I Formal Accredited Status



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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February 26, 2018

PROF. DHANNA KERINA BAUTISTA-RODAS

President
University of Baguio
Baguio City

Dear Prof. Rodas:

We are pleased to send herewith a copy of the accreditation team report covering the level I formal accreditation visit of the Master of Arts in English program of your school.

The Master of Arts in English program was granted level I formal accredited status from March 2017-2020. This accreditation team report shall be the bases of the compliance report which your Master of Arts in English 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 I formal accredited status.

We hope you will find the report in order.

Truly yours,

ADLAI C. CASTIGADOR, Ph.D.
Executive Director

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

ACCREDITATION TEAM REPORT

Name of Institution : University of Baguio
Address : Baguio City
Program Visited : Master of Arts in English
Type of Visit : Level I Formal Accreditation Visit
Date of Visit : February 23 - 24, 2017

Accrediting Team:

Name of Accreditors	Areas of Assignment
Dr. Rosita L. Navarro	Chairman Philosophy and Objectives Administration
Dr. Paz Lucido	Faculty Instruction Other Resources
Dr. Rosita Santos	Research Students
Ms. Lourdes Fumera	Library

GENERAL STATISTICAL SUMMARY

University of Baguio
Master of Arts in English Program
Level I Formal Accreditation Visit

Division	Title of Division	Average	Weight Value	Weighted Average
I	Philosophy and Objectives	4.25	6	25.50
II	Faculty	3.51	7	24.57
III	Curriculum and Instruction	4.21	7	29.47
IV	Research	4.18	7	29.26
V	Students	4.50	7	31.50
VI	Library	3.54	6	21.24
VII	Administration	3.98	6	23.40
VIII	Other Resources	4.12	4	16.48

Total 50 201.42

General Average 402

Area I. Philosophy and Objectives

Strengths:

1. A well-documented and comprehensive series of orientation programs were given to graduate students each semester. The programs covered not only the mission, vision, and philosophy of the school, but also the salient academic aspects of graduate courses, like outcomes-based instruction and educational rubrics.
2. The mission of the institution "educated students and empowered professionals in the global community" was relevant for all seasons and had captured the essence of quality of higher education.

Opportunities for Improvement	Recommendations
1. The vision, unlike the mission which was broad and universal, did not clearly state the collective perception of the academic community and the foreseeable future that it desires or aspires the institution to reach.	1. The vision should be reviewed in the light of present developments and should state a definite goal to guide the institutional strategic plans.
2. Distinction between institutional/program educational objectives and program/student learning outcomes was not evident.	2. The institutional/program educational objectives should be stated as competencies and professional accomplishments that graduates should demonstrate a few years after graduation, while the program/student learning outcomes should describe the competencies or skills expected to be developed by students before graduation.

Area II. Faculty

Strengths:

1. Excellence in the faculty profile was demonstrated by the fact that 100% of the seven faculty members assigned to handle M.A. in English courses had earned PhD degrees.
2. Outstanding accomplishments of the faculty members was acknowledged through the grant of outstanding recognitions and awards for many years of administrative and teaching work, thus encouraging efficiency and productivity among them.
3. High level of competence of the faculty members could be gleaned from the productivity of graduates in their employment and documented commendations by their employers.
4. Noted /recognized by the students was the strong sense of personal and professional commitment of the faculty to the institution and to the profession.

Opportunities for Improvement	Recommendations
1. The leadership role of faculty members was not channeled to productive projects.	1. Administration should tap the expertise of the faculty for its undergraduate program and co-curricular activities, such as academic planning, community networking, and facilitating seminars-workshops.
2. The theme and the quality of research outputs needed further improvement.	2. The graduate school may draw the themes of its research projects from CHED, particularly from the National Higher Education Research Agenda II (NEHRA II) to ensure the quality of research outputs. Relevant innovation and contemporary trends in education may also be explored, as topics of research investigations.
3. The use of the most recent data and sources from the internet was not maximized.	3. Faculty members should conduct seminars and/or workshops on the use of the internet for knowledge-based instruction and research.

