



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

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2013

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

Professionalism Accountability Commitment Unity Care Outcomes-Orientation Agility



August 15, 2018

**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 II second reaccreditation visit of the Computer Science program of your school.

The Computer Science program was granted level II second reaccredited status from January 2018-2023. This accreditation team report shall be the bases of the compliance report which your Computer Science program is expected to submit when it applies for the next level of accreditation.

Please note, however, that the mean averages for all the ten 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 second reaccredited status or apply for level II third reaccreditation visit at least 6 months before the expiration of its level II second 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

MAM-Ver. 0

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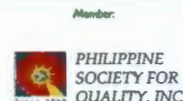
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**UNIVERSITY OF BAGUIO**

**Baguio City**

**Computer Science**

**Level II Second 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 : Computer Science  
Type of Visit : Level II Second 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

Dr. Bernandino Malang

Faculty  
Instruction  
Laboratories

Dr. Rosita Santos

Research

Dr. Christopher Manaois

Student Services  
Social Orientation and Community Involvement

Dr. Dante Silva

Physical Plant and Facilities

## GENERAL STATISTICAL SUMMARY

University of Baguio  
Computer Science Program  
Level II Second Reaccreditation Visit

Division	Title of Division	Average	Weight Value	Weighted Average
I	Philosophy and Objectives	5.00	3	15.00
II	Faculty	4.52	3	13.56
III	Instruction	4.55	4	18.20
IV	Laboratories	4.73	3	14.19
V	Research	4.53	3	13.59
VI	Library	4.34	3	13.02
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	4.00	3	12.00

**Total**                      **30**                      **137.40**

**General Average**                      **4.58**

## Area I. Philosophy and Objectives

### Strengths:

1. Stakeholders were involved in the review of the vision, mission, and objectives (VMO) of the institution to ensure their relevance. The vision, mission, and objectives were expressed in concise and structured statements, as well.
2. The revised VMO were consistently deployed in the program through integration into the program outcomes specific to the discipline.
3. The syllabi were converted to outcomes-based education (OBE) format through a matrix showing the realization of expected outcomes through the conduct of activities and assessment of outputs.

Opportunity for Improvement	Recommendation
1. Attainment of the new program outcomes in the subjects under the new curriculum was not clear.	1. Curriculum mapping should be done to ensure proper hierarchy of competencies and matching of new program outcomes with the subjects in the new curriculum.



## Area II. Faculty

### Strengths:

1. All or 100% of faculty members teaching the professional courses possessed master's degrees, thereby ensuring their qualifications to handle the courses assigned to them.
2. All faculty members were affiliated with national and international professional organizations; hence, they remained updated with the trends in the industry and in the profession.
3. Team-building activities were conducted before the beginning of the first trimester, in order to develop strong camaraderie, teamwork, and cooperation among the faculty members.
4. Strong partnerships with information technology (IT) industries (i.e., CISCO and Pearson VUE) were maintained by the school to facilitate faculty trainings and certifications.
5. Provisions for international training were integrated into the faculty development program, thus supporting continuous improvement of competencies of the teachers.
6. Faculty members were entitled to fringe benefits, which positively reinforced their commitment, motivation, productivity, and job performance. Likewise, they expressed their satisfaction and high level of morale, as constituents of the university.
7. At least 75% of the faculty obtained various IT certifications, (i.e., Cisco Certified Network Associate, Visual Graphic Design NC III, Computer Systems Servicing NC II, and Internet and Computing Core Certification), thereby demonstrating their high level of competence. Furthermore, one faculty member passed the licensure examination for teachers (LET), while another obtained a professional electronics engineering license, proof of their competence.
8. The school maintained a management information system (MIS) office equipped with the necessary facilities, equipment, and manpower that assisted the faculty members in IT applications and other IT services.
9. The Rosa C. Bautista Exemplary Teacher Award was bestowed to top performing teachers, thereby positively reinforcing their motivation to be efficient and productive.

