

UNIVERSITY OF BAGUIO
Baguio City
High School
Level II First Reaccredited Status



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



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February 20, 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 II first reaccreditation visit of the High School program of your school.

The High School program was granted level II first reaccredited status from April 2017- 2022. This accreditation team report shall be the bases of the compliance report which your High School program is expected to submit when it applies for the next level of accreditation.

Please note, however, that the mean averages for all the eight areas of evaluation are 4 and higher, thus qualifying the program to apply for level III reaccreditation, which may be done within two years from the grant of level II first reaccredited status or apply for level II second reaccreditation visit at least 6 months before the expiration of its level II first reaccredited status.

We hope you will find the report in order.

Truly yours,

ADLAI C. CASTIGADOR, Ph.D.

Executive Director

02-20-17

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| NBN-Rev. | 0 |
| ICTC-Ver. | 0 |

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

ACCREDITATION TEAM REPORT

Name of Institution : University of Baguio
Address : Baguio City
Program Visited : High School
Type of Visit : Level II First Reaccreditation Visit
Date of Visit : February 13-15, 2017

Accrediting Team:

| Name of Accreditors | Areas of Assignment |
|----------------------------|--|
| Dr. Ferdinand C. Somido | Chairman Philosophy and Objectives Organization and Administration |
| Dr. Lourdes Sabile | Faculty Instruction Laboratories |
| Dr. Leonardo Medina Jr | Physical Plant and Facilities |
| Mr. Melquiades Alipo-On | Library |
| Engr. Joyrence Mervin Agas | Student Services Social Orientation and Community Involvement |

GENERAL STATISTICAL SUMMARY

University of Baguio
High School Program
Level II First Reaccreditation Visit

| Division | Title of Division | Average | Weight Value | Weighted Average |
|----------|--|-----------------|--------------|------------------|
| I | Philosophy and Objectives | - | - | - |
| II | Faculty | 4.17 | 5 | 20.85 |
| III | Instruction | 4.27 | 5 | 21.35 |
| IV | Library | 4.01 | 3 | 12.03 |
| V | Laboratories | 4.08 | 4 | 16.32 |
| VI | Physical Plant and Facilities | 4.33 | 4 | 17.32 |
| VII | Student Services | 4.03 | 4 | 16.12 |
| VIII | Social Orientation and Community Involvement | 4.06 | 2 | 8.12 |
| IX | Organization and Administration | 4.11 | 3 | 12.33 |
| | | Total | 30 | 124.44 |
| | | General Average | | 4.15 |

Area I. Philosophy and Objectives

Strengths:

1. The mission, vision, goals, and objectives of the institution were clearly stated in official forms like manuals and catalog; thus, the stakeholders were given opportunities to read and understand them well. Furthermore, there was an indication of internalization of the VMGO in the daily activities of students and employees.
2. The department developed a college mission and vision that clearly defined what the program intends to do now and what the program wants to be in the future. These college vision and mission were crafted based on the mission and vision of the university and were stated in the official documents of the college.
3. The university was successful in its campaign for an English-speaking campus, as observed during the dialogue and interview with the students and employees, who were articulate, clear outcomes of the internationalization and globalization efforts of the institution.
4. Enthusiasm of the entire academic community and different offices, particularly by the students, was demonstrated in their participation in quality assurance initiatives, as gleaned from their warm reception of the accreditors.

| Opportunities for Improvement | Recommendations |
|--|---|
| 1. The program educational objectives (PEO's) were not clearly stated as career and professional accomplishments of graduates, three to five years after graduation. | 1. The program head should take the initiative of reviewing and revising the PEO's to make them specific and to articulate the career and professional accomplishments of graduates, three to five years after graduation. Students, alumni, non-teaching personnel, faculty members, and industry practitioners should be involved in the revision of the PEO's. |
| 2. The student outcomes (SO's) were not based on the CHED PSGs that defined the required minimum competencies of the program. | 2. The SO's should be reviewed and enhanced based on the CHED PSG and industry standards. Furthermore, students, alumni, non-teaching personnel, faculty members, and industry practitioners should be involved in the revision of the SO's. |