Area III. Curriculum and Instruction

Strengths:

1. The curriculum and syllabi reflected the use of outcomes-based education (OBE) approach, encompassing a rich variety of instructional methodologies.
2. The curriculum and instructional contents gave importance to contemporary trends, such as the K to 12 scheme, multicultural teaching, integration of technology, etc.
3. The use of rubrics strengthened OBE instruction, by way of helping assess the attainment of learning outcomes among the students.
4. Knowledge-based instruction fostered critical thinking by means of research. In fact, a student research was presented in a conference in Bangkok, Thailand.

Opportunities for Improvement	Recommendations
1. Curricular and instructional innovation in the Graduate School was not observed.	1. The Graduate School should encourage innovations in the curriculum and instruction through the leadership of the faculty.
2. Noted was the need for lectures and other trainings of students from experts.	2. The college should invite outside lecturers and experts to complement and enrich instruction.
3. Interfacing and networking with other schools were not firmed up through memoranda of understanding that would outline the terms of collaborative programs.	3. Interfacing and networking of the institution with other schools, including foreign colleges in the ASEAN region, should be strengthened to explore regional collaborative programs for human capital integration under the 2015 ASEAN economic community.
4. Application of theory to practice was not reflected in the curriculum and instruction.	4. The graduate school should find concrete applications and use of theories, such as understanding by design, integration of technology in instruction, multiple intelligences and multicultural instruction in the classroom and in field studies.

Area IV. Research

Strengths:

1. The research program was implemented by a Research Office which advanced scientific inquiry for academic excellence.
2. Research was an integral part of the different subject areas, as shown in the syllabi. Moreover, research was integrated into the curricular and co-curricular activities.
3. Research orientation was directed towards social relevance, as well as enriched and enhanced the program.
4. Culminating research studies of graduating students were evaluated by a panel of competent professional researchers.
5. An ethics review committee was established composed of faculty members and students to ensure the integrity of the research process.

Opportunities for Improvement	Recommendations
1. Balance between the research and teaching assignments of faculty members was not evident.	1. Balance between research and teaching assignments of faculty members should be maintained. Faculty members who are assigned to advise, observe, and critique the research activities of students must not neglect their own research activities.
2. Faculty members who taught research courses and were also research advisers and panelists did not have adequate exposure in research.	2. The dean should include research training in the faculty development program. The department should set its research agenda, targets, and goals, in terms of the number of research outputs and research topics to be covered per school year. Faculty members who are teaching research and serve as research advisers and panelists should demonstrate their expertise in research and be role models to students, by conducting and publishing researches, etc. Furthermore, they should be encouraged to conduct research studies, primarily focused on the theories and

	practices related to the program and the research agenda.
3. Research training and expertise were not considered as criteria in the hiring and promotion of faculty members.	3. The administration should consider research training and expertise as criteria in the hiring and promotion of faculty members.
4. Involvement of non-teaching and support staffs of the graduate school in research was minimal.	4. The Research Center should motivate the non-teaching personnel to conduct action research studies to maximize the use of empirical data in their respective offices. Furthermore, seminars/workshops could be held to prepare the employees in conducting action research.
5. Noted was the need to review the research agenda in light of the dynamics and trends in graduate programs.	5. The research agenda must be relevant to contemporary changes and trends in the field of specialization.
6. Involvement of faculty members in research-based instructional materials development was very limited.	6. A committee may be organized to spearhead the development of research-based instructional materials.

Area V. Students

Strengths:

1. Graduate students participated and had taken the lead in initiating and sustaining outreach activities in the community, thus indicating their enthusiasm and willingness to be involved in such activities.
2. The quality of graduate students was maintained by implementing a system of screening student applicants and through strict observance of policies pertaining to admission and retention.
3. Students were guided by the program of studies prepared for them by their program advisers according to their individual needs. Students were monitored regularly in light of the program of studies, which was kept in their individual cumulative files.
4. Outstanding achievements of graduate students were recognized in the form of loyalty/residency and leadership awards, in addition to recognition of their academic achievements.
5. Students expressed their confidence and pride in the qualifications and competence of the faculty members, who motivated them to pursue their academic growth and to serve the community through extension activities.

Opportunities for Improvement	Recommendations
1. Exposure of students to the community, particularly to indigenous people, was limited.	1. Instruction should be enriched through involvement of students in the community outreach program, particularly by assisting indigenous communities.
2. The course syllabi and the grading system did not highlight the development of research skills and competencies of students as features of graduate studies.	2. The course syllabi should highlight the role of research and the development of research skills and competencies as hallmarks of graduate education.
3. Noted was the need to provide an in - campus internet and computer facility for graduate students for the preparation of their assignments, projects, and research.	3. Adequate internet facility should be installed to aid the students in their assignments, PowerPoint presentation, and research studies.