Opportunities for Improvement	Recommendations
1. Involvement of faculty members in various academic-related committees was not properly documented.	1. Faculty members assigned in various working committees should sign a corresponding memorandum defining the

	<p>duties and responsibilities in the said committee. Likewise, memoranda of assignment and other documents pertaining to the involvement of the faculty should be documented, for evaluation and monitoring purposes.</p>
2. Monitoring of the faculty development plan was not evident.	2. An instrument to evaluate the effectiveness of the faculty development program should be devised and utilized to monitor its progress and effectiveness.
3. Semestral accomplishments of faculty members were not documented properly.	3. Faculty members should submit accomplishment reports for the monitoring of their development at the end of each semester. Likewise, faculty members who attended different seminars/trainings should submit reflection papers to determine how such trainings had helped them in acquiring new skills and competencies.
4. Neither a faculty exchange program nor industry immersion policies were available.	4. A faculty exchange program should be arranged to benchmark best practices and to facilitate the conduct of collaborative projects with other institutions. Likewise, policies for industry immersion should be formulated to guide the implementation of the program.
5. Attendance of faculty members in national and international conferences was limited.	5. Provisions for financial support/stipend and other incentives should be made available to encourage participation of faculty members in national and international conferences that would help them keep abreast with the latest trends in the profession.



### Area III. Instruction

#### Strengths:

1. Formal linkages with CISCO Academy kept students abreast with advanced practices and technologies used in the industry, thereby strengthening their competencies and preparedness for their future employment.
2. The university was a recognized Pearson VUE-authorized testing center for various IT certifications. Hence, students and faculty members have an edge in obtaining international IT certification, thus enabling the validation of their skills and competencies.
3. Various instructional techniques and technologies were currently being implemented in the program, as follows:
  - 3.1. Built-in multimedia projectors were available, thus providing a more conducive and more effective teaching and learning environment inside the classrooms and laboratories; and
  - 3.2. Learning management and online collaboration platforms (i.e., Edmodo, Moodle, Dropbox, etc.) were adopted by faculty members, to enhance the teaching-learning process.
4. Student assistants and personnel provided technical support to facilitate efficient learning during laboratory classes.
5. The institution concluded memoranda of agreement (MOA's) with its different academic and practicum partners, thus strengthening the learning experiences of students.
6. A system for academic advising and consultation was established to provide guidance to students regarding their academic pursuits.
7. Industry practitioners, alumni, faculty members, and representatives from professional organizations participated in consultations for the periodic development, evaluation, and improvement of the curriculum. This enabled the institution to keep abreast with the current requirements of the industry and the competencies of graduates, and thus be properly aligned with such.
8. The school employed strict measures (i.e., implementation of biometrics-based attendance log-in system) to ensure the attendance of faculty members in their classes.
9. Online grades submission supplemented the printed grading sheets; likewise, online viewing of grades was available 24/7, thus ensuring that students are able to monitor their performance.



10. The institution maintained a dedicated room for thesis defense, capstone projects, and other oral examination activities, thus providing substantial support to instruction.
11. Adequate number of information technology (IT) rooms equipped with necessary facilities and tools was made available to enhance further the learning process.
12. All activities were evaluated regularly to provide information about the needs of the target group (i.e., faculty members, staffs, and students), to evaluate the effectiveness of the activity and to assess its impact.

Opportunities for Improvement	Recommendations
1. Learning competencies of students per year level were not identified.	1. The different courses offered in the program should be reviewed by the college to identify various competencies to be acquired by students in each year level. Moreover, an assessment tool should be designed to support the attainment of the desired competencies among students.
2. Assessment of the attainment of student learning outcomes (SLO's) and program educational objectives (PEO's) was not evident.	2. Valid assessment tools should be prepared to evaluate effectively the attainment of the SLO's and PEO's. Likewise, a committee should be organized to ensure that assessment would be conducted, based on the approved plan or schedule.
3. A course portfolio for the program was not available.	3. A course portfolio should be compiled by the college for evaluation and monitoring purposes. It should include the following materials: <ul style="list-style-type: none"> <li>3.1. course syllabi;</li> <li>3.2. learning materials;</li> <li>3.3. requirements; and</li> <li>3.4. rubrics.</li> </ul>