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| 3. Both faculty and non-teaching personnel were not familiar with the PEO's and SO's of the program. | 3. Orientation and information dissemination on the PEO's and SO's among the faculty and employees should be done to ensure that both stakeholders support their realization. |
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Area II. Faculty

Strengths:

1. Out of 29 teachers, seven of them or 24.14 %, were master's degree holders and 22 or 75.86% were pursuing their graduate studies. Furthermore, two of the faculty members pursued their post-graduate studies. Thus, faculty members were highly qualified to handle the courses assigned to them.
2. Majority of the teachers were members of two or more professional organizations, thus keeping them abreast of the trends and developments in the profession.
3. All faculty members were skilled in the use of technology in teaching and research, thus further enhancing the delivery of instruction.

| Opportunities for Improvement | Recommendations |
|--|---|
| 1. Teachers were not members of professional organizations on research. | 1. The principal and research director should help the teachers to be members of research organizations, such as PAGE, PSERE, ASAIHL, EdukCircle. This would keep them abreast with updated information along their fields of specialization. |
| 2. Reports on the accomplished key results areas were not reflected in the faculty development plan. | 2. The principal and teachers should assess and document the programs and activities they had accomplished. |
| 3. Few teachers were involved in doing research projects. | 3. Teachers should collaborate with the research director to conduct research projects. They could start by doing an action research. |
| 4. Teachers participated in few seminars and workshops. | 4. The research director and principal should initiate the conduct of research capability building seminars and workshops. Furthermore, teachers should be supported to attend national and international |

seminars and workshops on research.

Area III. Instruction

Strengths:

1. The teachers conducted remedial and tutorial classes as well as consultation sessions to serve the needs of students.
2. Teachers were highly involved in the discipline and values formation of students, thus helping in their holistic development.
3. Students possessed critical thinking skills and were very articulate. They could explain and give reasons and examples on the topic/s being discussed, clear outcomes of quality instruction.

| Opportunities for Improvement | Recommendations |
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| 1. The syllabi did not have a list of textbooks and other references. | 1. Titles of textbooks and references should be reflected in the syllabi. |
| 2. Proper documentation of the results of consultation between the teachers and students was not kept. | 2. Proper documentation of the results of the consultation sessions should be done for future reference and for continuous improvement. |
| 3. The research projects/papers of students had different format and titles of the chapters. | 3. A template and format of titles of chapters of the research paper should be adopted. |

Area IV. Library

Strengths:

1. The administration was supportive of the professional growth of the library staffs as documented in their portfolios and in their active memberships in local and national professional organizations.
2. The high utilization of electronic resources among students was caused by tremendous changes in information technology and technology-driven applications in the library. Library services were extended 24/7 through available databases online. Furthermore, the use of subscription to Cengage Learning, Gale online databases, and World Book Web were maximized.
3. As part of the social responsibility of the library, librarians were actively involved in the outreach activities. The partner library organized by the library staff was adjudged national winner, positive outcomes of the outreach program. Likewise, the librarians were commended for conducting storytelling and other reading activities.

| Opportunities for Improvement | Recommendations |
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| 1. The faculty-library committee neither helped in collection development nor exerted efforts to improve and promote the library services. | 1. The faculty-library committee should implement short-term activities to help the library staff in building the library collections, and in improving and promoting the library services. |
| 2. Based on collection analysis, it was noted that holdings on professional books were insufficient. Moreover, most of the professional books were outdated. | 2. The collection development plan should be reviewed and improved to update the professional holdings. |
| 3. The library statistics showed that the utilization of print and non-print collections was minimal. | 3. Librarians, chairpersons, and faculty members should work closely to encourage more library clientele to fully utilize the print and non-print resources in the library. Furthermore, teachers should give more research assignments to their students to fully utilize the library resources. |

