

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

ACCREDITATION TEAM REPORT

Name of Institution : University of Baguio
Address : Baguio City
Program Visited : Hotel and Restaurant Management
Date of Visit : March 1-2, 2016
Type of Visit : Level III Reaccreditation Visit

Accrediting Team:

Name of Accreditors	Areas of Assignment
Dr. Ferdinand Somido	Chairman, Philosophy and Objectives and Organization and Administration and Criterion VI. A Working Network with Prestigious Local and International Institutions/Organizations
Mr. Mark Irvin Celis	Faculty, Instruction, Laboratories and Criterion I. A Reasonably High Standard of Instruction
Dr. Erwin Quendangan	Student Services, Social Orientation and Community Involvement and Criterion II. A Highly Visible Community Outreach Program
Dr. Teresita Calma	Library and Criterion VII. Extensive and Functional Library and Other Learning Resource Facilities
Engr. Ricky Bustamante	Research and Physical Plant and Facilities

GENERAL STATISTICAL SUMMARY
University of Baguio
Hotel and Restaurant Management Program
Level III Reaccreditation Visit

Criterion	Title of Criterion	Average	Weight Value	Weighted Average
I	A Reasonably High Standard of Instruction	4.18	9	37.62
II	A Highly Visible Community Outreach Program	4.50	9	40.50
VI	A Working Network with Prestigious Local and International Institutions/Organizations	4.29	6	25.74
VII	Extensive and Functional Library and other Learning Resource Facilities	4.25	6	25.50
		Total	30	129.36
		General Average		4.31

Criterion I. A Reasonably High Standard of Instruction

Comments/Suggestions:

1. Quality of Instruction

- 1.1. The program offered electives, which were aligned with the area of specialization. As such, the students had more opportunities for employment upon graduation and were competent in various areas of the tourism and hospitality industry. However, faculty members and students were not aware of the program educational objectives (PEO's). Thus, orientation programs and activities should be conducted on the PEO's periodically.
- 1.2. Faculty members were assigned to teach courses along their fields of specialization. However, they should pursue national certification along the different technical qualifications. They should also employ interactive teaching strategies and use updated audio-visual resources to ensure effective instruction.
- 1.3. The number of faculty members with graduate degrees exceeded the minimum requirement for the program. Moreover, the administration encouraged and supported the attendance of faculty members to local and international workshops and conferences.
- 1.4. An institutional tracer study was available; however, a tracer study specific for the program was not conducted to provide focused results that could be used for its continuous improvement.
- 1.5. Trainings should be conducted on the use of instructional technologies to ensure their effective and efficient use. Furthermore, it was noted that the size of the slides used in instruction was too small. Software, such as Micros Opera for Front Office, should be acquired to ensure industry-driven instruction and global competitiveness.
- 1.6. The syllabi included a valid and definite system to evaluate instruction and enhance the performance of the students in the different outcomes-based activities. Rubrics were also used to assess the skills of the students.
- 1.7. The number of research activities and outputs should be increased to showcase the problem-solving methods and skills of students. This should be reflected in the syllabi and the other instructional materials used in the program.

2. Attainment of Learning Outcomes

- 2.1. Competencies of students were evaluated regularly through demonstration in lecture and laboratory classes. However, students should pursue off-campus skills validation. As such,

students should be encouraged to undergo assessment for national certification in various qualifications under the Technical Education and Skills Development Authority (TESDA).

- 2.2. Faculty members and students should be oriented properly on the desired competencies/outcomes. This is to allow a clear understanding of the skills to be developed among the students before graduation.
- 2.3. Correlation studies on the performance of students versus relevant variables should be conducted to evaluate the effectiveness of instruction. Areas of correlation studies could include performance in the in-campus simulation activities and on-the-job trainings (OJT). The results of the studies should be used for continuous improvement.
- 2.4. The institution should collaborate with industry partners to develop a clear competency-based training plan, that would be responsive to the needs of industry and to enhance the learning outcomes through OJT. Furthermore, memoranda of agreement (MOA) should be maintained with different hospitality industries to enhance the practicum training of students.