4. Some of the courses with laboratory components did not have laboratory manuals.	4. Faculty members should be encouraged to develop laboratory manuals for utilization and enrichment of teaching and learning in various professional courses, with laboratory components.
5. Validity of the rubrics used in different assessment activities was not established.	5. To ensure effective assessment, thorough analysis and evaluation of the rubrics should be conducted to verify their validity prior to their implementation.
6. A decline in enrolment was observed. In fact, only 13 students were enrolled in the program in the 2 <sup>nd</sup> semester of SY 2017-2018.	6. Admission requirements for the program should be reviewed to address the fast-changing demands in the industry. Moreover, marketing strategies (i.e., promotion of the achievements of the program and its alumni) should be intensified to increase the enrollment in the program.
7. The number of books and online references indicated in some syllabi did not meet the minimum requirements (i.e. five titles per course).	7. Books and websites related to the course topics should be listed in the syllabi to support student learning. At least five non-duplicated book titles and online references should be listed in the syllabi and be made available in the library, for the reference of students and faculty members.
8. Guidelines and procedures governing the review and revision of the course syllabi were not available.	8. Guidelines and procedures governing the review and revision of the course syllabi should be formulated, to serve as basis to determine the timeline for revision of the document and the areas to be modified.



## Area IV. Laboratories

### Strengths:

1. Industry-based laboratory (i.e., CISCO laboratory) was available to support instruction, thereby providing students practical experiences and appropriate training for their future profession.
2. LCD projectors were installed in the lecture rooms and laboratories to aid the delivery of instruction.
3. The number of computer units was more than enough to support the instructional needs of the faculty and the research needs of students enrolled in the program.
4. Utilization, repair, and maintenance of computer units in the computer laboratories were well-documented and organized.
5. Wireless Fidelity (Wi-Fi) networks were available, thereby providing students, faculty members, and staffs convenient access to the internet outside the laboratory.
6. Students were allowed to use the computer laboratories outside their scheduled laboratory classes, which supported their academic requirements.

Opportunities for Improvement	Recommendations
1. Some subjects with laboratory units did not have laboratory manuals.	1. Faculty members should be encouraged to develop laboratory manuals to standardize and enrich instruction in courses with laboratory units.
2. Review of existing/installed software was not evident.	2. Existing software should be reviewed to ensure that available versions are up to date and at par with industry standards. A review committee may likewise be established for such purpose.
3. Provisions/policies for replacement of computer units were not in place. Furthermore, a performance matrix indicating the minimum metrics of computer	3. Policies governing the replacement of computer units should be formulated and disseminated for the reference of the laboratory personnel. Furthermore, a

performance was not provided.	performance matrix should be developed to guarantee the quality of performance of the units.
4. Learning outcomes were not indicated at the start of all laboratory exercises.	4. Learning outcomes should be indicated at the beginning of laboratory exercises to give students an idea of what they should be able to do/know at the end of each activity and, hence, to ascertain whether or not these were successfully attained.
5. Relevant trainings and seminars for technicians and SA's were minimal.	5. A development plan for technicians and laboratory assistants should be formulated and implemented to enhance their skills and to keep them abreast with the current technologies and practices in the field.



## Area V. Research

### Strengths:

1. The Research and Development Center (RDC) spearheaded a research agenda, which geared toward the continuing enrichment of research courses and activities in the program.
2. Adequate facilities and budget were provided to support the research agenda.
3. Research services were offered to students, faculty members, and affiliates free of charge, thus helping foster the conduct of research in the institution.
4. The research competencies of faculty members and students were honed continuously through a development program that was based on training-needs assessment.

Opportunities for Improvement	Recommendations
1. Administrative support for academic research was limited.	1. Action research studies should be initiated to engage relevant administrative units in capacity-building for the different sectors in the university.
2. Participation of successful alumni and industry practitioners in research colloquia conducted by the school was lacking.	2. Successful alumni and industry practitioners should be invited as speakers or as reactors to provide valuable and professional insights to student researchers.
3. The dean and the faculty members initiated few research activities.	3. The dean and the faculty members should take the lead in initiating research activities that would motivate the conduct of research among students and help develop their research capabilities and competencies.
4. The faculty did not have sufficient time to conduct research.	4. Overloading of subject assignment should be avoided to provide the faculty sufficient time to engage in research

	activities. Moreover, de-loading schemes may be implemented to increase research productivity in the college.
5. Available research books and online journals aligned with the program were limited	5. Program chairs, members of the library committee, and faculty members teaching research should recommend research references and resources to support the research needs of the program.
6. Dissemination and utilization of research findings was limited.	6. Relevant findings from research studies should be disseminated through presentations and research colloquia, as well as through sharing with concerned parties for utilization.
7. A manual for thesis writing was not in place.	7. A comprehensive manual for thesis writing should be developed for the reference of graduating students.