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| 4. Evidence of library promotional activities to market the library services and to increase the library attendance and utilization of the collections were very limited. | 4. The library could publish and disseminate marketing materials and conduct promotional activities, in coordination with the faculty-library committee, to increase the library attendance and utilization of the collections. |
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Area V. Laboratories

Strengths

1. At least two science laboratories were available, equipped with upgraded flat-screen computers and internet connection.
2. The science laboratories were spacious resulting in free flow of traffic and allowing a more conducive place for conducting laboratory activities.
3. The Botanical garden and aquarium were well-maintained, thereby providing students richer learning experience.
4. The TLE laboratory had complete equipment and other culinary materials.

| Opportunities for Improvement | Recommendations |
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| 1. Some of the laboratories had only one door that served as entrance and exit. | 1. The laboratories must be provided with two doors, for entrance and exit to facilitate evacuation, especially in case of emergency. |
| 2. Space for the TLE laboratory was inadequate. | 2. Another room with enough space should be provided for the TLE laboratory to enable teachers and students to perform activities more conveniently. |
| 3. Classrooms were not spacious and had only one door. | 3. The classrooms should be improved to make them conducive to learning. Moreover, they must be provided with two doors, for easy evacuation, during emergency situations. |
| 4. The doors of some classrooms had scratches thus, needed repainting. | 4. The doors of the classrooms concerned should be repainted or refurbished. |

Area VI. Physical Plant and Facilities

Strengths:

1. The university was located in a strategic point, along General Luna Road, Baguio City. The campus was very clean and attractively landscaped, thus exceptionally conducive to educational activity.
2. The campus development plan included the following environmental management programs/projects: solid waste management, waste segregation, waste management study, and memorandum of agreement with waste hauler, transporter, and waste treatment, as well as waste bins and trash cans inside the classrooms. Furthermore, the unit prepared a detailed guideline for the deployment and implementation of the programs and projects.
3. The university established, developed, and maintained various facilities to augment and strengthen the physical, mental, and spiritual well-being of its students, faculty, and employees. The facilities are as follows: five-lane swimming pool, with heater for training, swimming lessons and wellness programs, and multi-purpose gymnasium.
4. A campus-wide Wi-Fi zone was made available in strategic locations around the campus, thus providing students, faculty members, and non-teaching staff free internet access to updated information from worldwide sources.
5. Classrooms had been modernized and equipped with multi-media facilities, making them conducive to learning. Furthermore, safety measures for both the university facilities and the well-being of the school community were properly implemented.
6. The design and construction of fire exit for the buildings conformed to the requirements of the Fire Code of the Philippines. Emergency and safety personnel were capable of evacuating and directing all the students and personnel from classrooms and offices, in case of fire and earthquake. Moreover, a crisis management committee was organized to manage the disaster preparedness of the university.
7. The university operated and maintained a sewage treatment facility to treat all domestic and toxic wastewater/sewage generated in the campus. It had appointed an accredited pollution control officer and safety engineer. Thus, the environmental sanitation requirements of DENR was observed/complied by the university.
8. Enrollment was already online, facilitating registration of students and access to grades, accounts, and on-line payment.

9. Several vehicles were available for official use of the academic community, thus providing comfortable transportation for university officials, guests, students, faculty members, and non-teaching personnel.
10. A printing press was provided, thus facilitating the printing of materials, such as books, yearbooks, brochures, and newsletters.
11. For the banking convenience of the academic community, two automated teller machines were made available in the campus.

| Opportunities for Improvement | Recommendations |
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| 1. Records of actions taken on the results of satisfaction surveys on the physical plant and facilities were not evident. | 1. Results of satisfaction surveys should be interpreted and analyzed in terms of leveling, trending, comparison, and integration, supported by graphs/figures. |
| 2. The campus development program/plan was not properly implemented. | 2. The Campus Planning and Development Office, in coordination with colleges and offices, should prepare and implement a comprehensive campus development plan and preventive maintenance program for the university. The program/plan should include institutional goals, campus setting, sustainability, facility needs, land and facilities plan, issues and concerns of colleges and offices, and implementation with supporting documents/information. |
| 3. The evidence reported for key measures on emergency preparedness, such as fire and earthquake drills, other calamities, etc. were limited. | 3. The physical plant and facilities administrator should enhance the programs/plans on how the disaster and emergency preparedness system would consider prevention and management of university operations, including activity evaluation and impact. The absence of emergency preparedness plans and programs may inhibit the university to respond better to emergency situations and ensure the safety of its stakeholders. |