Criterion II. A Highly Visible Community Outreach

Comments/Suggestions:

1. Planning of the Outreach Program

- 1.1. As part of its vision, mission, and objectives, the institution recognized the importance of the community in nation building; thus, established the Extension and Community Outreach Services (ECOS). Each department was assigned a highly qualified coordinator with vast exposure to community development activities. The outreach program was aligned with the mission of ECOS to uphold exemplary delivery of immediate, responsive, and sustainable outreach and extension programs to address social concerns.
- 1.2. The ECOS was established to plan, implement, and evaluate the community outreach activities conducted beyond the four corners of the university.
- 1.3. Activities with partner industries and linkages were conducted according to schedule. An accomplishment report was also prepared after each activity and was accompanied by photographic documentation. Furthermore, evaluation forms were accomplished by the beneficiaries and were used as bases of the evaluation reports.

2. Quality of Outreach Program

- 2.1. The institution advocated programs geared towards the improvement of the community and the environment. Furthermore, community outreach was recognized as a responsibility of the institution, as stated in its institutional objectives.
- 2.2. Outreach coordinators tapped different student organizations to intensify their involvement in the community outreach projects. The institution also maintained a MOA with the General Emilio Aguinaldo Foundation (GEAF) to become part of the “Friends of the Museum” program. However, the involvement of the students in the implementation of the extension activities was minimal.
- 2.3. The nature of the institution and the availability of stakeholders in the partner community were considered in scheduling the outreach activities. However, the academic community should have the ability, interest, and initiative to learn the basics of the field. It was noted that some beneficiaries possessed hidden talents that only emerge when they work together to achieve a common goal. Hence, the institution should accommodate the different opinions, methods, and approaches suggested by beneficiaries.
- 2.4. A work plan was prepared by the head of the ECOS through the help of the department coordinators. However, the outreach activities stated in the work plan were not part of the

requirements for the practicum. Participation of students in the planning, coordination, and implementation of the community outreach programs was also limited.

- 2.5. An operational budget was maintained for the outreach programs of the institution under the University of Baguio Community Advancement through Responsive Extension Services (UB-CARES). The budget was used to finance the implementation of the outreach activities, which included transportation expenses, materials, and contingency fund to support possible changes in the plan.
- 2.6. Beneficiaries learned the skills taught by competent faculty-trainers of the university. However, the outreach projects were not monitored regularly to ensure their success.
- 2.7. Participation of faculty members and staffs in the community outreach program was extensive. Seminars, trainings, and demonstration in the field of livelihood were conducted regularly. However, the department conducted limited activities to enhance the skills of students.

3. Provision for Continuity of the Program

- 3.1. Implementation of the community extension program was part of the three-fold functions of the institution; thus, outreach activities were implemented, which aimed to alleviate poverty through the provision of trainings on skills enhancement and income-generating activities.
- 3.2. Community extension services were evaluated to determine their responsiveness to the needs of the community. The assessments were compiled and used to enhance the program and address the opportunities for improvement.
- 3.3. Interpersonal work relationships, values formation, and ethics were developed among the stakeholders during the conduct of outreach activities in the partner community.
- 3.4. Research on the outreach activities was conducted and published. Results of the evaluations and studies served as bases for the continuous improvement of future outreach projects.