## Area VI. Library

### Strengths:

1. Subscription to print journals, electronic resources, and online databases complemented and enriched the available print resources of the library.
2. Service offerings in the library covered an orientation and bibliographic program, which provided guidance on the use of the 24/7 online catalog and indexes to periodicals that provided strong support to instruction.
3. Wi-Fi connectivity and remote in-campus library access enabled convenient retrieval of up-to-date readings and research materials.
4. The discussion rooms accommodated group studies, discussions, and interactions related to curricular activities and requirements of students, without disturbing the other library clientele.

Opportunities for Improvement	Recommendations
1. A reserved collection/section was not available in the library.	1. A reserved collection/section should be provided in the library to ensure availability of required readings to more students.
2. The accreditation requirement of five book titles per student was not met.	2. Continuous acquisition of professional books should be done to ensure compliance with the requirement (i.e., provision of five books per student) and availability of sufficient resources to support the instructional and research needs of the college.
3. Recommended replacements for outdated materials were not provided.	3. Book deselection and replacement policies should be observed, to ensure that the library collections would be recent. Likewise, recommended replacement materials should be procured, in compliance with the standards for academic libraries.

4. Reports regarding library activities and utilization of services were neither analyzed nor interpreted.

4. Analysis and interpretation of library reports should be done to determine the effectiveness of existing library programs and services. Results of the analysis should serve as basis for future planning activities and for continuous improvement.



## Area VII. Student Services

### Strengths:

1. Students' organizations sponsored a variety of activities that developed the talents, creativity, and interests of students, thereby contributing to the enhancement of their self-esteem, self-confidence, and their total personality formation, in consonance with the objectives of the college
2. The student services program comprised of well-coordinated activities brought about by a strong organizational set-up, composed of qualified and dedicated personnel, hence contributing to the effective services for students.
3. Seminars on students' personality, self-awareness and discovery, interests and current issues, etc. were conducted to encourage the holistic development of students.
4. Extra-curricular and co-curricular activities were implemented effectively to foster the total and holistic development among the students.
5. A strong scholarship program provided financial assistance to less fortunate but deserving students and to a substantial number of other qualified students in the school.

Opportunities for Improvement	Recommendations
1. Evaluation of student services was not evident, since 2015.	1. A valid evaluation instrument should be developed by the student services cluster to measure the effectiveness and adequacy of services extended to students. Results of evaluation should be utilized as inputs for continuous improvement of the services.
2. Students' organizations and the school publication were provided a very small office.	2. A spacious and appropriately furnished office should be provided for the students' organizations to facilitate efficient records keeping and conduct of meetings and planning activities.
3. Long queues were reported in the cashier's office, especially during enrolment and examination periods.	3. Additional windows and staffs should be designated in the cashier's office, to accommodate more students and to provide faster services, and thus avoid long

	queues, especially during enrolment and examination seasons.
4. It was noted that counseling cubicles were not conducive to counseling activities.	4. The counseling area should be improved to ensure compliance with the standards and requirements. Furthermore, counseling cubicles should be covered to ensure privacy and confidentiality of discussions.



## Area VIII. Social Orientation and Community

### Strengths:

1. The trust of the partner community was evident in the degree of cooperation shown by the officials, the core group leaders, and residents of the barangay in the implementation of the community outreach projects initiated by the institution.
2. Commitment of the beneficiaries to the extension and outreach programs of the school was evident in the quality of outputs and outcomes they had produced.
3. Extension plans and programs were anchored on the vision and mission of the university and were responsive to the national agenda of the government. Likewise, the institution rendered extension services that optimized its IT, education, arts, business, hospitality management, and health expertise to address the needs of the partner community.
4. Beneficiaries reported that they benefitted from the livelihood and literacy programs of the institution. Moreover, literacy projects had improved the academic performance and the level of confidence of beneficiaries and of barangay officials, respectively.