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| 4. The faculty room could not accommodate the increasing number of faculty members of the program. | <p>4. The faculty room could be upgraded to include the following amenities:</p> <ul style="list-style-type: none">4.1. area for the preparation of modules/instructional materials using various electronic equipment and with increased bandwidth of internet services;4.2. additional cabinets/lockers;4.3. additional computers and printers;4.4. maintenance/checking regularly of the presence of virus in the computer units; and4.5. availability of lapel for faculty members' use. <p>The university should consider the provision of a separate and more spacious consultation room for student-to-faculty consultation to address the academic concerns of students.</p> |
| 5. The university did not formulate a comprehensive environmental, occupational safety and health program. | 5. The accredited occupational safety and health consultant of the university may organize an environmental, occupational safety, occupational health, security and emergency awareness and preparedness committee to assist the chair in the formulation of policies, programs, activities, and training programs. |
| 6. Environmental compliance and conditions associated with regulatory and statutory requirements were not evident. Furthermore, the conditions for compliance were not | 6. The university should comply with the following laws, including the conditions for compliance: DOH AO no. 0021 series of 2008, DENR AO 2005-27, DAO 015-09, |

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| presented. | FPA PD 1144, DAO 2014-02, IRR 8749, RA 9003, RA 9514, RA 9275 and LTO emission testing for vehicles. |
| 7. A number of fixtures in some rest rooms were defective (continuous overflowing of water closets, leaky faucets etc.). Water supply was intermittent. Some cubicle door locks were not working. Moreover, the air-conditioning units and drinking fountains were not properly maintained. | 7. The building administrator should prepare and implement a preventive maintenance program for all facilities of the college (restrooms, classrooms, learning units/materials and drinking fountains). |
| 8. Provision of equipment inventory tag was not observed. | 8. Inventory tags should be placed on all equipment to facilitate accountability and maintenance. |
| 9. The stockroom at the maintenance department was not sufficient. Unnecessary materials were seen in the college/departments. | 9. The maintenance department stockroom should be cleared of all unnecessary materials. Additional filing cabinets should be available for documents to be stored. Moreover, an additional stockroom may be provided. |
| 10. It was noted that the internet and Wi-Fi services were not sufficient. | 10. A university-wide Wi-Fi zone with sufficient bandwidth and speed should be provided for the use of students, faculty members, and non-teaching staffs, to enable access to updated information from worldwide sources. |
| 11. Illumination of offices, classrooms, and laboratories did not conform to the illumination standards. | 11. The existing lighting fixtures could be replaced with LED as this would result in savings in electric power consumption. |

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| 12. Electrical outlets in all classrooms, library and laboratories were not sufficient for students' use. | 12. Additional electrical outlets may be installed in all classrooms, library and laboratories (at present there is only one electrical outlet in a room). |
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Area VII. Student Services

Strength:

1. Opportunities for scholarship grants were available to deserving students. Furthermore, top performing students received academic scholarships, while students who rendered extra work hours received financial assistance and free tuition fees.