4. Not all graduate students were actively involved in the review and revision of the curriculum and the research agenda.

4. Considering their exposure, academic and industry experiences, graduate students may be encouraged to participate actively in the revision of the research agenda and outcomes-based curriculum.

Area VI. Library

Strengths:

1. E-journals were available, thus providing the library clientele updated articles from on-line sources.
2. Processing of books for loan purposes and technical services were made accurate and fast due to the computerized circulation and technical processing of books through a library system called FOLLET.
3. Internet services were provided, hence giving the students the opportunity to explore the virtual world, which is essential in the advances in information technology. Furthermore, the library had a Wi-Fi zone that gave the student efficient access to updated sources of information.
4. The availability of a discussion room enabled students to discuss matters related to their research projects without disturbing the other library clientele.
5. Closed-circuit television (CCTV) cameras were installed in the library for surveillance and security purposes.

Opportunities for Improvement	Recommendations
1. A number of professional subjects neither had updated references nor complied with the required five titles of references for each professional subject, copyrighted within the last five years.	1. The library should acquire additional books for professional subjects and for general education, in compliance with the minimum requirement of five titles for every subject, copyrighted within the last five years.
2. The library did not have enough professional librarian and support staff.	2. The library should observe a ratio of one professional librarian and two support staffs for every 1,000 students to ensure efficient services.
3. Opportunities of the library staffs to attend international conferences and workshops were minimal.	3. Library staffs should be encouraged to attend international conferences and workshops, as well as benchmarking to make them more competent and to keep them updated on global trends in the profession.

4. Access to the internet in the library was quite slow, hence resulting in low number of students who used the facility.	4. Internet access should be improved by upgrading the units and increasing the bandwidth so that students could have faster access to information for their research activities.
5. The compliance report reflected that the latest issues of some print journals were displayed in the Centennial Library, while back issues were placed in the main library.	5. The latest and former issues of print journals should be housed in one location for easier and faster retrieval and to save time of researchers, especially graduate students.
6. Some students were not able to use the library collections because of the limited number of copies.	6. The library should acquire additional number of copies per title, to satisfy the research requirements of the library clientele.

Area VII. Administration

Strengths:

1. Sustainability of the school was ensured by means of effective implementation of a succession scheme, especially so that qualified members of the third generation from the founder's progeny were available.
2. Decentralization of the graduate school was obtained after a massive faculty development program, thus resulting in the earning of appropriate graduate degrees by majority of the faculty members. Furthermore, in 2013, five decentralized schools were vertically articulated from the baccalaureate, master's degree to doctorate level.

Opportunities for Improvement	Recommendations
1. Noted was the absence of a management development program for the deans, heads and other middle-level managers.	1. A management development program should be crafted to enhance the managerial competencies and skills of middle managers in TQM, budgeting, outcome-based education, experimental research, strategic planning, SWOT analysis, quality assurance, and viability ratio.
2. The institutional plan needed improvement in organization, coherence, and implementation or operations.	2. Management should consider the appointment of a qualified planning officer who would be responsible for carrying out the planning process, such as SWOT analysis, strategic planning, crafting the operations/actions plan, implementation strategies, quarterly or mid-year evaluation, and management review.

Area VIII. Other Resources

Strengths:

1. A consultation room was provided for graduate students, thus assisting them in their studies, especially in preparing their research projects and theses.
2. A separate defense room facilitated disciplined work among the students and was used for defense of graduate school theses and other research presentations.
3. Documentation of paper presentations, posters as well as important activities, were well-kept that would serve as sources of reference for future research studies.

Opportunities for Improvement	Recommendations
1. LCD projector was not available in the graduate school, hence resulting in presentation activities that lacked stimulation.	1. The department should purchase LCD projectors to be mounted in the classroom, for presentation and other purposes, such as video showing.
2. The use of computers for power-point presentation and other modes of instruction was not observed in the graduate school or the library premises.	2. A separate room should be provided for the purpose of power point presentations and other modes of instruction, for online preparation of assignments and research of students.