Opportunities for Improvement	Recommendations
1. Conduct of monitoring and follow-up of outreach activities was not evident.	1. All monitoring and follow up activities should be documented to ensure that the outreach programs would be properly sustained and maintained. Likewise, the documentation should serve as basis in determining areas/issues that need to be addressed.
2. Linkages with government and non-government organizations in support of the community outreach program were limited.	2. The Office of the Community Outreach Program should tap government and non-government organizations to support the implementation of the outreach/extension programs.
3. Research studies related to the community outreach projects were not conducted.	3. Students should be required to submit reflection papers focusing on their realizations and learning after their

	participation in the community outreach projects. Furthermore, impact assessments should be conducted to determine the relevance, effectiveness, and sustainability of the community outreach projects.
4. Trainings and seminars on community organizing and community development for those involved in the community outreach program were limited.	4. Capability-building seminars should be conducted for the academic community and barangay officials in order to improve their community organizing skills for the further development of the community.



## Area IX. Physical Plant and Facilities

### Strengths:

1. The university safety handbook contained comprehensive guidelines to ensure the safety of the academic community during fortuitous events and calamities (i.e., fires, earthquakes, typhoons, floods, etc.). Furthermore, safety drills were planned and conducted regularly, in compliance with the emergency evacuation protocols of the city.
2. A systematic site development and campus planning was instituted, taking into account the essential features of a superior educational environment, thus, the safety, security, and comfort of the academic community were considered in the design and location of its utilities and amenities.
3. The school had a footbridge, which connected its buildings, and thus ensured the mobility and safety of the constituents in the campus. Likewise, traffic rules were properly observed.
4. To help the city government protect the environment, the waste management plan of the institution, including comprehensive guidelines for solid waste and hazardous waste practices (i.e., collection, recycling, disposal, composting, reuse and education), were strictly followed as mandated by law.
5. A fireproof vault was installed at the Registrar's Office to preserve the integrity and to maintain the confidentiality of the academic records of students.
6. The institution maintained four standby generators with a total capacity of 600kVA, which ensured the continuity of classes and operations in case of power outage/interruption.
7. CCTV cameras were installed in building entrances, which strengthened the security of the academic community, the facilities and the campus.
8. A university printing center was available for the printing of different manuals, examination papers, and other materials, thus supporting instruction.
9. A postal services office located inside the campus provided efficient and economical mailing and courier solutions for the school community.
10. The university maintained a semi-Olympic indoor pool, which served as a venue for training and physical education classes in the university.

Opportunities for Improvement	Recommendations
1. Assessment and evaluation of completed projects was not stipulated in the campus development plan.	1. Completed projects should be assessed and evaluated to determine their impact to the progress of the five-year campus development plan and to the realization of the vision and mission of the university.
2. Provisions for comprehensive safety training and orientation of personnel were not reflected in the five-year laboratory development plan (2014-2020) of the institution.	2. The laboratory development plan should reflect provisions for trainings and other enhancement activities for the laboratory custodian and student assistants in order to enrich their competencies and to boost their job performance.
3. Policies and guidelines pertaining to the maintenance program were not formulated.	3. The maintenance program should cover policies and guidelines, as well as implementing rules and regulations to ensure effective and efficient implementation, monitoring, and evaluation of the program.



## Area X. Organization and Administration

### Strengths:

1. The organizational structure of the university was simple and ideal. In fact, functions and authority of various positions were clearly delineated.
2. Long-term goals of the 2016–2026 institutional plan (i.e., ISO certification, QRF/PQF compliance, membership in various instructional accords) were appropriate and future-oriented, thus ensuring the sustainability of its operations.
3. The 10-year development plan was broken down to accommodate fast-paced development and progress of the university.

Opportunities for Improvement	Recommendations
1. The title vice-president for internal and external affairs was vague and all-encompassing.	1. The title should be revised to make it more definitive and abreast with the times (i.e., Vice-President for Quality Assurance). Moreover, all the functions of the position should be identified clearly for the guidance of the school community, most especially of the person holding the position.
2. Training and development activities were not based on the identified training-needs of the various school sectors.	2. Training-needs assessment (TNA) should be conducted per sector, to serve as basis for the provision of development programs and activities that would truly address the different training needs of the faculty, staff, and the management.