| Opportunities for Improvement | Recommendations |
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| 1. Security procedures like ensuring the wearing of school ID's among students, as well as checking of the bags were neither regularly nor strictly done. | 1. The security office must promulgate and implement acceptable procedures to check ID's and bags. |
| 2. The ratio between the number of licensed guidance counselors and students, per CMO 09 s. 2013, which is 1:1000 was not met. | 2. Additional licensed guidance counselors should be hired to assist the students in their counseling needs. |
| 3. It was observed that the canteen crews did not wear their ID's issued by the City Health Office. | 3. The ID signifies that the bearer is fit to handle and serve food; thus, it must be worn at all times during the working hours of the canteen crew. |
| 4. The present records-handling did not provide for back-up copies, in case of fire or unforeseen events. | 4. The registrar should have a back-up system for its records. Digitization of records could be done for a more efficient records management. |
| 5. Only few were aware of the UB Research and Development Office assistance to students who were doing research or thesis. | 5. The UB Research and Development Office should be more aggressive in disseminating information about the assistance that they offer - that is, to help students do their research and thesis. |

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| 6. Data from the guidance office, which could be an opportunity for research, were not utilized. | 6. The Guidance Office should use the data on students to conduct research on their problems and needs. |
| 7. Compilation of records dedicated for students was not available. | 7. Individual folders or portfolios, to contain the records of students could be kept, to provide easy access to their files. |

Area VIII. Social Orientation and Community Involvement

Strength:

1. The administration exerted efforts to support the community outreach program of the school. In fact an Extension and Community Outreach Services Office was set up, with support staffs, and in collaboration with the coordinators from different colleges of the school.

| Opportunities for Improvement | Recommendations |
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| 1. While several outreach activities were implemented in the partner communities, yet what the school wanted the communities to achieve was not clear. | 1. The extension office should craft a long-term development plan for its partner community, with definite time frame, and expected outcomes at the end of the timeline. |
| 2. A write-up which stipulates the type of outreach activities the school could deliver, based on program expertise was not available. | 2. The type of outreach activities, based on program expertise could be identified. The Extension and Community Outreach Services Office could prepare a list of possible outreach activities that the school could provide to its partner community. |
| 3. Activity reports were not compiled into an annual compilation of outreach reports. | 3. The extension office could make a compilation of all after-activity outreach reports, which could be bound to serve as a collection of outreach reports through the years. |
| 4. Mechanisms for non-teaching personnel to participate in outreach activities were not established. | 4. An institutional outreach program could be prepared, where non-teaching personnel could participate. The opportunity to institutionalize an outreach program on environmental care, like the Mt. Pulag project may be explored. |

Area IX. Organization and Administration

Strengths:

1. The university was awarded "autonomous status" by CHED, proof of its strong quality management system.
2. On top of the government mandated benefits, the university provided several fringe benefits, which were appreciated by the faculty and staffs and inspired them to be efficient and productive.
3. The desire of the university to provide quality education to its students could be gleaned from the numerous programs it submitted for accreditation by PACUCOA.
4. Loyalty of the faculty members and staff was very evident, as shown by their long years of service to the university, which could be attributed significantly to the generous benefits provided by the school management to its employees.

| Opportunities for Improvement | Recommendations |
|---|---|
| 1. A permanent planning officer who would handle the institutional and department planning activities of the university was not designated. | 1. A planning officer should be designated to spearhead the planning, monitoring and evaluation processes of the university. |
| 2. The faculty development program did not address the training needs of the faculty members. | 2. A faculty development program should be prepared, based on the training needs analysis (TNA), faculty evaluation by the students, classroom observation, and competency-based performance appraisal. |
| 3. A specific development program for the staff, based on their identified needs was not available. | 3. A concrete training program for the development of the staff should be prepared, based on their individual training-needs for their career and professional advancement. |
| 4. The records in the Registrar's Office were prone to fire hazard, since the record section was not fireproof. | 4. The records in the Registrar's Office should be kept securely in a fireproof area, to avoid potential damage caused by fire. |

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| 5. Department heads had limited participation in the preparation of the budget. | 5. Department heads should be given opportunity to participate in the budget planning process for their department. |
| 6. Some documents in the exhibits room did not answer specific items in the self-survey instrument. | 6. A quality assurance officer should be assigned to check the quality and accuracy of documents in the exhibits room. This would ensure that exhibits would answer the specific items in the self-survey instrument. |