Criterion VI. A Working Network with Prestigious Local and International Institutions/Organizations

Comments/Suggestions:

1. Membership in Local and International Consortia

- 1.1. An increasing number of local and international linkages was maintained. This could be attributed to the excellent performance of the personnel and staffs of the office for local and international linkages. The office maintained the necessary documents and was guided by an operations manual. Furthermore, the dean and/or the program chair supervised the implementation of the programs and projects to ensure their alignment with the curriculum. A practicum supervisor was also assigned to monitor the performance of students.
- 1.2. Terms and conditions governing the participation of the university and the partner institutions in the practicum were stated clearly in the MOA. Moreover, MOA's indicated the responsibilities of the university and the partner institutions; thus, ensured the success of the activities and projects.
- 1.3. The university maintained several MOA's with specific terms and conditions. Provisions were also available for the renewal of expired MOA's. However, the institution did not evaluate the MOA's that had already ended or were not realized to determine why renewal was no longer advisable.
- 1.4. Accomplished projects and activities were documented properly from the proposal to the implementation phase. Some projects were also evaluated. However, a study was not conducted on the impact of the program or activity on the development of students.

2. Bilateral, Twinning, Sisterhood or Reciprocal Relations with Other Local/ International Institutions

- 2.1. The school personnel participated in the programs and projects reflected in the MOA. Top management and the middle-level managers participated and visited international on-site practicum. Since faculty members were assigned to deliver instruction based on their personal knowledge and experience, the administration should assign a regular faculty member to visit students who were taking their practicum in the United States of America.
- 2.2. Appropriate documentation was maintained to show the conduct of the practicum program. However, beneficiaries of the exchange program were not required to submit a comprehensive report to detail their experience, as well as the knowledge and skills they acquired from the program. As such, the beneficiaries should submit a portfolio or other documents that could be used to evaluate the program for purposes of continuous improvement.

2.3. The parameters of bilateral relations were stated clearly in the MOA's and other documents.

The head of the program and the head of the local and international office monitored the expiration date of the contracts to ensure the implementation of their provisions and their renewal. These resulted in an increased number of collaborations with different local and international institutions.

Criterion VII. Extensive and Functional Library and Other Learning Resource Facilities

Comments/Observations:

1. Administration

- 1.1. The library was administered and supervised by a full-time librarian with a master's degree in Library Science. She also pursued a doctoral degree and was in the process of finishing her dissertation.
- 1.2. Written policies were updated and served as a guide in the implementation of programs and activities. Moreover, a collection development policy and criteria were available to guide the selection of library materials.
- 1.3. The staff complement included a library clerk, professional librarians, and student assistants. However, the number of full-time support staffs did not meet the requirement. As such, additional student assistants and staffs should be hired/assigned in the library.
- 1.4. A faculty-library committee was available to guide the library in the acquisition of resources and delivery of services. Regular meetings of the committee were documented in the minutes of meetings. Collection analysis was done to recommend books for acquisition. Furthermore, the committee should be actively involved in the selection of books.

2. Collections

- 2.1. The collections and Filipiniana materials met the requirement for a university library.
- 2.2. While continuous acquisition of books was done, the number of professional books for each student did not meet the requirement.
- 2.3. The library maintained subscription to local and international professional periodicals, as well as general interest periodicals; thus, enriched its collections.
- 2.4. Collections were updated regularly, considering the recommendations of the faculty-library committee. New editions of titles were acquired; while old editions were weeded out. Moreover, an old book collection was maintained to house the titles that were weeded out from the working collections.
- 2.5. The library should subscribe to at least one online database to complement the print collections and to provide resources in all formats.

2.6. Newly acquired books were classified and catalogued using a globally known library system; thus, ensured efficient identification and retrieval of the collections.

3. Services

3.1. The services provided by the library were aligned with the mission of the institution. They also supported the instructional, curricular, and research needs of students and the faculty.

3.2. Computers were sufficient to provide the students access to updated information from global sources. Furthermore, the Wi-Fi (Wireless Fidelity) connection was fast and efficient.

3.3. The library provided research assistance through various services and tools.

4. Physical Facilities

4.1. The library had adequate space and included discussion rooms; however, computers should be installed in the discussion rooms.

4.2. Control and security measures were available; however, an electronic security system should be installed to ensure the safety and security of the collections.

4.3. The library was conducive to study and research. It was noted that the shelves complied with the standards. Moreover, facilities were available to identify and retrieve books and articles.